

APPENDICES

APPENDIX A CURRICULUM

This appendix includes the following:

- A.1 – Master Course List
- A.2 – Course Guides
- A.3 – Electives K-12 and Other Courses
- A.4 – List of Materials
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APPENDIX A CURRICULUM

A.1 MASTER COURSE LIST

Master Course List for 2023-24

Elementary School Grades K-5	
Language Arts	Math
Language Arts K, 1, 2, 3, 4, 5 Accelerated and Enrichment Literature Study 2, 3, 4, 5 Accelerated and Enrichment Language Arts 3, 4, 5	Math K, 1, 2, 3, 4, 5 Accelerated and Enrichment Math 3, 4, 5
Science	Social Studies
Science K, 1, 2, 3, 4, 5 Accelerated and Enrichment Science 3, 4, 5	Social Studies K, 1, 2, 3, 4, 5 Pennsylvania State History 4
Physical Education	Art
Physical Education K, 1, 2, 3, 4, 5	Art K, 1, 2, 3, 4, 5
Technology	
Educational Technology and Online Learning K, 1, 2, 3, 4, 5	
Elective Courses	
Elementary Chinese I Elementary Chinese II Elementary Spanish I Elementary Spanish II Experiencing Music I	Experiencing Music II Experiencing Music III Elementary Sign Language Discovering Music I Discovering Music II Discovering Music III
Supplemental Instructional Support Programs	
Skills for Success	Reading Eggs Reading Eggspress

**Middle School
Grades 6-8**

Middle School Grades 6-8	
Language Arts	Math
Language Arts 6, 7, 8 Accelerated and Enrichment Language Arts 6, 7, 8 Accelerated and Enrichment Literature Study 6, 7, 8	Math 6 and 7 Algebra Readiness (Pre-Algebra) Accelerated and Enrichment Math 6, 7, 8
Science	Social Studies
Science 6, 7, 8 Accelerated and Enrichment Science 6, 7, 8	Social Studies 6, 7, 8
Health and Physical Education	Art
Health and Physical Education 6, 7, 8	Art 6, 7, 8
Technology	
Educational Technology and Online Learning 6, 7, and 8	
Elective Courses	
Middle Chinese I Middle Chinese II Middle Spanish I Middle Spanish II	Middle Sign Language Home Life Exploring Music I Exploring Music II Exploring Music III
Supplemental Instructional Support Programs	
Skills for Success	

High School 9-12

Language Arts

CR English 9, 10, 11, 12	Journalism
English 9, 10, 11, 12	
Honors English 9, 10, 11, 12	

Math

CR Algebra 1	Calculus
CR Geometry	Statistics
Algebra 1 A (Part 1 & 2)	Explorations in Math
Algebra 1 B (Part 1 & 2)	Consumer Math
Algebra 1	Honors Algebra 1
Algebra 2	Honors Geometry
Geometry	Honors Algebra 2
Pre-Calculus Pre-Algebra	Honors Pre-Calculus

Science

CR Biology

CR Chemistry

CR Physical Science

CR Earth Science

Biology

Chemistry

Physical Science

Earth Science

Environmental Science

Physics

Honors Biology

Honors Chemistry

Honors Earth Science

Social Studies

CR U.S. History

CR American Government

CR Economics

CR World History

U.S. History

American Government

World History

Geography (World Geography)

Geography and Society

Economics

Personal Finance

Psychology

Honors U.S. History

Honors American Government

Honors World History

High School 9-12

Advanced Placement

<p>AP United States History</p> <p style="padding-left: 40px;">AP Biology</p> <p style="padding-left: 40px;">AP Calculus AB</p> <p style="padding-left: 40px;">AP Computer Science Principles</p> <p>AP English Language and Composition</p> <p style="padding-left: 40px;">AP English Literature & Composition</p> <p style="padding-left: 40px;">AP Human Geography</p>	<p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p style="padding-left: 40px;">AP Psychology</p> <p style="padding-left: 40px;">AP Statistics</p> <p>AP U.S. Government</p> <p>AP Environmental Science</p>
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Electives

<p style="text-align: center;"><u>Technology</u></p> <p>Concepts of Engineering and Technology</p> <p style="padding-left: 40px;">Intro to Computer Applications</p> <p style="text-align: center;"><u>Humanities</u></p> <p style="padding-left: 40px;">Art History</p> <p style="padding-left: 40px;">Digital Photography 1</p> <p style="padding-left: 40px;">Introduction to Drawing</p>	<p style="text-align: center;"><u>Humanities continued</u></p> <p>Introduction to Graphic Design</p> <p style="padding-left: 40px;">Living Music I, II</p> <p style="padding-left: 40px;">French I, II, III IV</p> <p style="padding-left: 40px;">German I, II, III</p> <p style="padding-left: 40px;">Sign Language I, II</p> <p style="padding-left: 40px;">Spanish I, II, III, IV</p>
<p style="text-align: center;"><u>Health and Physical Education</u></p> <p>Health, Fitness, and Nutrition</p> <p style="padding-left: 40px;">Personal Fitness</p> <p style="padding-left: 40px;">Physical Education</p>	<p style="text-align: center;"><u>Other Courses</u></p> <p>College Prep with ACT</p> <p>College Prep with SAT</p> <p style="padding-left: 40px;">Drivers Education</p> <p style="padding-left: 40px;">Freshman Success</p> <p style="padding-left: 40px;">Senior Success</p>

Career Technical Education (CTE)

<p>Anatomy and Physiology</p> <p style="padding-left: 40px;">Animation</p> <p style="padding-left: 40px;">Art in World Cultures</p> <p>Career Planning and Skill Development</p> <p>Careers in Criminal Justice</p> <p style="padding-left: 40px;">Cosmetology 1</p> <p style="padding-left: 40px;">Cosmetology 2</p> <p style="padding-left: 40px;">Culinary Arts</p>	<p>Early Childhood Education 1a: Introduction/ 1b: Developing Early Learners</p> <p>Health Science 1: The Whole Individual</p> <p>Health Science 2: Patient Care & Medical Service</p> <p>Health Science: Public Health</p> <p style="padding-left: 40px;">Astronomy 1</p> <p style="padding-left: 40px;">Medical Terminology</p> <p style="padding-left: 40px;">Sports Management</p>
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Supplemental Instructional Support Programs

Skills for Success

**APPENDIX A
CURRICULUM**

A.2 COURSE GUIDES

a. LANGUAGE ARTS

This document is part of Appendix A: Curriculum.

It includes course guides for each Language Arts class for students in Kindergarten through Grade 12.

- Language Arts K
- Language Arts 1
- Language Arts 2
- Accelerated Literature Study 2
- Language Arts 3
- Language Arts 3 Accelerated
- Language Arts 4
- Language Arts 4 Accelerated
- Language Arts 5
- Language Arts 5 Accelerated
- Language Arts 6
- Language Arts 6 Accelerated
- Accelerated Literature Study 6
- Language Arts 7
- Language Arts 7 Accelerated
- Accelerated Literature Study 7
- Language Arts 8
- Language Arts 8 Accelerated
- Accelerated Literature Study 8
- English 9
- English 9 Honors
- English 9 Prescriptive
- English 10
- English 10 Honors
- English 10 Prescriptive
- English 11
- English 11 Honors
- English 11 Prescriptive
- English 12
- English 12 Honors
- English 12 Prescriptive
- Journalism

Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. Course guides include information on:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides)
- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides)

Language Arts K

Language Arts K A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will learn, practice, and apply the fundamental skills and strategies that will provide the foundation to grow into a strong, fluent reader, writer, and communicator. Reading, writing, and language instruction are presented in close alignment with the Common Core State Standards (CCSS). Early in the semester students review the names of the letters of the alphabet. Daily instruction in phonics and spelling as well as high frequency words serves as a building block that enables the student to emerge as a reader. Core reading instruction gives the student the opportunity to listen to, read together, and read independently texts in a variety of literary and nonfiction genres. The instruction is presented in a Peer Model mode, in which the student views a video of a peer learning how to use and apply the target core reading skill. The focus of core reading instruction is to develop the ability to comprehend and analyze texts. Instruction in the mechanics of writing serves as a building block that allows the student to emerge as a writer. Writing instruction guides the student through the process of dictating and writing narrative and informational texts. Speaking and Listening instruction is presented in a 21st Century mode, in which the student gains proficiency in the skills, knowledge, and expertise they must master to succeed in life and eventually the workplace. Together, the course elements ensure that the student grows as a reader, writer, and communicator.

Semester A Outline

1. **Course Overview**

1. ELA Semester A Course Overview

2. **Different Kinds of Family**

1. Different Kinds of Families: Genre

- In this section, you will predict what a story will be about using details in the pictures.
- In this section, you will say if the words you hear have the same ending sounds.
- In this section, you will repeat the high-frequency word **a**.
- In this section, you will name the capital and lowercase letters **Aa** and **Bb**.

2. Different Kinds of Families: Comprehension

- In this section, you will use details to answer questions about a story.
- In this section, you will say words that rhyme.
- In this section, you will identify the high-frequency word **a**.
- In this section, you will name the capital and lowercase letters **Cc** and **Dd**.

3. Different Kinds of Families: Speak/Listen

- In this section, you will tell what a story is.
- In this section, you will sort words that rhyme.
- In this section, you will match the high-frequency words **at** and **a**.

- In this section, you will practice tracing straight lines.
 - In this section, you will name the capital and lowercase letters **Ee** and **Ff**.
4. Different Kinds of Families: Fluency
 - In this section, you will identify characters in a story.
 - In this section, you will match letters A–F and a–f.
 - In this section, you will use letters to build the words **at** and **a**.
 - In this section, you will name the capital and lowercase letters **Gg**, **Hh**, and **Ii**.
 5. Different Kinds of Families: Synthesize
 - In this section, you will identify settings in a story.
 - In this section, you will follow rules for taking turns when speaking.
 - In this section, you will read the word **A** in a book.
3. **Outside in Any Weather**
 1. Outside in Any Weather: Genre
 - In this section, you will use details to predict what a story will be about.
 - In this section, you will say sounds at the beginning of a word and in the rest of the word.
 - In this section, you will repeat the high-frequency word **I**.
 - In this section, you will name the capital and lowercase letters **Jj** and **Kk**.
 2. Outside in Any Weather: Comprehension
 - In this section, you will use details to answer questions about a story.
 - In this section, you will put sounds together to say words.
 - In this section, you will identify the high-frequency word **I**.
 - In this section, you will name the capital and lowercase letters **Ll** and **Mm**.
 3. Outside in Any Weather: Speak/Listen
 - In this section, you will identify events in a story.
 - In this section, you will make new words by changing the beginning sound or ending sounds.
 - In this section, you will match high-frequency words **a** and **I**.
 - In this section, you will practice tracing slanted lines.
 - In this section, you will name the capital and lowercase letters **Nn** and **Oo**.
 4. Outside in Any Weather: Fluency
 - In this section, you will ask questions about characters in a story.
 - In this section, you will tell how story characters are the same and different.
 - In this section, you will use letters to build the words **a** and **I**.
 - In this section, you will name the capital and lowercase letters **Pp** and **Qq**.
 5. Outside in Any Weather: Synthesize
 - In this section, you will ask questions about the setting of a story.
 - In this section, you will listen carefully so that you understand what others say.
 - In this section, you will read the word **I** in a book.
4. **Fun for Everyone**
 1. Fun for Everyone: Genre
 - In this section, you will predict what a story will be about by using details in the pictures.
 - In this section, you will follow words from left to right.
 - In this section, you will repeat the high-frequency word **look**.

- In this section, you will name the capital and lowercase letters **Rr** and **Ss**.
2. Fun for Everyone: Comprehension
 - In this section, you will answer questions about the details in a story.
 - In this section, you will follow words from the top to the bottom and from one page to the next.
 - In this section, you will identify the high-frequency word **look**.
 - In this section, you will name the capital and lowercase letters **Tt** and **Uu**.
 3. Fun for Everyone: Speak/Listen
 - In this section, you will use details to answer questions about words in a story.
 - In this section, you will tell how letters in a certain order make up a word.
 - In this section, you will match the high-frequency words **I** and **look**.
 - In this section, you will practice tracing curved lines.
 - In this section, you will name the capital and lowercase letters **Vv** and **Ww**.
 4. Fun for Everyone: Fluency
 - In this section, you will ask questions about words in a story.
 - In this section, you will recognize various letters of the alphabet.
 - In this section, you will use letters to build the words **I** and **look**.
 - In this section, you will name the capital and lowercase letters **Xx**, **Yy**, and **Zz**.
 5. Fun for Everyone: Synthesize
 - In this section, you will use words and pictures to learn new words.
 - In this section, you will have a conversation with others by talking and listening.
 - In this section, you will read the word **Look** in a book.

5. No Place Like Home

1. No Place Like Home: Genre
 - In this section, you will predict what a story will be about by using details in the pictures.
 - In this section, you will look for spaces that are between words.
 - In this section, you will repeat the high-frequency word **is**.
2. No Place Like Home: Comprehension
 - In this section, you will use details to answer questions about a story.
 - In this section, you will tell if words make a sentence.
 - In this section, you will identify the high-frequency word **is**.
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will practice writing capital **M** and lowercase **m**.
3. No Place Like Home: Speak/Listen
 - In this section, you will identify details on the front cover and the title page of a book.
 - In this section, you will count the number of parts in a word.
 - In this section, you will match high-frequency words **look** and **is**.
 - In this section, you will name the sound for the letter **m**.
4. No Place Like Home: Fluency
 - In this section, you will tell how an author and an illustrator work together to tell a story.

- In this section, you will read high-frequency words **A, a, At, at, I, Is, is, Look, and look.**
 - In this section, you will use letters to build the words **look** and **is.**
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will practice writing capital **S** and lowercase **s.**
5. No Place Like Home: Synthesize
- In this section, you will read the word **is** in a book.
 - In this section, you will name the sound for the letter **s.**
6. Fun With Family Unit Test

6. What a Surprise

1. What a Surprise!: Genre
- In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will identify naming words, or nouns.
 - In this section, you will repeat the high-frequency word **you.**
 - In this section, you will identify that a story tells about something that happens
2. What a Surprise!: Comprehension
- In this section, you will use details to answer questions about a story. In this section, you will identify the high-frequency word **you.**
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will practice writing capital **T** and lowercase **t.**
 - In this section, you will identify how the beginning of a story tells who the story is about and where it happens.
3. What a Surprise!: Speak/Listen
- In this section, you will use details to answer questions about pictures in a story.
 - In this section, you will identify plural nouns.
 - In this section, you will match high-frequency words **is** and **you.**
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will identify how the middle of a story tells what happens.
4. What a Surprise!: Fluency
- In this section, you will ask questions about major events in the story.
 - In this section, you will practice writing capital **P** and lowercase **p.**
 - In this section, you will use letters to build the words **is** and **you.**
 - In this section, you will name the sound for the letter **t** and the sound for the letter **p.**
 - In this section, you will tell what happens at the end of a story.
5. What a Surprise!: Synthesize
- In this section, you will tell how details in pictures help tell a story.
 - In this section, you will tell about what you learn in a clear way.
 - In this section, you will read the word **You** in a book.
 - In this section, you will identify the first, next, and last events in a story.

7. Friends Help Each Other

1. Friends Help Each Other: Genre
 - In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will identify action words, or verbs.
 - In this section, you will repeat the high-frequency word **We**.
 - In this section, you will plan a story by telling who and what it will be about.
2. Friends Help Each Other: Comprehension
 - In this section, you will use details to answer questions about a story.
 - In this section, you will identify the high-frequency word **we**.
 - In this section, you will say the sound you hear at the beginning and in the middle of words.
 - In this section, you will practice writing capital **A** and lowercase **a**.
 - In this section, you will write the end of a story by telling how the people in the story feel about what happens.
3. Friends Help Each Other: Speak/Listen
 - In this section, you will use details to answer questions about the beginning of a story.
 - In this section, you will identify the two parts of a sentence.
 - In this section, you will match high-frequency words **you** and **we**.
 - In this section, you will name the short sound for the letter **a**.
 - In this section, you will write the events that happen in the beginning and middle of a story.
4. Friends Help Each Other: Fluency
 - In this section, you will use details to answer questions about the middle of a story.
 - In this section, you will identify verbs in sentences.
 - In this section, you will use letters to build the words **you** and **we**.
 - In this section, you will blend sounds to read words with short **a**.
 - In this section, you will add details to your story.
5. Friends Help Each Other: Write
 - In this section, you will use details to answer questions about the ending of a story.
 - In this section, you will ask a question to get help doing something.
 - In this section, you will read the word **We** in a book.
 - In this section, you will share your story.

8. Friends are Kind

1. Friends are Kind: Genre
 - In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will say each word part in a word.
 - In this section, you will repeat the high-frequency word **the**.
 - In this section, you will identify what a telling sentence does.
2. Friends are Kind: Comprehension
 - In this section, you will use key details to answer questions about a story.
 - In this section, you will tell how to begin and end a telling sentence.
 - In this section, you will identify the high-frequency word **the**.

- In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will practice writing capital **N** and lowercase **n**.
3. Friends are Kind: Speak/Listen
- In this section, you will tell what happens at the beginning and middle of a story.
 - In this section, you will identify what an asking sentence does.
 - In this section, you will match high-frequency words **we** and **the**.
 - In this section, you will name the sound for the letter **n**.
4. Friends are Kind: Fluency
- In this section, you will tell what happens at the end of a story.
 - In this section, you will read high-frequency words and sentences with high-frequency words.
 - In this section, you will use letters to build the words **the** and **we**.
 - In this section, you will say the sound you hear at the beginning of words.
 - In this section, you will practice writing capital **C** and lowercase **c**.
 - In this section, you will select a book to read on your own.
5. Friends are Kind: Synthesize
- In this section, you will retell a story using pictures or illustrations.
 - In this section, you will answer a question to get the help you need.
 - In this section, you will read the word **The** in a book.
 - In this section, you will name one sound for the letter **c**.

9. What a Friend Needs

1. What a Friend Needs: Genre
- In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will blend word parts together to make words.
 - In this section, you will tell what question words mean.
 - In this section, you will repeat the high-frequency word **who**.
2. What a Friend Needs: Comprehension
- In this section, you will use details to ask and answer questions about a story.
 - In this section, you will identify the high-frequency word **Who**.
 - In this section, you will say the sound you hear at the beginning and in the middle of words.
 - In this section, you will practice writing capital **O** and lowercase **o**.
 - In this section, you will identify that a book review tells how a writer feels and why they feel that way.
3. What a Friend Needs: Speak/Listen
- In this section, you will use details to identify a problem in the story.
 - In this section, you will tell how to begin and end an asking sentence.
 - In this section, you will match high-frequency words **the** and **Who**.
 - In this section, you will name the short sound for the letter **o**.
 - In this section, you will write about why you like a story you read.
4. What a Friend Needs: Fluency
- In this section, you will identify details that tell how the problem in a story is solved.
 - In this section, you will use letters to build the words **the** and **Who**.

- In this section, you will blend sounds to read words with short **o**.
- In this section, you will add a detail to your book review.

5. What a Friend Needs: Synthesize

- In this section, you will read the word **Who** in a book.
- In this section, you will build words with short **o** and **a**.

6. Good Friends Unit Test

10. Animals Learn and Grow

1. Animals Learn and Grow: Genre

- In this section, you will predict what an information text will be about using details in the pictures.
- In this section, you will break words into word parts.
- In this section, you will repeat the high-frequency word **he**.
- In this section, you will tell what an exclamation does.

2. Animals Learn and Grow: Comprehension

- In this section, you will answer questions about the details in a text.
- In this section, you will tell how to begin and end an exclamation.
- In this section, you will identify the high-frequency word **he**.
- In this section, you will say the sound you hear at the beginning and end of words.
- In this section, you will practice writing capital **D** and lowercase **d**.

3. Animals Learn and Grow: Speak/Listen

- In this section, you will identify an information text.
- In this section, you will use a capital letter to write the word *I*.
- In this section, you will match high-frequency words **who** and **he**.
- In this section, you will name the sound for the letter **d**.

4. Animals Learn and Grow: Fluency

- In this section, you will identify details in an informational text.
- In this section, you will add describing words that tell about size, shape, and feel.
- In this section, you will use letters to build the words **who** and **he**.
- In this section, you will say the sound you hear at the beginning and end of words.
- In this section, you will practice writing capital **B** and lowercase **b**.
- In this section, you will select a book to read on your own.

5. Animals Learn and Grow: Synthesize

- In this section, you will identify the topic in an informational text.
- In this section, you will ask questions to help you understand a text you have listened to.
- In this section, you will read the word **He** in a book.
- In this section, you will name the sound for the letter **b**.

11. Ways Animals are Different

1. Ways Animals are Different: Genre

- In this section, you will predict what a book will be about using details in the pictures.
- In this section, you will say the beginning sounds in words.
- In this section, you will repeat the high-frequency word **she**.
- In this section, you will define describing words, or adjectives.

2. Ways Animals are Different: Comprehension

- In this section, you will use details to answer questions about a book.
 - In this section, you will identify describing words, or adjectives, that tell how many.
 - In this section, you will identify the high-frequency word **she**. In this section, you will say the sound you hear at the beginning and in the middle of words.
 - In this section, you will practice writing capital **I** and lowercase **i**.
3. Ways Animals are Different: Speak/Listen
- In this section, you will use details to answer questions about a book.
 - In this section, you will identify describing words, or adjectives, that tell what color.
 - In this section, you will match high-frequency words **he** and **she**.
 - In this section, you will name the short sound for the letter **i**.
4. Ways Animals are Different: Fluency
- In this section, you will ask questions to find out the topic of an information text.
 - In this section, you will tell how details give information about a topic.
 - In this section, you will use letters to build the words **he** and **she**.
 - In this section, you will blend sounds to read words with short **i**.
 - In this section, you will select a book to read on your own.
5. Ways Animals are Different: Synthesize
- In this section, you will retell details of an information text.
 - In this section, you will answer questions to help you understand a text you have listened to.
 - In this section, you will read the word **She** in a book.
 - In this section, you will build words with short **i**, **a**, and **o**.

12. Animal Parents and Babies

1. Animal Parents and Babies: Genre
- In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will change the beginning sound in a word to make a new word.
 - In this section, you will repeat the high-frequency word **one**.
 - In this section, you will identify describing words, or adjectives, that tell about size.
2. Animal Parents and Babies: Comprehension
- In this section, you will use details to answer questions about a text.
 - In this section, you will identify describing words, or adjectives, that tell about shape.
 - In this section, you will identify the high-frequency word **one**.
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will practice writing capital **F** and lowercase **f**.
3. Animal Parents and Babies: Speak/Listen
- In this section, you will describe how two events in a text are connected.
 - In this section, you will identify describing words, or adjectives, that tell how things feel.
 - In this section, you will match high-frequency words **she** and **one**.

- In this section, you will name the sound for the letter **f**.
4. Animal Parents and Babies: Fluency
 - In this section, you will describe how two ideas are connected.
 - In this section, you will add describing words that tell about size, shape, and feel.
 - In this section, you will select a book to read on your own.
 - In this section, you will use letters to build the words **she** and **one**.
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will practice writing capital **G** and lowercase **g**.
 5. Animal Parents and Babies: Synthesize
 - In this section, you will describe how two pieces of information in a text connect.
 - In this section, you will tell about people you know.
 - In this section, you will read the word **One** in a book.
 - In this section, you will name the sound for the letter **g**.

13. Animals Working Together

1. Animals Working Together: Genre
 - In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will say the ending sound in a word.
 - In this section, you will repeat the high-frequency word **can**.
 - In this section, you will identify words that go together in the same group.
2. Animals Working Together: Comprehension
 - In this section, you will use details to answer questions about a text.
 - In this section, you will sort words that go together.
 - In this section, you will identify the high-frequency word **can**.
 - In this section, you will say the sound you hear at the beginning and in the middle of words.
 - In this section, you will practice writing capital **E** and lowercase **e**.
3. Animals Working Together: Speak/Listen
 - In this section, you will answer questions about new words in a text.
 - In this section, you will identify words that name categories.
 - In this section, you will match high-frequency words **one** and **can**.
 - In this section, you will name the short sound for the letter **e**.
4. Animals Working Together: Fluency
 - In this section, you will find the meaning of new words in an information text.
 - In this section, you will think aloud to ask and answer questions about new words in a text.
 - In this section, you will select a book to read on your own.
 - In this section, you will use letters to build the words **one** and **can**.
 - In this section, you will blend sounds to read words with short **e**.
5. Animals Working Together: Synthesize
 - In this section, you will read the word **can** in a book.
 - In this section, you will build words with short **e, a, i, and o**.
6. Animals, Animals Unit Test

14. Feeling Angry

1. Feeling Angry: Genre
 - In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will define prepositions.
 - In this section, you will repeat the high-frequency word **what**.
 - In this section, you will say the sound you hear at the beginnings of words.
 - In this section, you will identify that an information text gives facts about something.
2. Feeling Angry: Comprehension
 - In this section, you will answer questions about the details in a text.
 - In this section, you will identify the high-frequency word **What**.
 - In this section, you will name the sound for the letter **h**.
 - In this section, you will practice writing capital **H** and lowercase **h**.
 - In this section, you will identify the topic in the beginning of an information text.
3. Feeling Angry: Speak/Listen
 - In this section, you will identify the front cover, title page, and back cover of a book.
 - In this section, you will use prepositions in sentences.
 - In this section, you will match high-frequency words **Can, can, What** and **what**.
 - In this section, you will say the sound you hear at the beginning and end of words.
 - In this section, you will identify facts in the middle of an information text.
4. Feeling Angry: Fluency
 - In this section, you will identify details in a book by using the table of contents.
 - In this section, you will use letters to build the words **can** and **what**.
 - In this section, you will name the sound for the letter **L, l**.
 - In this section, you will practice writing capital **L** and lowercase **l**.
 - In this section, you will identify the topic at the end of an information text.
5. Feeling Angry: Synthesize
 - In this section, you will tell how an author and an illustrator work together to give information.
 - In this section, you will tell about places you know.
 - In this section, you will read the word **What** in a book.
 - In this section, you will tell how writers pick a topic for an information text.

15. Feeling Happy

1. Feeling Happy: Genre
 - In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will identify new meanings for words you already know.
 - In this section, you will repeat the high-frequency words **Do** and **do**.
 - In this section, you will say the sound you hear at the beginning and in the middle of words.
 - In this section, you will plan an information text by picking a topic.
2. Feeling Happy: Comprehension
 - In this section, you will use details to answer questions about a text.

- In this section, you will identify the high-frequency words **Do** and **do**.
 - In this section, you will name the short sound for the letter **u**.
 - In this section, you will practice writing capital **U** and lowercase **u**.
 - In this section, you will write the beginning of an information text.
3. Feeling Happy: Speak/Listen
- In this section, you will ask questions about details in a text.
 - In this section, you will use words with more than one meaning.
 - In this section, you will match high-frequency words **what** and **do**.
 - In this section, you will blend sounds to read words with short **u**.
 - In this section, you will write the middle and ending of an information text.
4. Feeling Happy: Fluency
- In this section, you will use details to find the topic of a text.
 - In this section, you will use letters to build the words **what** and **do**.
 - In this section, you will build words with the short vowels **a, e, i, o,** and **u**.
 - In this section, you will add details to your information text.
5. Feeling Happy: Write
- In this section, you will retell details of an information text.
 - In this section, you will tell facts you have learned in a loud, clear voice.
 - In this section, you will read the words **Do** and **do** in a book.
 - In this section, you will share your information text.

16. Feeling Sad

1. Feeling Sad: Genre
- In this section, you will predict what a book will be about using details in the pictures.
 - In this section, you will change the ending sound in a word to make a new word.
 - In this section, you will repeat the high-frequency words **Are** and **are**.
 - In this section, you will tell what it means when words are antonyms, or have opposite meanings.
2. Feeling Sad: Comprehension
- In this section, you will use details to answer questions about a book.
 - In this section, you will identify action words, or verbs, with antonyms.
 - In this section, you will identify the high-frequency words **Are** and **are**.
 - In this section, you will build words with **m, s,** and **t**.
3. Feeling Sad: Speak/Listen
- In this section, you will identify details about people in the pictures of an information text.
 - In this section, you will identify describing words, or adjectives, that have antonyms.
 - In this section, you will match high-frequency words **do** and **are**.
 - In this section, you will build words with **p, n,** and **d**.
 - In this section, you will practice writing **Mm, Pp,** and **Ss**.
4. Feeling Sad: Fluency
- In this section, you will identify details of places in pictures in an information text.
 - In this section, you will read a text aloud.
 - In this section, you will select a book to read on your own.
 - In this section, you will use letters to build the words **do** and **are**.

- In this section, you will build words with **b, c,** and **f.**
5. Feeling Sad: Synthesize
- In this section, you will identify details about things in an information text.
 - In this section, you will draw pictures to tell more about something.
 - In this section, you will read the words **Are** and **are** in a book.
 - In this section, you will build words with **g, h,** and **l.**

17. Feeling Scared

1. Feeling Scared: Genre
- In this section, you will predict what a book will be about using details in pictures.
 - In this section, you will tell how the meanings of action words, or verbs, are alike.
 - In this section, you will repeat the high-frequency words **They** and **they.**
 - In this section, you will build words with short **a.**
2. Feeling Scared: Comprehension
- In this section, you will use details to answer questions about an information text.
 - In this section, you will identify the high-frequency words **They** and **they.**
 - In this section, you will build words with short **e.**
 - In this section, you will practice writing **Aa, Ee,** and **Ii.**
 - In this section, you will find details that will help you answer a question.
3. Feeling Scared: Speak/Listen
- In this section, you will identify details that tell about an author’s feelings about a topic.
 - In this section, you will name verbs with meanings that are alike.
 - In this section, you will match high-frequency words **are** and **they.**
 - In this section, you will build words with short **i.**
 - In this section, you will write sentences to tell why you think the way you do.
4. Feeling Scared: Fluency
- In this section, you will look for details that give reasons that tell why an author feels a certain way about a topic.
 - In this section, you will use letters to build the words **are** and **they.**
 - In this section, you will build words with short **o.**
 - In this section, you will draw a picture of a detail in your sentences.
5. Feeling Scared: Synthesize
- In this section, you will read the word **they** in a book.
 - In this section, you will build words with short **u.**
6. We Have Feelings Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the fundamental skills and strategies that will provide the foundation to grow into a strong, fluent reader, writer, and communicator. Reading, writing, and language instruction are presented in close alignment with the Common Core State Standards (CCSS). Daily instruction in phonics and spelling as well as high frequency words serves as a building block that enables the student to emerge as a reader. Core reading instruction gives the student the opportunity to listen to, read together, and read independently texts in a variety of literary and nonfiction genres. The instruction is presented in a Peer Model

mode, in which the student views a video of a peer learning how to use and apply the target core reading skill. The focus of core reading instruction is to develop the ability to comprehend and analyze texts. Instruction in the mechanics of writing serves as a building block that allows the student to emerge as a writer. Writing instruction guides the student through the process of dictating and writing narrative and informational texts. Speaking and Listening instruction is presented in a 21st Century mode, in which the student gains proficiency in the skills, knowledge, and expertise they must master to succeed in life and eventually the workplace. Together, the course elements ensure that the student grows as a reader, writer, and communicator.

Semester B Outline

1. Course Overview

1. ELA Semester B Course Overview

2. We Learn About the World

1. We Learn About the World: Genre

- In this section, you will predict what a story will be about using details in the pictures.
- In this section, you will identify how sounds and letters in some words are the same.
- In this section, you will repeat the high-frequency word **have**.
- In this section, you will identify naming words, or nouns.

2. We Learn About the World: Comprehension

- In this section, you will use details to answer questions about a story.
- In this section, you will identify the high-frequency word **have**.
- In this section, you will form plural nouns.
- In this section, you will say the sound you hear at the beginning of words.

3. We Learn About the World: Speak/Listen

- In this section, you will use details to answer questions about characters in the story.
- In this section, you will match high-frequency words **they** and **have**.
- In this section, you will identify common and proper nouns.
- In this section, you will say the sound you hear at the beginning of words.
- In this section, you will practice writing capital and lowercase **Rr** and **Vv**.

4. We Learn About the World: Fluency

- In this section, you will use details to answer questions about the settings of a story.
- In this section, you will read high-frequency words and sentences with high-frequency words.
- In this section, you will use letters to build the words **they** and **have**.
- In this section, you will name the sound for the letter **r** and the sound for the letter **v**.
- In this section, you will select a book to read on your own.

5. We Learn About the World: Synthesize

- In this section, you will use details to answer questions about events in a story.
- In this section, you will tell about things you know.
- In this section, you will read the word **have** in a book.

3. Now I Can Do It

1. Now I Can Do It: Genre
 - In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will learn how to use a book.
 - In this section, you will repeat the high-frequency word **went**.
 - In this section, you will identify verbs that tell actions.
 2. Now I Can Do It: Comprehension
 - In this section, you will use details to answer questions about a story.
 - In this section, you will identify the high-frequency word **went**.
 - In this section, you will identify how the verbs **is** and **are** help tell what people, animals, and things are like.
 - In this section, you will say the sound you hear at the beginning of words.
 3. Now I Can Do It: Speak/Listen
 - In this section, you will describe characters in the story.
 - In this section, you will match high-frequency words **have** and **went**.
 - In this section, you will identify that a sentence is complete when it has two parts.
 - In this section, you will practice writing capital and lowercase **Kk** and **Jj**.
 - In this section, you will say the sound you hear at the beginning and end of words.
 4. Now I Can Do It: Fluency
 - In this section, you will describe what a character does.
 - In this section, you will find details that describe characters in a story.
 - In this section, you will use letters to build the words **have** and **went**.
 - In this section, you will name the sound for the letter **j** and the sound for the letter **k**.
 - In this section, you will select a book to read on your own.
 5. Now I Can Do It: Synthesize
 - In this section, you will use details to draw conclusions about a story.
 - In this section, you will tell about events you have seen or been to.
 - In this section, you will read the word **went** in a book.
4. **Say Goodbye to Fear!**
1. Say Goodbye to Fear!: Genre
 - In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will name the sounds that are different in words that are spelled in almost the same way.
 - In this section, you will repeat the high-frequency word **like**.
 - In this section, you will add **-ed** to verbs to tell about actions in the past.
 2. Say Goodbye to Fear!: Comprehension
 - In this section, you will learn words with more than one meaning in a story.
 - In this section, you will identify the high-frequency word **like**.
 - In this section, you will add **-ing** to verbs to tell about actions that happen now.
 - In this section, you will say the sound you hear at the beginning of words.
 3. Say Goodbye to Fear!: Speak/Listen
 - In this section, you will identify a character's problem in a story.

- In this section, you will match high-frequency words **went** and **like**.
 - In this section, you will use verbs to tell when an action happens.
 - In this section, you will practice writing capital and lowercase **Ww** and **Yy**.
 - In this section, you will say the sound you hear at the beginning of words.
4. Say Goodbye to Fear!: Fluency
 - In this section, you will use details to identify how a character solves a problem.
 - In this section, you will add endings to verbs to show when actions happen.
 - In this section, you will use letters to build the words **went** and **like**.
 - In this section, you will name the sound for the letter **w** and the sound for the letter **y**.
 5. Say Goodbye to Fear!: Synthesize
 - In this section, you will retell how a character solves a problem.
 - In this section, you will ask questions about what you hear.
 - In this section, you will read the word **like** in a book.
- 5. On Our Own**
1. On Our Own: Genre
 - In this section, you will predict what a poem will be about using details in the pictures.
 - In this section, you will change sounds in words to make new words.
 - In this section, you will repeat the high-frequency word **to**.
 - In this section, you will use verbs in sentences.
 2. On Our Own: Comprehension
 - In this section, you will use details to answer questions about a poem.
 - In this section, you will tell how to begin and end a telling sentence.
 - In this section, you will identify the high-frequency word **to**.
 - In this section, you will say the sound of short **a** and short **e** in the middle of words.
 - In this section, you will practice writing lowercase **a** and **e**.
 3. On Our Own: Speak/Listen
 - In this section, you will ask questions about details to add missing information and make an inference.
 - In this section, you will match the high-frequency words **like** and **to**.
 - In this section, you will tell how to begin and end an asking sentence.
 - In this section, you will name words with short **a** and short **e**.
 4. On Our Own: Fluency
 - In this section, you will think about what you know about details to draw a conclusion.
 - In this section, you will read words with short **a** and short **e**.
 - In this section, you will use letters to build the words **like** and **to**.
 - In this section, you will blend sounds to read words with short **a** and short **e**.
 - In this section, you will select a book to read on your own.
 5. On Our Own: Synthesize
 - In this section, you will read the word **to** in a book.
 - In this section, you will build words with short **a** and short **e**.
 6. Learning and Growing Unit Test
- 6. Help Can Be a Surprise**
1. Help Can Be a Surprise: Genre

- In this section, you will predict what a story will be about by using details in the pictures.
 - In this section, you will repeat the high-frequency word **my**.
 - In this section, you will begin questions with **who, what, and where**.
 - In this section, you will tell about things you like and do not like.
2. Help Can Be a Surprise: Comprehension
- In this section, you will answer questions about the details in a story.
 - In this section, you will identify the high-frequency word **my**.
 - In this section, you will say the sound of short **i**, short **o**, and short **u** in the middle of words.
 - In this section, you will practice writing lowercase **i, o, and u**.
 - In this section, you will learn words that help you talk about your opinion.
3. Help Can Be a Surprise: Speak/Listen
- In this section, you will compare two different characters.
 - In this section, you will match high-frequency words **to** and **my**.
 - In this section, you will begin questions with **when, why, and how**.
 - In this section, you will name words with short **i**, short **o**, and short **u**.
 - In this section, you will ask questions to help you understand other people's opinions.
4. Help Can Be a Surprise: Fluency
- In this section, you will contrast characters in a story.
 - In this section, you will practice writing capital **I, O, and U**.
 - In this section, you will use letters to build the words **to** and **my**.
 - In this section, you will build words with short **i**, short **o**, and short **u**.
 - In this section, you will look for an opinion in a story.
5. Help Can Be a Surprise: Synthesize
- In this section, you will contrast different events in a story.
 - In this section, you will clearly say what you mean.
 - In this section, you will read the word **my** in a book.
 - In this section, you will draw a picture that shows your opinion about something.

7. Help Can Be Anywhere

1. Help Can Be Anywhere: Genre
- In this section, you will use details to predict what a story will be about.
 - In this section, you will repeat the high-frequency word **go**.
 - In this section, you will identify telling, asking, and exclamation sentences.
 - In this section, you will tell how you feel about a topic you have chosen.
2. Help Can Be Anywhere: Comprehension
- In this section, you will use key details to answer questions about a story.
 - In this section, you will identify the high-frequency word **go**.
 - In this section, you will say the sound you hear at the beginning and at the ending of words.
 - In this section, you will practice writing capital and lowercase **Zz** and **Qq**.
 - In this section, you will tell your opinion about a topic.
3. Help Can Be Anywhere: Speak/Listen
- In this section, you will identify what a fairy tale is.
 - In this section, you will match high-frequency words **my** and **go**.
 - In this section, you will write different kinds of sentences.

- In this section, you will say the sound you hear at the beginning of words.
 - In this section, you will write sentences that explain your opinion.
4. Help Can Be Anywhere: Fluency
- In this section, you will tell what happens at the beginning, middle, and end of a fairy tale.
 - In this section, you will use letters to build the words **my** and **go**.
 - In this section, you will use correct letters and end marks to begin and end different kinds of sentences.
 - In this section, you will name words with the sound for the letter **z** and the sound for the letters **qu**.
 - In this section, you will add details to your opinion.
5. Help Can Be Anywhere: Write
- In this section, you will retell a fairy tale using pictures or illustrations.
 - In this section, you will speak in a “just-right” voice that others can understand.
 - In this section, you will read the word **go** in a book.
 - In this section, you will share your opinion writing.

8. Small Helpers

1. Small Helpers: Genre
- In this section, you will predict what a story will be about using details in the pictures.
 - In this section, you will repeat the high-frequency word **me**.
 - In this section, you will identify describing words in sentences.
 - In this section, you will change sounds and letters to make new words.
2. Small Helpers: Comprehension
- In this section, you will use details to answer questions about a story.
 - In this section, you will identify the high-frequency word **me**.
 - In this section, you will use words ending with **-er** and **-est** to show comparisons.
 - In this section, you will say the sound you hear at the beginning and in the middle of words.
 - In this section, you will practice tracing circle strokes.
 - In this section, you will plan a story.
3. Small Helpers: Speak/Listen
- In this section, you will identify a fable.
 - In this section, you will match the high-frequency words **go** and **me**.
 - In this section, you will add describing words to sentences.
 - In this section, you will name words with the long-**a** sound.
 - In this section, you will write a story.
4. Small Helpers: Fluency
- In this section, you will tell how a character in a fable solves a problem.
 - In this section, you will name the problem in a fable.
 - In this section, you will use letters to build the words **go** and **me**.
 - In this section, you will build words with the long **a** vowel sound.
 - In this section, you will practice writing **Cc**, **Dd**, and **Oo**.
 - In this section, you will select a book to read on your own.
 - In this section, you will add details to your story.
5. Small Helpers: Synthesize

- In this section, you will retell a fable using key details.
- In this section, you will speak at a speed that is not too fast or too slow.
- In this section, you will read the word **me** in a book.

9. Ways We Help

1. Ways We Help: Genre

- In this section, you will predict what poems will be about using details in the pictures.
- In this section, you will repeat the high-frequency word **said**.
- In this section, you will add **re-** to change the meaning of a verb.
- In this section, you will recognize rhyming words and say words that rhyme.

2. Ways We Help: Comprehension

- In this section, you will tell what a poem is.
- In this section, you will identify the high-frequency word **said**.
- In this section, you will say the sound of short **a** and long **a** in the middle of words.
- In this section, you will practice writing capital **X** and lowercase **x**.
- In this section, you will tell about the parts of a poem.

3. Ways We Help: Speak/Listen

- In this section, you will identify rhyme and rhythm in a poem.
- In this section, you will match high-frequency words **me** and **said**.
- In this section, you will add **un-** to change the meaning of a verb.
- In this section, you will name words with the short-**a** and long-**a** vowel sounds.
- In this section, you will pick rhyming words to use in a poem.

4. Ways We Help: Fluency

- In this section, you will use details to answer questions about poems.
- In this section, you will use letters to build the words **me** and **said**.
- In this section, you will say the sounds you hear at the ends of words.
- In this section, you will use rhyming words to write a poem.

5. Ways We Help: Synthesize

- In this section, you will read the word **said** in a book.
- In this section, you will name words with the sound for the letter **x**.

6. Helping Hands Unit Test

10. Where the Wind Blows

1. Where the Wind Blows: Genre

- In this section, you will use details to predict what an information text will be about using details in the pictures.
- In this section, you will repeat the high-frequency word **am**.
- In this section, you will identify a syllable by its vowel sound.
- In this section, you will use action words that are antonyms.

2. Where the Wind Blows: Comprehension

- In this section, you will answer questions about what happens in a text.
- In this section, you will use describing words that are antonyms.
- In this section, you will identify the high-frequency word **am**.
- In this section, you will say the sound you hear in the beginning and middle of words.
- In this section, you will practice writing **Ii**, **Ff**, and **Tt**.

3. Where the Wind Blows: Speak/Listen
 - In this section, you will ask **who** and **when** questions to add missing information or make an inference.
 - In this section, you will match high-frequency words **said** and **am**.
 - In this section, you will tell about a book.
 - In this section, you will name words with the short **i** and long **i** vowel sounds.
4. Where the Wind Blows: Fluency
 - In this section, you will answer **when** and **what** questions to add missing information or make an inference.
 - In this section, you will use words that tell how you feel, what you learned, and what you think about a book.
 - In this section, you will use letters to build the words **said** and **am**.
 - In this section, you will build words with the short **i** and long **i** vowel sounds
 - In this section, you will select a book to read on your own.
5. Where the Wind Blows: Synthesize
 - In this section, you will answer questions about details so you can add information, or draw a conclusion.
 - In this section, you will ask questions about something you don't understand
 - In this section, you will read the word **am** in a book.

11. Ready for the Rain

1. Ready for the Rain: Genre
 - In this section, you will use details to predict what an informational text will be about using details in the pictures.
 - In this section, you will repeat the high-frequency word **and**.
 - In this section, you will add sounds to words to make new words.
 - In this section, you will identify words that tell where.
2. Ready for the Rain: Comprehension
 - In this section, you will use details to answer questions about a text.
 - In this section, you will identify the high-frequency word **and**.
 - In this section, you will use words that tell where in sentences.
 - In this section, you will say the sound you hear in the middle of words.
 - In this section, you will practice writing numbers **1, 2, 3, 4, and 5**.
3. Ready for the Rain: Speak/Listen
 - In this section, you will make connections among people in a text.
 - In this section, you will match high-frequency words **am** and **and**.
 - In this section, you will use words to describe things you know.
 - In this section, you will name words with the long-**o** sound.
4. Ready for the Rain: Fluency
 - In this section, you will tell how two informational texts are alike.
 - In this section, you will read words with long **o**.
 - In this section, you will use letters to build the words **am** and **and**.
 - In this section, you will build words with long **o**.
 - In this section, you will select a book to read on your own.
5. Ready for the Rain: Synthesize
 - In this section, you will tell how information texts are different.

- In this section, you will answer questions to help you understand something.
- In this section, you will read the word **and** in a book.

12. Snowy Days

1. Snowy Days: Genre
 - In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will repeat the high-frequency word **so**.
 - In this section, you will read simple words.
 - In this section, you will define a pronoun.
2. Snowy Days: Comprehension
 - In this section, you will use details to answer questions about a book
 - In this section, you will identify pronouns and the nouns they stand for.
 - In this section, you will identify the high-frequency word **so**.
 - In this section, you will say the sounds of short **o** and long **o** in the middle of words.
 - In this section, you will practice writing numbers **6, 7, 8, 9, and 10**.
3. Snowy Days: Speak/Listen
 - In this section, you will identify key details about the topic of the book.
 - In this section, you will match high-frequency words **and** and **so**.
 - In this section, you will use the pronoun **I**.
 - In this section, you will name words with the short **o** and long **o** vowel sounds.
4. Snowy Days: Fluency
 - In this section, you will use a table of contents to find facts and details in a book.
 - In this section, you will read high-frequency words and sentences with high-frequency words.
 - In this section, you will use letters to build the words **and** and **so**.
 - In this section, you will select a book to read on your own.
 - In this section, you will build words with the short **o** and long **o** vowel sounds.
 - In this section, you will practice writing number words for **1, 2, 3, 4, and 5**.
5. Snowy Days: Synthesize
 - In this section, you will identify details in pictures about a topic.
 - In this section, you will follow directions that someone tells you.
 - In this section, you will read the word **So** in a book.

13. All About Fog

1. All About Fog: Genre
 - In this section, you will use the details in pictures to predict what a book will be about.
 - In this section, you will repeat the high-frequency word **it**.
 - In this section, you will explain where to find words in a dictionary.
 - In this section, you will define joining words, or conjunctions.
2. All About Fog: Comprehension
 - In this section, you will use details to answer questions about a text.
 - In this section, you will identify the high-frequency word **it**.

- In this section, you will identify joining words in sentences.
 - In this section, you will say the sound you hear in the middle and at the end of words.
 - In this section, you will practice writing number words for **6, 7, 8, 9, and 10**.
3. All About Fog: Speak/Listen
- In this section, you will tell what the topic of an informational text is.
 - In this section, you will match high-frequency words **so** and **it**.
 - In this section, you will use joining words to put sentences together.
 - In this section, you will name words with the long **e** sound.
4. All About Fog: Fluency
- In this section, you will find details about the topic of an information text.
 - In this section, you will tell the topic of an information text.
 - In this section, you will use letters to build the words **so** and **it**.
 - In this section, you will blend sounds to read words with long **e**.
 - In this section, you will select a book to read on your own.
5. All About Fog: Synthesize
- In this section, you will read the word **it** in a book.
 - In this section, you will build words with long **e**.
6. Whatever the Weather Unit Test

14. **Good Food for You**

1. Good Food for You: Genre
- In this section, you will predict what a book will be about using details in the pictures.
 - In this section, you will repeat the high-frequency word **was**.
 - In this section, you will identify how **-ful** changes the meaning of a word.
 - In this section, you will tell what how-to books do.
2. Good Food for You: Comprehension
- In this section, you will use key details to answer questions about a text.
 - In this section, you will identify the high-frequency word **was**.
 - In this section, you will say the sound of short **e** and long **e** in the middle of words.
 - In this section, you will practice writing capital letters **A** to **M**.
 - In this section, you will tell what the topic of a how-to book is.
3. Good Food for You: Speak/Listen
- In this section, you will use headings to find key details.
 - In this section, you will match high-frequency words **it** and **was**.
 - In this section, you will identify how **-less** changes the meaning of a word.
 - In this section, you will name words with the short **e** and long **e** vowel sounds.
 - In this section, you will tell how pictures and words help writers tell how to do a step in a how-to book.
4. Good Food for You: Fluency
- In this section, you will answer questions about key details in a diagram.
 - In this section, you will use letters to build the words **it** and **was**.
 - In this section, you will build words with the short **e** and long **e** vowel sounds.
 - In this section, you will practice writing capital letters **N** to **Z**.

- In this section, you will pick a topic for your how-to book.
5. Good Food for You: Synthesize
- In this section, you will retell about details in a diagram.
 - In this section, you will repeat directions that have two steps to show you understand them.
 - In this section, you will read the word **was** in a book.
 - In this section, you will write the steps for your how-to book.

15.A World of Healthy Food

1. A World of Healthy Food: Genre
- In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will identify how **pre-** changes the meaning of a word.
 - In this section, you will repeat the high-frequency word **up**.
 - In this section, you will draw pictures that show how to do the steps in your how-to book.
2. A World of Healthy Food: Comprehension
- In this section, you will use details to answer questions about a text.
 - In this section, you will identify the high-frequency word **up**.
 - In this section, you will say the sound you hear in the middle of words.
 - In this section, you will practice writing a favorite word.
 - In this section, you will ask your Learning Coach questions about your how-to book.
3. A World of Healthy Food: Speak/Listen
- In this section, you will identify an author's purpose for writing a text.
 - In this section, you will match high-frequency words **was** and **up**.
 - In this section, you will use words with **-ful**, **-less**, and **pre-**.
 - In this section, you will name words with the long **u** sound.
 - In this section, you will answer questions to make your how-to book better.
4. A World of Healthy Food: Fluency
- In this section, you will retell details in a picture to tell what happens first, next, then, and last.
 - In this section, you will use letters to build the words **was** and **up**.
 - In this section, you will build words with long **u**.
 - In this section, you will make your writing better by adding a beginning, an ending, and describing words.
5. A World of Healthy Food: Synthesize
- In this section, you will tell how a picture gives information about a topic.
 - In this section, you will follow directions that have two steps.
 - In this section, you will read the word **up** in a book.
 - In this section, you will add details that make the order of the steps clear.

16.Many Ways to Eat a Food

1. Many Ways to Eat a Food: Genre
- In this section, you will predict what a book will be about using details in the pictures.
 - In this section, you will repeat the high-frequency word **at**.
 - In this section, you will tell which groups of words begin with the same sound.
 - In this section, you will identify words that have more than one meaning.

2. Many Ways to Eat a Food: Comprehension
 - In this section, you will use details to answer questions about a text.
 - In this section, you will identify the high-frequency word **at**.
 - In this section, you will identify new meanings for words you already know.
 - In this section, you will say the sound of short **u** and long **u** in the middle of words.
3. Many Ways to Eat a Food: Speak/Listen
 - In this section, you will find bold words in an informational text.
 - In this section, you will match high-frequency words **up** and **at**.
 - In this section, you will identify the best word to use when the words mean almost the same thing.
 - In this section, you will name words with the short **u** and long **u** vowel sounds.
 - In this section, you will practice writing lowercase letters **a** to **m**.
4. Many Ways to Eat a Food: Fluency
 - In this section, you will find the meanings of words with more than one meaning.
 - In this section, you will choose the right meaning of a word with more than one meaning.
 - In this section, you will use letters to build the words **up** and **at**.
 - In this section, you will build words with the short **u** and long **u** vowel sounds.
 - In this section, you will select a book to read on your own.
5. Many Ways to Eat a Food: Synthesize
 - In this section, you will find the meanings of words in a glossary.
 - In this section, you will give directions that have two steps.
 - In this section, you will read the word **at** in a book.

17. Chefs Cook

1. Chefs Cook: Genre
 - In this section, you will predict what a text will be about using details in the pictures.
 - In this section, you will make changes to your how-to book to make it better.
 - In this section, you will repeat the high-frequency word **in**.
 - In this section, you will name numbers **0** to **100**.
2. Chefs Cook: Comprehension
 - In this section, you will use details to answer questions about a text.
 - In this section, you will identify the high-frequency word **in**.
 - In this section, you will spell words with short **a** vowel sounds.
 - In this section, you will practice writing lowercase letters **n** to **z**.
 - In this section, you will fix mistakes in your how-to book.
3. Chefs Cook: Speak/Listen
 - In this section, you will find text evidence to answer a question.
 - In this section, you will add words to sentences that tell how many.
 - In this section, you will match high-frequency words **at** and **in**.
 - In this section, you will spell words with the short **e** vowel sound.
 - In this section, you will finish writing your how-to book.
4. Chefs Cook: Write

- In this section, you will use text evidence to answer a question about the topic of an information text.
 - In this section, you will use letters to build the words **at** and **in**.
 - In this section, you will spell words with the short **i** vowel sound.
 - In this section, you will share your finished how-to book with others.
5. Chefs Cook: Synthesize
- In this section, you will read the word **in** in a book.
 - In this section, you will spell words with the short **o** and short **u** vowel sounds.
6. Everybody Eats! Unit Test

Language Arts 1



Language Arts 1 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Throughout the this course, the student will master key foundational skills such as phonemic awareness, letter-sound correspondence, basic features of print, and decoding one and two-syllable, frequently-occurring words, both regularly and irregularly spelled. Through frequent practice, including Reading Writing Workshop, Literature Anthology, Leveled Readers, and Decodable Readers, the student will gain fluency in reading connected texts.

Stories are organized into themes such as "Getting to Know Us" and "Our Community." Examining literature through themes helps the student to make connections between texts and to connect reading topics to personal knowledge and interests. The student will explore varied literary genres including fiction, realistic fiction, nonfiction, biography, poetry, fantasy, and drama.

The student will respond to writing prompts on a variety of texts. As the student practices close-reading by reading and rereading a text, he will take notes and cite text evidence. After reading, the student will write briefly on what he recalls about the text in order to build writing fluency. Through the scaffolded instruction in writing about text in Shared Writing, the student will respond to a writing prompt, using sentence frames as needed. In Interactive Writing, the student analyzes a model response that includes the weekly writing trait before responding to a new prompt together. In Independent Writing, the student writes independently, applying close-reading skills and traits to his own writing.

Course Outline

Language Arts 1 A

1. Course Overview

1. Lesson 1

2. Getting to Know Us

1. At School Day 1

- Identify and demonstrate the correct way to hold a book and where to find the title, author, and illustrator
- Use pictures and words in a story to identify key details

- Identify and spell words with short a
- Identify rhyming words
- Recognize the correct way to hold a pencil when writing
- Recognize that a sentence is a complete thought
- Discuss what makes you special and what you do at school

At School Day 2

- Identify characteristics of realistic fiction
- Find key details in a story
- Read words with short a and read high-frequency words does, not, school, and what
- Identify and mark on handwriting lines the top, middle, and bottom lines
- Write a response using words from the story
- Distinguish between a phrase and a complete sentence
- Discuss the Independent Reading selection

At School Day 3

- Identify key ideas and details about the story
- Use the pictures of the story to apply the visualization strategy
- Demonstrate blending of words with short a
- Demonstrate pausing at punctuation marks
- Identify and trace vertical, horizontal, and curved lines
- Write a response using words from the story
- Demonstrate correct use of capital letters to start sentences

At School Day 4

- Categorize spelling words by ending spelling pattern
- Identify key ideas and details about the story
- Use the illustrations of the story to visualize
- Build words with short a
- Use inflectional ending -s
- Distinguish between a phrase and a complete sentence

At School Day 5

- Blend and build words with short a
- Define oral vocabulary
- Read high frequency words does, not, school, and what
- Make connections to a topic
- Complete sentences using key details from the story (integrate ideas)
- Demonstrate correct use of capital letters to start sentences
- Use speaking and listening strategies

Where I Live

Where I Live Day 1

- Demonstrate concepts of print, including the correct way to hold a book, where to find the title, author, and illustrator, and reading from left to right
- Use pictures and words in a story to identify key details
- Identify and spell words with short i
- Write a response using words from the story
- Use words in order when speaking
- Discuss what it's like where you live
- Find new words in the independent reading selection

Where I Live Day 2

- Identify characteristics of fantasy
- Identify key ideas and details the story
- Read words with short i
- Read high-frequency words: down, out, up, and very
- Identify and practice writing capital I and lowercase i
- Write a response using describing details
- Use words in order when speaking

Where I Live Day 3

- Identify key ideas and details about the story
- Use the words of the story to visualize
- Blend words with short i
- Demonstrate reading with emphasis of important words
- Identify and practice writing capital L and lowercase l
- Write a response using describing details
- Demonstrate correctly ending sentences with a period

Where I Live Day 4

- Categorize spelling words by ending spelling pattern
- Identify key ideas and details about a story
- Use the words of the story to visualize
- Build words with short i
- Isolate and pronounce final sounds of double consonants
- Use words in order when speaking

Where I Live Day 5

- Blend and build words with short i
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: down, out, up, and very
- Make connections to a topic
- Complete sentences using key details from the text
- Demonstrate correctly ending sentences with a period
- Use speaking and listening strategies

Our Pets

Our Pets Day 1

- Demonstrate how to track words as you read
- Use pictures and words in a story to identify key details
- Identify and spell words with l-blends
- Summarize the independent reading selection
- Write a narrative using a sequence of events
- Explain that a statement tells an idea
- Make connections to what was learned about pets

Our Pets Day 2

- Identify key ideas and details about the topic
- Identify characteristics of fantasy
- Read words with l-blends and read high-frequency words: be, come, good, and pull
- Identify and practice writing capital T and lowercase t
- Write a narrative using a sequence of events

- Explain that a statement tells an idea
- Make connections to what was learned about pets.

Our Pets Day 3

- Identify key ideas and details about a story
- Use the words and pictures to visualize what is happening in the story
- Blend words with I-blends
- Demonstrate pausing at punctuation marks
- Identify and practice writing capital T and lowercase t
- Write a narrative using a sequence of events
- Use capital letters to begin sentences and punctuation to end sentences

Our Pets Day 4

- Categorize spelling words by ending spelling pattern
- Read the story and make connections to a topic
- Use the words and pictures to visualize what is happening in the story
- Build words with I-blends
- Explain that a statement tells an idea
- Identify and differentiate between singular and plural nouns

Our Pets Day 5

- Blend and build words with I-blends
- Define oral vocabulary
- Read high-frequency words: be, come, good, and pull
- Make connections to a topic
- Complete sentences using key details from the text
- Demonstrate correct use of capital letters to begin sentences and punctuation to end sentences
- Use Speaking and Listening strategies

Let's Be Friends

Let's Be Friends Day 1

- Explain the purpose of labels in books
- Ask and answer questions while listening to and reading a story
- Identify and spell words with short o
- Identify and practice writing capital F and lowercase f
- Write about what children can do together
- Distinguish between questions and exclamations
- Make connections to what friends do together

Let's Be Friends Day 2

- Identify characteristics of nonfiction texts
- Identify key ideas and details about the topic
- Read words with short o and read high-frequency words: fun, make, they, and too
- Identify and practice writing capital F and lowercase f
- Write about the different things that children do to have fun
- Distinguish between questions and exclamations
- Ask and answer questions about the text and images

Let's Be Friends Day 3

- Identify key ideas and details about the topic
- Use details to understand the nonfiction genre

- Blend words with short o
- Demonstrate how to read repeated words
- Use text evidence to ask and answer questions
- Write about the different things that children do to have fun
- Write questions and exclamation sentences

Let's Be Friends Day 4

- Categorize spelling words by ending spelling patterns
- Identify key ideas and details about what friends do together
- Use photographs to understand the text
- Build words with short o
- Distinguish between questions and exclamations
- List words in alphabetical order

Let's Be Friends Day 5

- Blend and build words with short o
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: be, come, good, and pull
- Make connections to a topic
- Complete sentences using key details from "Friends"
- Write questions and exclamation sentences
- Use Speaking and Listening strategies

Let's Move!

Let's Move! Day 1

- Ask and answer questions while listening to and reading a story
- Use special text features to locate information in a text
- Identify key ideas and details
- Identify and spell words with r- and s-blends
- Write about how kids move
- Distinguish between a phrase and a complete sentence
- Discuss how your body moves and what it can do

Let's Move! Day 2

- Identify characteristics of nonfiction
- Reread to learn about informational text
- Read words with r- and s-blends
- Read high-frequency words: jump, move, run, and two
- Identify and practice writing end marks
- Use the words first, next, and last to describe steps
- Ask and answer questions about the text and images

Let's Move! Day 3

- Use the story words and photos to learn key details
- Use text evidence to ask and answer questions
- Blend words with r- and s-blends
- Demonstrate pausing at punctuation marks
- Identify and practice writing end marks
- Use the words first, next, and last to describe steps
- Review sentence capitalization and punctuation

Let's Move Day 4

- Categorize spelling words by ending spelling pattern
- Define oral vocabulary
- Use diagrams to understand text
- Use text evidence to ask and answer questions
- Build and blend words with r- and s-blends
- Use possessive nouns correctly
- Select phrases to complete sentences

Let's Move Day 5

- Categorize spelling words by ending spelling pattern
- Use diagrams to understand text
- Use text evidence to ask and answer questions
- Build words with r- and s-blends
- Review writing complete sentences
- Use Speaking and Listening strategies

Getting to Know Us: Unit Review

- Identify the sound spelling patterns of words with short vowel sounds (a and i) and beginning blends (l blends, o blends, and beginning r blends.)
- Predict, define, and accurately use academic vocabulary words using inflectional ending -s, double final consonants, plural nouns, alphabetical order, and possessives. Accurately identify and use high-frequency words and oral vocabulary
- Use the words and pictures in a nonfiction text to identify key details; Use the words and pictures in a story to identify key details about its characters, setting, and plot
- Use the words and pictures to visualize what is happening in a story; Reread to understand key details in a nonfiction text
- Identify and analyze features of realistic fiction, fantasy, and nonfiction texts
- Identify and use sentences, word order, statements, question and exclamation marks, and writing sentences
- Identify and apply correct sentence capitalization and punctuation and use of question and exclamation marks

Getting to Know Us: Unit Test

Jobs Around Town

Jobs Around Town Day 1

- Recognize ellipses and dashes in print and demonstrate long pauses while reading
- Use words and pictures to make and confirm predictions
- Identify and spell words with short e
- Identify and practice writing li, Ll, Tt, and Ff
- Explain that a noun names a person, place, or thing
- Discuss how jobs help the community

Jobs Around Town Day 2

- Identify key characteristics of realistic fiction
- Read words with short e
- Read high-frequency words: again, help, new, there, use
- Describe character, setting and events in a story, using key details
- Identify and practice writing li, Ll, Tt, and Ff
- Write a topic sentence
- Identify nouns in sentences

Jobs Around Town Day 3

- Describe character, setting and events in a story, using key details
- Use details to understand characteristics of realistic fiction
- Blend words with short e
- Demonstrate intonation when reading exclamations and questions
- Identify and practice writing circles and part circles
- Write about a job that you would like to have
- Use commas in a series of three or more nouns

Jobs Around Town Day 4

- Categorize spelling words by ending spelling pattern
- Describe character, setting, and events in a story using key details
- Use details to understand characteristics of realistic fiction
- Build words with short e
- Identify words ending in -ed as past-tense words
- Identify and replace nouns in sentences

Jobs Around Town Day 5

- Blend and build words with short e
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: again, help, new, there, use
- Make connections to a topic
- Using evidence in the text, explain how the author used the character, setting, and events to tell the story
- Use commas in a series of three or more nouns
- Use Speaking and Listening strategies

Buildings All Around

Buildings All Around Day 1

- Recognize that quotation marks set off words that characters say
- Use the words and pictures to make and confirm predictions
- Find new words in the independent reading selection
- Identify and spell words with short u
- Write a response using words from the story and the order words first, next, and last
- Distinguish between singular and plural nouns
- Discuss buildings and what they are made of

Buildings All Around Day 2

- Identify characteristics of fantasy
- Describe character, setting, and events in a story using key details
- Read words with short u and read high-frequency words could, live, one, then, three
- Identify and practice writing circle strokes in letters
- Write a response using details from the story and a beginning sentence
- Create sentences with singular and plural nouns orally and in writing
- Discuss buildings and what they are made of

Buildings All Around Day 3

- Describe character, setting, and events in a story using key details
- Blend words with short u
- Demonstrate expression when reading words set in quotation marks
- Write a response using details from the story and a beginning sentence

- Explain that an apostrophe takes the place of the letter or letters left out when two words form a contraction

Buildings All Around Day 4

- Describe character, setting, and events in a story using key details
- Sort spelling words by ending spelling pattern
- Identify captions and explain why they are important
- Build words with short u
- Explain and apply knowledge of contractions
- Distinguish between singular and plural nouns

Buildings All Around Day 5

- Blend and build words with short u
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words could, live, one, then, three
- Make connections to a topic by comparing stories
- Using evidence in the text, explain how the author used the character, setting, and events to tell the story
- Form contractions with apostrophe s ('s)
- Use Speaking and Listening strategies

A Community in Nature

A Community in Nature Day 1

- Recognize that sentences begin with a capital letter and end with a punctuation mark
- Reread to understand the story
- Identify and spell words with consonant blends
- Summarize the independent reading selection
- Write a response using details from the story and a beginning sentence
- Explain that a possessive noun shows that someone or something belongs to it
- Discuss different places that animals live

A Community in Nature Day 2

- Identify characteristics of nonfiction
- Identify the main topic and key details of the story
- Read words with consonant blends and read high-frequency words eat, no, of, under, and who
- Write a response using details from the story and a main idea
- Identify and practice writing capital O and lowercase o
- Recognize that an apostrophe -s ('s) is needed for possessive nouns
- Discuss how animals live together in a desert habitat

A Community in Nature Day 3

- Identify the main topic and key details of the story
- Blend words with consonant blends
- Demonstrate reading repeated words with rhythm
- Identify and practice writing capital O and lowercase o
- Begin the writing process by reviewing notes and planning to write
- Explain that a possessive noun has an apostrophe s ('s)

A Community in Nature Day 4

- Sort spelling words by ending spelling pattern
- Build words with consonant blends

- Reread to understand key details
- Explain that words that end in -ing show something happening right now
- Begin the draft of independent writing
- Identify possessive nouns and describe how they are used

A Community in Nature Day 5

- Blend and build words with consonant blends
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words eat, no, of, under, and who
- Make connections to a topic by comparing two stories
- Continue working on the independent writing draft
- Apply correct use of apostrophe -s for possessive nouns
- Use Speaking and Listening strategies

Let's Help

Let's Help Day 1

- Identify colored text in print and show that some sentences continue on to the next page
- Reread to understand the story
- Identify and spell words with consonants th, sh, -ng
- Find an important part of the independent reading selection
- Revise the draft of independent writing
- Identify common and proper nouns
- Discuss how people help out in the community

Let's Help Day 2

- Identify characteristics of fantasy
- Describe character, setting, and events in a story using key details
- Read words with consonants th, sh, and -ng
- Read the high-frequency words all, call, day, her, and want
- Identify and practice writing capital C and lowercase c
- Edit the draft of independent writing
- Describe the difference between common and proper nouns

Let's Help Day 3

- Describe character, setting, and events in a story using key details
- Blend words with consonants th, sh, and -ng
- Demonstrate reading important words with emphasis
- Reread to understand the story
- Identify and practice writing capital C and lowercase c
- Recognize that proper nouns begin with capital letters
- Present and publish independent writing

Let's Help Day 4

- Sort spelling words by consonant spelling patterns
- Describe character, setting, and events in a story using key details
- Build words with consonants th, sh, and -ng
- Demonstrate knowledge that closed syllables mean the vowel sound is usually short
- Reread to understand key details
- Distinguish between common and proper nouns

Let's Help Day 5

- Blend and build words with consonants th, sh, and -ng
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words all, call, day, her, want
- Make connections to a topic by comparing stories
- Demonstrate capitalization of proper nouns
- Provide text evidence to support your opinion
- Use Speaking and Listening strategies

Follow the Map

Follow the Map Day 1

- Demonstrate reading sentences across pages in a book
- Reread to understand the story
- Identify and spell words with consonants ch, -tch, wh, and ph
- Make connections between your experiences and the people and events in your independent reading selection
- Write a response using details from the story and a beginning sentence
- Recognize irregular plural nouns
- Discuss how you find your way around

Follow the Map Day 2

- Identify characteristics of nonfiction
- Define the main topic as what the selection is about and find the main topic and key details
- Read words with consonants ch, -tch, wh, and ph
- Read the high-frequency words around, by, many, place, and walk
- Identify and practice writing capital D and lowercase d
- Reread notes and respond to the prompt with details from the story, using maps and photographs
- Identify and read irregular plural nouns

Follow the Map Day 3

- Define the main topic as what the selection is about and find the main topic and key details
- Blend words with consonants ch, -tch, wh, and ph
- Demonstrate reading repeated words with rhythm
- Reread to understand the text
- Identify and practice writing capital E and lowercase e
- Reread notes and respond to the prompt with details from the story, using maps and photographs
- Identify statements as beginning with a capital letter and ending with a period

Follow the Map Day 4

- Use text features to find key details in a text
- Build words with consonants ch, -tch, wh, and ph
- Read words with inflectional ending -es and explain that it means more than one
- Connect to Essential Question: How can you find your way around?
- Distinguish between regular plural nouns and irregular plural nouns
- Demonstrate knowledge of oral vocabulary

Follow the Map Day 5

- Blend and build words with consonants ch, -tch, wh, and ph

- Read high-frequency words around, by, many, place, and walk
- Identify the details the author gives us about the main topic
- Make connections to a topic by comparing texts
- Write responses to what and how questions, using details from the story
- Demonstrate correct use of statements with beginning capital letter and ending with a period
- Demonstrate knowledge of oral vocabulary

Our Community: Unit Review

- Identify the sound spelling patterns of words with short vowel sounds (e and u), end blends (st, nk, nd, nt, sk, mp), consonant blends (th, sh, -ng), and consonant digraphs (ch, -tch, wh, ph)
- Predict, define, and accurately use academic vocabulary words; Accurately identify and use high-frequency words, oral vocabulary, and Words to Know
- Read and write the following types of words: words with inflectional ending -ed, contractions with 's, inflectional ending -ing, closed syllables, and inflectional ending -es
- Use the words and pictures to identify main topic and key details, to identify key details about a story's characters, setting, and plot, to make and confirm predictions
- Identify and analyze features of realistic fiction, fantasy, and nonfiction texts
- Identify and use statements and questions, commands and exclamations, subjects, predicates, and expanding and combining sentences and apply correct use of conventions of standard English grammar and usage
- Demonstrate fluency by reading a passage with accuracy and expression

Our Community: Unit Test

What Time Is It?

What Time Is It? Day 1

- Recognize that in poems, the first word in a line is capitalized even if it is not the beginning of a sentence
- Use the words and pictures to make and confirm predictions
- Identify and spell words with long a
- Identify and practice writing capital E and lowercase e
- Write a letter using correct punctuation
- Explain that an action word is called a verb
- Discuss how we measure time

What Time Is It? Day 2

- Identify characteristics of fantasy
- Define character, setting, and plot
- Read words with long a and read high-frequency words away, now, some, today, way, why
- Identify and practice writing Oo, Cc, Dd, Ee
- Write two more pages explaining what Nate does to get ready
- Identify verbs in sentences
- Discuss how we measure time, and discuss the independent reading selection

What Time Is It? Day 3

- Record what happens in the story at the beginning, middle, and the end (plot)
- Use the words and pictures to make and confirm predictions
- Blend words with long a

- Demonstrate rising the voice when reading a question
- Write two more pages explaining what Nate does to get ready
- Use commas in a series of three or more nouns

What Time Is It? Day 4

- Sort spelling words by the ending spelling pattern
- Use the text to find details about the characters, the setting, and the plot
- Connect to Essential Question: How do we measure time?
- Build words with long a
- Read words with contractions with not
- Define verbs and explain how they are used in sentences

What Time Is It? Day 5

- Blend and build words with long a
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words away, now, some, today, way, and why
- Make connections to a topic by comparing stories
- Analyze text evidence by asking why and what questions about character, setting, and plot
- Use commas in a series of three or more nouns
- Use speaking and listening strategies

Watch It Grow!

Watch It Grow! Day 1

- Recognize that ellipses and commas mean the reader should pause when reading
- Use the words and pictures to make and confirm predictions
- Identify and spell words with long i
- Write a new page for the play
- Identify and practice writing letters previously learned
- Recognize that present-tense verbs tell about an action happening now
- Discuss how plants change as they grow

Watch It Grow! Day 2

- Identify characteristics of a play
- Define sequence
- Read words with long i and read high-frequency words green, grow, pretty, should, together, water
- Write more lines to the end of the play
- Identify and trace slanted lines
- Use present-tense verbs in sentences
- Discuss how plants change as they grow

Watch It Grow! Day 3

- Describe what happens in the story at the beginning, middle, and end (sequence)
- Use the words and pictures to make and confirm predictions
- Blend words with long i
- Demonstrate pausing when encountering a comma while reading
- Identify words and phrases that bring out feelings or draw on the senses
- Write more lines to the end of the play
- Recognize that titles of plays are underlined and all important words are capitalized

Watch It Grow! Day 4

- Record what happens in the story at the beginning, middle, and end (sequence)
- Use the words and pictures to understand key details in a story
- Build words with long i
- Reread to better understand the story
- Recognize that adding -s to a noun makes it a plural noun
- Sort spelling words by the ending spelling pattern
- Use present-tense verbs in sentences

Watch It Grow! Day 5

- Blend and build words with long i
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words green, grow, pretty, should, together, and water
- Make connections to a topic by comparing two stories
- Analyze text evidence by asking how the author used the sequence of events to tell the plot of the story
- Demonstrate that titles of plays are underlined and all important words are capitalized
- Use speaking and listening strategies

Tales Over Time

Tales Over Time Day 1

- Recognize that quotation marks set off words that characters say in a story
- Use the words and pictures to make and confirm predictions
- Identify and spell words with soft c, soft g, and dge
- Summarize the independent reading selection
- Rewrite the ending of a story
- Define past- and future-tense verbs
- Discuss folktales

Tales Over Time Day 2

- Identify characteristics of folktale
- Define cause and effect
- Read words with soft c, soft g, and dge and read high frequency words: any, from, happy, once, so, upon
- Identify and practice writing capital A and lowercase a
- Rewrite the ending of a story
- Use past and future-tense verbs in sentences
- Discuss what a folktale is

Tales Over Time Day 3

- Predict what will happen as you read the story using words and pictures
- Identify causes and effects
- Blend words with soft c, soft g, and dge
- Demonstrate reading important words with emphasis
- Identify and practice writing capital V and lowercase v
- Begin the writing process by reviewing notes and planning to write (“The Gingerbread Man”)
- Use commas in a series of three or more nouns

Tales Over Time Day 4

- Compare poems by identifying rhyme and repetition
- Identify rhyme and repetition in the poem

- Identify words and phrases that bring rhythm and meaning in a poem
- Build words with soft c, soft g, and dge
- Demonstrate dropping the e and adding -ed and -ing to verbs
- Begin the draft of independent writing
- Use past- and future-tense verbs in sentences

Tales Over Time Day 5

- Blend and build words with soft c, soft g, and dge
- Read high-frequency words: any, from, happy, once, so, and upon
- Make connections to a topic by analyzing text
- Continue working on the independent writing draft
- Use commas in a series of three or more nouns
- Demonstrate knowledge of oral vocabulary
- Use speaking and listening strategies

Now and Then

Now and Then Day 1

- Read sentences across pages
- Reread to understand events and details in the story
- Identify and spell words with long o, long u, and long e
- Find an important part of the independent reading selection
- Revise the draft of independent writing
- Use verbs to express the present and past using is and are
- Discuss what life was like years ago

Now and Then Day 2

- Identify characteristics of nonfiction
- Use the text to compare and contrast the facts and details
- Read words with long o, long u, and long e, and read high-frequency words ago, boy, girl, now, old, and people
- Identify and practice writing capital Y and lowercase y
- Edit the draft of independent writing
- Identify is and are as verbs and use them correctly in sentences
- Discuss what was learned about life in the past

Now and Then Day 3

- Recognize connections between details in the text
- Reread to understand events and details in the story
- Blend words with long o, long u, and long e
- Demonstrate pausing when encountering commas, periods, and ellipses while reading
- Identify and practice writing capital Y and lowercase y
- Present and publish independent writing
- Demonstrate using commas in dates

Now and Then Day 4

- Recognize connections between details in the text
- Reread to understand events and details in the story
- Build words with long o, long u, and long e
- Explain the purpose of captions in books
- Demonstrate splitting words into discreet syllables
- Identify is and are as verbs and use them correctly in sentences

What Can Happen Over Time?

- Blend and build words with long o, long e, and long u
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: ago, boy, girl, now, old, and people
- Make connections to a topic by comparing similarities and differences in two texts
- Analyze text evidence by asking "why" and "what" questions about how ideas and events in the text are alike and different
- Demonstrate using commas in dates
- Use Speaking and Listening strategies

From Farm to Table

From Farm to Table Day 1

- Recognize that words with different colors, boldface, or different sizes are important words
- Reread to understand events and details in the story
- Identify and spell words with the /û/ sound
- Make connections between experiences and the people and events in an independent reading selection
- Write a response to the text using evidence from the story
- Read contractions with not
- Discuss the food we eat and where it comes from

From Farm to Table Day 2

- Identify characteristics of nonfiction
- Use the text to make connections between two pieces of information
- Read words with the /û/ sound and read high-frequency words: after, buy, done, every, soon, work
- Identify and practice writing capital W and lowercase w
- Use evidence from the text to support opinion writing
- Identify parts of contractions with not
- Discuss what was learned about where food comes from in the selection

From Farm to Table Day 3

- Reread to understand text
- Identify what happens first, next, then, and last
- Blend words with the /û/ sound
- Demonstrate reading with emphasis of important words
- Identify and practice writing capital N and lowercase n
- Use evidence from the text to support opinion writing
- Identify where the apostrophe should go in a contraction with not

From Farm to Table Day 4

- Reread to understand text and information in the chart
- Identify the title and headings of the chart
- Demonstrate knowledge of oral vocabulary
- Build words with /û/
- Demonstrate adding -ed and -ing to words
- Connect to the Essential Question: How do we get our food?
- Demonstrate correct use of contractions with not

From Farm to Table Day 5

- Blend and build words with /û/
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words : after, buy, done, every, soon, work
- Make connections to a topic by comparing texts
- Analyze connections and use of sequence in text
- Identify where the apostrophe should go in a contraction with not
- Use Speaking and Listening strategies

Changes Over Time: Unit Review

- Identify the sound-spelling patterns of words with long vowel sounds (a, i, o, and u), soft c, g, and dge, and the medial u sound (/u/oo, uo)
- Predict, define, and accurately use academic vocabulary words; Accurately identify and use high-frequency words and oral vocabulary; Read and write the following types of words: contractions with not, plurals, inflectional endings -ed and- ing, and CVCe
- Use the words and pictures in a story to identify key details about its characters, setting, and plot; Describe what happens in the story at the beginning, middle, and end; Identify causes and effects; Use the text to compare and contrast the facts
- Use the words and pictures to make and confirm predictions about a story; Reread to understand key details in a story and a nonfiction text
- Identify and analyze features of fantasy, play, folktale, and nonfiction texts
- Identify and use verbs, present-tense verbs, past- and future- tense verbs, is and are, and contractions with not
- Identify and apply correct use of commas in a series, capitalization and underlining titles of plays, commas in dates, and apostrophes in contractions

Change Over Time: Unit Test

Language Arts 1 B

Course Summary: Throughout the this course, the student will master key foundational skills such as phonemic awareness, letter-sound correspondence, basic features of print, and decoding one and two-syllable, frequently-occurring words, both regularly and irregularly spelled. Through frequent practice, including Reading Writing Workshop, Literature Anthology, Leveled Readers, and Decodable Readers, the student will gain fluency in reading connected texts.

Stories are organized into themes such as "Getting to Know Us" and "Our Community." Examining literature through themes helps the student to make connections between texts and to connect reading topics to personal knowledge and interests. The student will explore varied literary genres including fiction, realistic fiction, nonfiction, biography, poetry, fantasy, and drama.

The student will respond to writing prompts on a variety of texts. As the student practices close-reading by reading and rereading a text, he will take notes and cite text evidence. After reading, the student will write briefly on what he recalls about the text in order to build writing fluency. Through the scaffolded instruction in writing about text in Shared Writing, the student will respond to a writing prompt, using sentence frames as needed. In Interactive Writing, the student analyzes a model response that includes the weekly writing trait before responding to a new prompt together. In Independent Writing, the student writes independently, applying close-reading skills and traits to his own writing.

1. Language Arts Course Overview

1. Get Ready for Language Arts!

2. Animal Features

1. Animal Features Day 1

- Ask and answer questions about a folktale while listening to and reading a story
- Identify and create rhyming long a words
- Identify and spell words with long a
- Identify whether was or were should be used to complete sentences
- Identify and practice writing capital N and lowercase n
- Discuss how animals' bodies help them

Animal Features Day 2

- Identify characteristics of folktale
- Reread to find information about the characters and major events in a story
- Define sequence and describe the events of the story
- Read words with long a and high-frequency words about, animal, carry, eight, give, our
- Explain when to use was and were in sentences
- Identify and practice writing Aa, Vv, Yy, Ww, and Nn
- Use pictures to retell the story in your own words

Animal Features Day 3

- Ask and answer questions while reading to understand text
- Identify and blend words with long a
- Find and speak first, middle, and final sounds in spoken words
- Demonstrate raising the voice when reading a question
- Identify and practice writing Aa, Vv, Yy, Ww, and Nn
- Write what happened using words showing order of events
- Identify where the apostrophe should go in a contraction

Animal Features Day 4

- Sort spelling words by long a spelling pattern
- Reread to find information about the characters and major events in a story
- Ask and answer questions while reading to understand text
- Use text evidence to identify causes and effects
- Build words with long a
- Practice putting words in alphabetical order
- Create sentences using was and were

Animal Features Day 5

- Blend and build words with long a
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words about, animal, carry, eight, give, and our
- Make connections to a topic by comparing stories
- Analyze text evidence by asking how, why, and what questions about the story
- Identify where the apostrophe should go in a contraction
- Use speaking and listening strategies

Animals Together

Animals Together Day 1

- Ask and answer questions while listening to and reading a story
- Find new words in the independent reading selection
- Identify and spell words with long e
- Respond to the prompt: Why do fish swim in schools?
- Identify and practice writing time-order words: first, next, last
- Identify whether has or have should be used to complete sentences
- Discuss how different animals work together

Animals Together Day 2

- Identify characteristics of nonfiction
- Identify the main topic and key details of the story
- Read words with long e
- Read high-frequency words: because, blue, into, or, other, small
- Respond to the prompt: in your opinion, what are some good and bad things about being a little fish?
- Identify and practice writing time-order words: first, next, last
- Explain when to use has and have in sentences

Animals Together Day 3

- Use text evidence to compare and contrast ideas to understand the story
- Identify key ideas and details about how animals help each other
- Blend words with long e
- Demonstrate pausing when encountering commas and periods while reading
- Respond to the prompt: in your opinion, what are some good and bad things about being a little fish?
- Practice writing with spacing between letters and words
- Demonstrate correct capitalization of sentence beginnings and proper nouns and correct end punctuation

Animals Together Day 4

- Sort spelling words by long e spelling pattern
- Ask and answer questions while reading to understand text
- Identify key ideas and details about how animals help each other
- Build words with long e
- Identify prefixes re-, un-, and pre- in words, using the words in sentences
- Create sentences using has and have

Animals Together Day 5

- Blend and build words with long e
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: because, blue, into, or, other, small

- Make connections to a topic
- Analyze the text evidence by asking How and Why questions about the main idea and details
- Demonstrate correct capitalization of sentence beginnings and proper nouns and correct end punctuation
- Use Speaking and Listening strategies

In the Wild

In the Wild Day 1

- Ask and answer questions while listening to and reading a story
- Summarize the independent reading selection
- Identify and spell words with long o
- Respond to prompt: What do the animals eat?
- Identify and practice writing capital G and lowercase g
- Identify whether go, went, do, or did should be used to complete sentences
- Discuss what animals need to survive in the wild

In the Wild Day 2

- Identify characteristics of nonfiction
- Define main idea and key details
- Read words with long o and read high-frequency words: find, food, more, over, start, and warm
- Respond to the prompt: How do animals use their body parts to help them find food?
- Identify and practice writing capital G and lowercase g
- Explain when to use go and do in sentences
- Discuss responses to questions about "Animals in Winter"

In the Wild Day 3

- Ask and answer questions while listening to and reading a story
- Identify key ideas and details about how animals survive in nature
- Blend words with long o
- Demonstrate emphasis of patterns when encountering similar sentences while reading
- Identify and practice writing capital P and lowercase p
- Demonstrate capitalizing proper nouns

In the Wild Day 4

- Identify main idea and key details while reading
- Reread to find main idea and key details
- Identify sensory words in the poem
- Demonstrate where to divide open syllables
- Build and sort words with long o
- Define words by category
- Create sentences using go and do

In the Wild Day 5

- Blend and build words with long o
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: find, food, more, over, start, and warm
- Make connections to a topic by comparing stories
- Analyze the text evidence by asking How and Why questions about the main idea and details

- Demonstrate capitalizing proper nouns
- Use speaking and listening strategies

Insects!

Insects! Day 1

- Visualize while listening to and reading a story
- Identify and spell words with long i
- Find an important part of the independent reading selection
- Respond to the prompt: Why didn't the bugs recognize Caterpillar? How do you know?
- Identify and practice writing capital P and lowercase p
- Define the words see and saw (present and past) and use them in sentences
- Discuss what insects you know about. How are they alike and different?

Insects! Day 2

- Identify characteristics of fantasy
- Define point of view
- Read words with long i and read high-frequency words: caught, flew, know, laugh, listen, and were
- Respond to the prompt: How do Caterpillar's feelings change from the beginning to the end of the story?
- Identify and practice writing capital S and lowercase s
- Use see and saw in sentences
- Discuss what insects you know about. How are they alike and different?

Insects! Day 3

- Visualize while reading to understand the text
- Use what characters say to understand point of view
- Blend words with long i
- Demonstrate pausing when encountering commas while reading
- Respond to the prompt: How do Caterpillar's feelings change from the beginning to the end of the story?
- Identify titles of books

Insects! Day 4

- Identify key ideas and details about how insects are alike and different
- Identify causes and effects using text evidence
- Visualize while reading to understand the text
- Blend words with long i
- Practice changing y to -ies, -ied and adding -ing to words that end in -y
- Distinguish when to use see or saw in sentences
- Use context clues to determine the meaning of new words

Insects! Day 5

- Blend and build words with long i
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: caught, flew, know, laugh, listen, and were
- Make connections to a topic
- Analyze text evidence by asking questions about the characters, setting, and point of view
- Demonstrate underlining titles of books
- Use speaking and listening strategies

Working with Animals

Working with Animals Day 1

- Visualize while listening to and reading a story
- Identify and spell words with y and ey
- Identify key ideas and details about a story
- Make connections between your experiences and the people and events in your independent reading selection
- Respond to the prompt: How do guide dogs help people?
- Identify adverbs in sentences that tell when
- Discuss different ways people work with animals

Working with Animals Day 2

- Identify characteristics of nonfiction
- Use the illustrations and details in the text to identify key ideas
- Read words with y and ey, and read high-frequency words: found, hard, near, woman, would, and write
- Use text evidence to respond to the prompt: What should a guide dog do well after being trained?
- Identify and practice writing capital M and lowercase m
- Identify adverbs that tell when in sentences
- Discuss responses to questions about “Ming’s Teacher”

Working with Animals Day 3

- Identify the main topic and retell key details of a text
- Identify the time order, or sequence of events, in the story
- Blend words with y and ey
- Demonstrate moving your voice up and down while reading
- Use text evidence to respond to the prompt: What should a guide dog do well after being trained?
- Identify and practice writing capital H and lowercase h
- Use commas in a series of three or more words

Working with Animals Day 4

- Sort spelling words by long e spelling pattern
- Identify the main topic and retell key details of a text
- Build words with y and ey
- Define compound words as a word made up of two smaller words
- Orally generate sentences with adverbs that tell when

Working with Animals Day 5

- Blend and build words with y and ey
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: found, hard, near, woman, would, and write
- Using the evidence in the text, make connections by thinking about how the author used sequence to write about the topic
- Use commas in a series of three or more words
- Use Speaking and Listening strategies

Animals Everywhere: Unit Review

- Identify the sound-spelling patterns of words with long vowels a, e, i, o, and final long e spelled y and ey

- Predict, define, and accurately use academic vocabulary words using prefixes, context clues, word categories, compound words, inflectional endings, and open syllables; Accurately identify and use high-frequency words and oral vocabulary
- Use the words and pictures in a nonfiction text to identify key details; Use the words and pictures in a story to identify key details about its characters, setting, and plot
- Identify main ideas and key details as well as sequence in nonfiction text; Identify point of view and find the sequence of a story
- Identify and analyze features of nonfiction, fantasy, folktales, and poetry
- Identify and use irregular verbs (was, were, has, have, go, do, see, saw) and adverbs that tell when in sentences
- Identify and apply correct capitalization, punctuation, use of apostrophes, and use of commas in a series; Identify and apply correct capitalization in book titles

Animals Everywhere: Unit Test

See It, Sort It

See It, Sort It Day 1

- Build background by talking about what you hear and see every day
- Use the words and pictures to make and confirm predictions
- Identify and spell words with ar
- Find the meaning of unknown words using context clues
- Identify and practice writing capital H and lowercase h
- Read sentences and identify the conjunctions
- Discuss how we classify and categorize things

See It, Sort It Day 2

- Identify characteristics of fantasy
- Identify point of view by using the text and illustrations to understand how a character thinks and feels
- Read words with ar and read high frequency words: four, large, none, only, put, round
- Use text evidence to respond to the prompt: Did each of the animals choose the right hat?
- Identify and practice writing capital K and lowercase k
- Use conjunctions and, but, and or to join sentences
- Discuss responses to questions about "Goldilocks" and discuss the independent reading selection.

See It, Sort It Day 3

- Conclude that what characters say helps show their point of view
- Identify key ideas and details about how we see and sort things
- Blend words with ar
- Demonstrate pausing when encountering commas while reading
- Use text evidence to respond to the prompt: Did each of the animals choose the right hat?
- Identify and practice writing capital K and lowercase k
- Define and identify proper nouns

See It, Sort It Day 4

- Sort spelling words by ending spelling pattern -art, -arn, and -arm
- Identify key ideas and details about a topic
- Complete a point of view chart using text evidence

- Build words with ar
- Make and confirm predictions while reading to understand the text
- Match singular words with their plurals (irregular plurals)
- Create sentences using conjunctions

See It, Sort It Day 5

- Blend and build words with ar
- Demonstrate knowledge of oral vocabulary
- Read high frequency words: four, large, none, only, put, round
- Make connections to a topic
- Analyze text evidence by asking what clues told the point of view of each character
- Demonstrate capitalizing proper nouns
- Use Speaking and Listening strategies

Up in the Sky

Up in the Sky Day 1

- Use the words and pictures to make and confirm predictions
- Identify and spell words with er, ir, ur, and or
- Identify key ideas and details
- Find new words in the independent reading selection
- Using the text and illustrations, respond to the prompt: What did Fern do in “A Bird Named Fern”?
- Explain that an adjective is a word that describes a noun
- Discuss different objects seen in the sky, from birds to stars

Up in the Sky Day 2

- Identify characteristics of fantasy
- Define sequence and describe the events of the story
- Read words with er, ir, ur, and or, and read high-frequency words another, climb, full, great, poor, and through
- Using text evidence and making inferences, respond to the prompt: How does the author show that Fern is curious?
- Identify and practice writing capital R and lowercase r
- Identify adjectives in sentences
- Discuss responses to questions about “Why the Sun and Moon Are In the Sky”

Up in the Sky Day 3

- Identify causes and effects using text evidence
- Blend words with er, ir, ur, and or
- Demonstrate reading sentences with exclamation marks with enthusiasm
- Using text evidence and making inferences, respond to the prompt: How does the author show that Fern is curious?
- Identify and practice writing Gg, Pp, Ss, Mm, Hh, Kk, Rr
- Discuss responses to questions about “Kitten’s First Full Moon”
- Use capitalization and end punctuation in sentences

Up in the Sky Day 4

- Sort spelling words by ending spelling patterns er, ir, ur, or no /er/ pattern
- Build words with er, ir, ur, and or
- Make and confirm predictions while reading to understand the text
- Identify causes and effects using text evidence

- Demonstrate adding -er to nouns to make new words
- Create sentences using adjectives

Up in the Sky Day 5

- Blend and build words with er, ir, ur, and or
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words another, climb, full, great, poor, and through
- Make connections to a topic
- Analyze text evidence by asking How and Why questions about cause and effect
- Use capitalization and end punctuation in sentences
- Use speaking and listening strategies

Great Inventions

Great Inventions Day 1

- Ask and answer questions while listening to and reading a story
- Summarize the independent reading selection
- Identify and spell words with or, ore, and oar
- Respond to the prompt: What does Tomotaka Takahshi do?
- Identify and practice writing Gg, Pp, Ss, Mm, Hh, Kk, and Rr
- Explain that we add -er and -est to most adjectives to compare people, places, or things
- Discuss inventors and the inventions they made

Great Inventions Day 2

- Reread to find a problem in the story and identify the solution
- Define problem and solution
- Read words with or, ore, and oar, and read high-frequency words began, better, guess, learn, right, and sure
- Identify characteristics of a biography
- Use text evidence to respond to the prompt: What can you tell about what makes a good inventor?
- Practice tracing and writing sentences
- Identify adjectives in sentences

Great Inventions Day 3

- Reread to identify the sequence of events using text evidence
- Ask and answer questions to understand the text
- Blend words with or, ore, and oar
- Demonstrate pausing when encountering commas and periods while reading
- Begin the writing process by reviewing notes and planning to write
- Practice writing with spacing between letters and words
- Demonstrate capitalizing days of the week, holidays, and months

Great Inventions Day 4

- Sort spelling words by ending spelling pattern or, ore, and oar pattern
- With guidance, read, and reread a poem
- Define alliteration
- Build words with or, ore, and oar
- Write title and place names using abbreviations
- Begin the draft of independent writing
- Choose correct adjectives in sentences

Great Inventions Day 5

- Blend and build words with or, ore, and oar
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words began, better, guess, learn, right, and sure
- Make connections to a topic by comparing stories
- Continue working on the independent writing draft
- Demonstrate capitalizing days of the week, holidays and months
- Analyze the text evidence by asking What and How questions about the problem and solution

Sounds All Around

Sounds All Around Day 1

- Ask and answer questions while listening to and reading a story
- Identify and spell words with ou and ow
- Edit the independent writing draft
- Identify and practice writing capital X and lowercase x
- Identify a and an as special adjectives called articles
- Discuss different sounds around and how they are made

Sounds All Around Day 2

- Reread to find a problem in the story and identify the solution
- Ask and answer questions to understand the text
- Read words with ou and ow, and read high-frequency words color, early, instead, nothing, oh, and though
- Identify characteristics of realistic fiction
- Edit the draft of independent writing
- Identify and practice writing capital X and lowercase x
- Identify this and that as special adjectives and when to use them

Sounds All Around Day 3

- Use the text and illustrations to understand how the characters think and feel about the story event
- Ask and answer questions to understand the text
- Blend words with ou and ow
- Demonstrate reading repeated phrases with emphasis while reading
- Present independent writing
- Demonstrate capitalizing important words in a book title and underlining the title
- Use Speaking and Listening strategies

Sounds All Around Day 4

- Sort spelling words by spelling patterns ou, ow, or no /ou/ pattern
- Identify the problem the main character faces
- Understand how point of view can help you know the characters
- Build words with ou and ow
- Construct comparing words ending with -er and -est and write one sentence for each word
- Complete sentences using a, an, this, and that

Sounds All Around Day 5

- Blend and build words with ou and ow
- Demonstrate knowledge of oral vocabulary
- Read high frequency words: color, early, instead, nothing, oh, and though

- Make connections to a topic by comparing texts
- Demonstrate capitalizing important words in a book title and underlining the title
- Analyze the text evidence by asking how the author used problem and solution in the story
- Use Speaking and Listening strategies

Build It!

Build It! Day 1

- Ask and answer questions while listening to and reading a story
- Identify and spell words with oi and oy
- Respond to the prompt: What steps does it take to build a ship?
- Identify and practice writing capital U and lowercase u
- Define prepositions
- Find the meaning of unknown words
- Discuss different structures and how they are built

Build It! Day 2

- Identify cause and effect while reading
- Ask and answer questions to understand the text
- Read words with oi and oy and read high-frequency words above, build, fall, knew, money, and toward
- Identify characteristics of nonfiction
- Respond to the prompt: What do you think is the least important step in building a ship? Why?
- Identify and practice writing capital Q and lowercase q
- Identify prepositions and prepositional phrases in sentences

Build It! Day 3

- Use the text and photographs to identify the main idea and details to understand the text
- Ask and answer questions to understand the text
- Blend words with oi and oy
- Demonstrate pausing when encountering commas and raising your voice when encountering exclamation marks while reading
- Identify and practice writing capital Q and lowercase q
- Explain that name titles are abbreviations
- Use speaking and listening strategies

Build It! Day 4

- Sort spelling words by spelling pattern oi and oy
- Demonstrate knowledge of oral vocabulary
- Identify captions and what they tell
- Identify the key details of the text
- Build words with oi and oy
- Demonstrate dividing two-syllable words
- Identify prepositions and prepositional phrases in sentences

Build It! Day 5

- Sort spelling words by spelling pattern oi, oy, or no /oy/ pattern
- Identify the key details of the text
- Blend and build words with oi and oy

- Make connections to a topic
- Identify name title abbreviations
- Use speaking and listening strategies
- Analyze the text evidence by asking how and why questions about the main idea and details

Figure It Out: Unit Review

- Identify the sound spelling patterns of words with r-controlled vowels, and diphthongs (ou, ow, oi and oy)
- Predict, define, and accurately use academic vocabulary words using context clues, inflectional endings (-er and -est), irregular plurals, and abbreviations; Accurately identify and use high-frequency words and oral vocabulary
- Use the words and pictures in a nonfiction text to identify key details; Use the words and pictures in a story to identify key details about its characters, setting, and plot
- Identify cause and effect as well as problem and solution in nonfiction text; Identify cause and effect as well as problem and solution and point of view in a story
- Identify and analyze features of nonfiction, biographies, fantasy, realistic fiction, and poetry
- Identify and use words that join, adjectives, adjectives that compare, and prepositions and prepositional phrases in sentences
- Identify and apply correct capitalization and punctuation; Identify and apply correct capitalization and punctuation in book titles and name titles

Figure It Out: Unit Test

Taking Action

Taking Action Day 1

- Reread to understand events and details in the story
- Identify and spell words with digraphs with the /oo/ sound
- Identify and practice writing capital Q and lowercase q
- Recognize that pronouns stand for a person, place, thing, or idea
- Find the meaning of unknown words
- Discuss ways people can work together to make things better
- Ask questions to find answers about topic being discussed

Taking Action Day 2

- Identify the characteristics of fantasy
- Define theme
- Read words with digraphs with the /oo/ sound and read high-frequency words answer, brought, busy, door, enough, and eyes
- Respond to the prompt: How did the writing tools persuade Lucy to use them again?
- Identify and practice writing number words and numerals for 1–5
- Demonstrate selecting the correct pronouns in sentences
- Discuss responses to questions about “The Cat’s Bell”

Taking Action Day 3

- Reread to understand events and details in the story
- Identify what the characters say and do to find the theme
- Blend words with digraphs with the /oo/ sound
- Demonstrate reading dialogue with expression to show how characters feel

- Respond to the prompt: Write a letter from the writing tools to Lucy explaining in words what they explained to her in the drawing
- Identify and practice writing number words and numerals for 6–10
- Demonstrate using capital I when writing

Taking Action Day 4

- Sort spelling words by sound spelling (oo, u_e, ew, ue, ui, and ou)
- Reread to understand events and details in the story
- Analyze text evidence and illustrations to discover the theme of the story
- Build words with digraphs with the /oo/ sound
- Use synonyms to replace words in sentences
- Demonstrate adding suffixes -less and -ful to words
- Complete sentences choosing the correct pronouns

Taking Action Day 5

- Blend and build words with digraphs with the /oo/ sound
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words answer, brought, busy, door, enough, and eyes
- Make connections to a topic by comparing stories
- Analyze text evidence by asking how and why questions about theme
- Demonstrate using capital I when writing
- Use speaking and listening strategies

My Team

My Team Day 1

- Reread to understand events and details in the story
- Identify and spell words with digraphs: a, aw, au, augh, and al
- As you read the story, identify key ideas and details about people who help
- Respond to the prompt: What are some different kinds of helpers?
- Identify and practice writing number words and numerals 1–10
- Identify these possessive pronouns: mine, yours, hers, ours, and theirs
- Discuss the people in your life that help you

My Team Day 2

- Identify characteristics of nonfiction
- Define author's purpose
- Read words with digraphs: a, aw, au, augh, and al, and read high-frequency words: brother, father, friend, love, mother, and picture
- Respond to the prompt: Write about a group of helpers in your community
- Identify and practice writing number words and numerals 1–10
- Use possessive pronouns
- Use Speaking and Listening strategies

My Team Day 3

- Using text evidence, identify a problem and the solution in the story
- Reread to understand events and details in the story
- Blend words with digraphs: a, aw, au, augh, and al
- Demonstrate raising the voice when reading a question
- Find the meaning of unknown words while reading
- Recognize that months, days, and holidays are proper nouns and should be capitalized
- Identify and practice writing Xx, Uu, and Qq

My Team Day 4

- Sort spelling words by spellings au and aw
- Reread to understand events and details in the story
- Identify details that tell the author's purpose
- Build words with digraphs: a, aw, au, augh, and al
- Decode two-syllable words by breaking them into syllables
- Create sentences using your, its, our, their, and mine

My Team Day 5

- Blend and build words with au and aw
- Demonstrate knowledge of oral vocabulary
- Read high-frequency words: brother, father, friend, love, mother, and picture
- Make connections to a topic by comparing stories
- Analyze the text evidence by asking What and How questions about author's purpose
- Demonstrate capitalization of months, days, and holidays
- Use Speaking and Listening strategies

Weather Together

Weather Together Day 1

- Visualize while listening to and reading a story
- Identify and spell words with wr, kn, and gn
- Recognize and read regularly and irregularly spelled words in a story
- Respond to the prompt: What happened in "Wrapped in Ice"?
- Identify and practice writing Xx, Uu, and Qq
- Explain what the pronouns anyone and everyone stand for
- Discuss different kinds of weather and how it affects our lives

Weather Together Day 2

- Define and identify cause and effect
- Read words with wr, kn, and gn and read high-frequency words been, children, month, question, their, and year
- Identify characteristics of realistic fiction
- Respond to the prompt: How do the people in the town react to the weather in "Wrapped in Ice"?
- Identify and practice tracing and writing sentences in a story
- Explain what the pronouns nobody, somebody, and anybody stand for
- Ask and answer question about key details in a text read aloud

Weather Together Day 3

- Blend words with wr, kn, and gn
- Visualize while reading to understand the story
- Use text evidence to identify causes and effects
- Demonstrate reading sentences with exclamation marks with enthusiasm
- Begin the writing process by reviewing notes and planning to write
- Identify correct writing and evaluate one's own writing
- Use commas in dates and in letter writing

Weather Together Day 4

- Sort spelling words by the silent letter pattern
- Reread and visualize using the words and pictures
- Explain the purpose of headings in nonfiction texts

- Build words with wr, kn, and gn
- Define compound words
- Begin the draft of independent writing
- Write sentences using anyone, nothing, and anybody

Weather Together Day 5

- Blend and build words with wr, kn, and gn
- Demonstrate knowledge of oral vocabulary
- Read the high-frequency words been, children, month, question, their, and year
- Make connections to a topic
- Continue working on the independent writing draft
- Use commas in dates and in letter writing
- Use speaking and listening strategies

Sharing Traditions

Sharing Traditions Day 1

- Use pictures and words to find details while listening to a story
- Identify and spell words with three-letter blends: scr, spl, spr, str, thr, and shr
- Edit the independent writing draft
- Identify and practice writing capital B and lowercase b
- Identify when to use I and me in sentences
- Discuss traditions that people follow and pass down

Sharing Traditions Day 2

- Define theme
- Read words with three-letter blends: scr, spl, spr, thr, and shr, and read high frequency words: before, front, heard, push, tomorrow, and your
- Identify characteristics of realistic fiction
- Edit the draft of independent writing
- Identify and practice writing capital Z and lowercase z
- Complete sentences with the correct pronouns, I or me
- Discuss traditions that people follow and pass down

Sharing Traditions Day 3

- Blend words with three-letter blends: scr, spl, spr, thr, and shr
- Use pictures and words while reading to understand the story
- Use text evidence to identify clues to determine theme
- Demonstrate pausing when encountering commas while reading
- Present independent writing
- Identify and practice writing capital J and lowercase j
- Use commas in dates and after the greeting and closing in a letter

Sharing Traditions Day 4

- Sort spelling words by the three-letter-blend spelling pattern
- Reread and apply the strategy visualize using the words and pictures
- Read words with inflectional endings
- Build words with str, spr, spl, scr, and thr
- Use what you know about the meaning of words to predict the meaning of compound words
- Complete sentences with the correct pronouns, I or me

Sharing Traditions Day 5

- Blend and build words with three-letter-blends: scr, spl, spr, thr and shr
- Demonstrate knowledge of oral vocabulary
- Read high frequency words: before, front, heard, push, tomorrow, and your
- Make connections to a topic by comparing texts
- Use commas in dates and after the greeting and closing in a letter
- Use speaking and listening strategies
- Analyze the text evidence by asking how the author used theme in the story

Celebrate America!

Celebrate America Day 1

- Reread to understand events and details in the story
- Identify and spell words with air, are, and ear
- Respond to the prompt: What are the different ways the harvest is celebrated?
- Identify and practice writing Bb, Zz, and Jj
- Explain the purpose of an adverb in a sentence
- Discuss holidays and how we celebrate them

Celebrate America Day 2

- Define author's purpose
- Read words with air, are, and ear and read high frequency words: favorite, few, gone, surprise, wonder, and young
- Identify characteristics of nonfiction
- Respond to the prompt: Do you think it is important or not important to give thanks for a harvest? Why?
- Select and write favorite words
- Identify adverbs in sentences
- Discuss responses to questions about "Celebrate the Flag"

Celebrate America Day 3

- Use text evidence to identify causes and effects in the story
- Reread to understand events and details in the story
- Blend words with air, are, and ear
- Demonstrate pausing when encountering commas and periods while reading
- Respond to the prompt: Do you think it is important or not important to give thanks for a harvest? Why?
- Select and write favorite words
- Demonstrate using name title abbreviations (Mr., Mrs., Ms., Dr.)

Celebrate America Day 4

- Sort spelling words by the ending spelling pattern
- Analyze key details to answer questions about what our nation was like then and now
- Build words with air, are, and ear
- Find the meaning of metaphors in sentences
- Analyze the maps to find differences
- Decode two-syllable words by breaking them into syllables
- Create sentences using adverbs

Celebrate America Day 5

- Blend and build words with air, are, and ear
- Demonstrate knowledge of oral vocabulary
- Read high frequency words: favorite, few, gone, surprise, wonder, and young

- Make connections to a topic by comparing stories
- Analyze text evidence by asking "why" and "what" questions about the author's purpose
- Demonstrate using name title abbreviations (Mr., Mrs., Ms., Dr.)
- Use Speaking and Listening strategies

Together We Can! Unit Review

- Identify the sound-spelling patterns of words with silent letters (wr, kn, and gn), three-letter consonant blends, r-controlled vowels (are, ear and air), and variant vowels
- Predict, define, and accurately use academic vocabulary words using synonyms, antonyms, similes, and metaphors; Analyze words using suffixes, syllables, compound words, and inflectional endings; Accurately identify and use high-frequency words
- Use the words and pictures in a nonfiction text to identify key details; Use the words and pictures in a story to identify key details about its characters, setting, and plot
- Identify author's purpose in nonfiction text; Identify the causes and effects and theme of a story
- Identify and analyze features of fantasy, nonfiction, realistic fiction, how-to, and poetry
- Identify and use pronouns, possessive pronouns, special pronouns, and adverbs that tell how in sentences
- Identify and apply correct capitalization; Identify and apply correct capitalization and punctuation in name titles, dates, and letters

Together We Can! Unit Test

Language Arts 2



Language Arts 2 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will develop reading, writing, listening, and speaking skills essential for future success. The student will become an accomplished reader by engaging in daily phonics and spelling practice. The student will also expand his vocabulary as he learns to use an array of strategies and skills including main idea, problem and solution, and author's purpose to comprehend complex texts. The texts the student will examine include a variety of fiction and nonfiction stories presented in McGraw Hill's Wonders. The stories are organized into relevant themes such as friends and family, live and learn, and our life, our world. As the student explores each theme, he will discover connections to familiar subjects, including science and social studies. He will also enjoy daily independent reading routines.

In addition to becoming a competent reader, the student will also become a skilled writer. Throughout the course, the student will use the writing process to produce various compositions including narrative texts, informative texts, and opinion texts. Reading/writing workshop activities will teach the student how to use text evidence and apply key writing traits. The student will also exhibit mastery of standard language conventions through daily grammar and mechanics practice.

Engaging activities will help the student become a proficient listener and speaker. Regular conversation and discourse centered on essential questions will teach the student to thoughtfully contribute to discussions. Interactive read-alouds will facilitate the development of a rich oral vocabulary, and the student will learn a variety of listening strategies to aid comprehension.

Course Outline

Language Arts 2 A

1. Course Overview

1. Get Ready for Language Arts!

2. Friends Help Friends

1. Friends Help Friends Day 1

- Sort, recognize, and blend words with short a and short i sound-spellings
- Identify best handwriting practices
- Identify examples of how key words are used in real life
- Use pictures and words in a story to identify key details

- Identify complete sentences and statements
 - Discuss how friends depend on each other
2. Friends Help Friends Day 2
 - Sort, recognize, and blend words with short a and short i sound-spellings
 - Identify the letters used to write your name
 - Identify and apply singular and plural forms of key words by adding –es and –s
 - Use the pictures in a story to identify key details
 - Identify and retell key details in a story
 - Differentiate between questions and statements
 3. Friends Help Friends Day 3
 - Segment, blend, and sort words with short a and short i sound-spellings
 - Read a text with expression
 - Identify and apply understanding of high frequency words by reading, spelling, and writing each word
 - Use the pictures identify key details
 - Identify elements of fantasy and key details in a story
 - Identify and apply correct capitalization and punctuation for statements and questions
 - Analyze text evidence to prewrite a short explanatory response
 4. Friends Help Friends Day 4
 - Segment, blend, and build words with short a and short i sound-spellings
 - Read a text with expression
 - Use the pictures and words in a story to identify key details
 - Use root words to determine the meaning of new words
 - Identify plural nouns that end with -s and -es
 - Identify and apply correct capitalization and punctuation for statements and questions
 - Write a short explanatory response using text evidence
 5. Friends Help Friends Day 5
 - Blend, build, and spell words with short a and short i sound-spellings
 - Apply understanding of high frequency words and words to know
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
 - Identify and apply correct use, capitalization, and punctuation for statements and questions
 - Discuss how friends depend on each other using key words and examples from multiple texts
 - Discuss how friends depend on each other using key words and examples from this week's texts

3. Families Around the World

1. Families Around the World Day 1
 - Recognize rhyming words
 - Use context clues to determine the meaning of new words
 - Identify and write vertical and horizontal lines
 - Recognize words spelled with short e
 - Identify commands and exclamations
 - Discuss how families around the world are alike and different
2. Families Around the World Day 2

- Use the pictures and words in a story to understand its characters, setting, and events
 - Describe how characters in a story react to important events
 - Identify and write circular and slant lines
 - Spell words with short e, o, and u
 - Identify exclamations
 - Retell key details from a text read aloud
 - Identify the plural form of words
3. Families Around the World Day 3
- Identify irregularly spelled words
 - Read a text with expression
 - Describe the features of realistic fiction
 - Describe the beginning, middle, and end of a story
 - Analyze text evidence
 - Sort words spelled with short e, o, and u
 - Write exclamations that begin with a capital letter and end with an exclamation point
4. Families Around the World Day 4
- Read, spell, and write words with short e, o, and u
 - Read plural nouns that end in -s and -es
 - Use the pictures and words in a story to understand its characters, setting, and events
 - Describe how characters in a story react to important events
 - Use text evidence to write an informative text with a clear beginning
 - Use root words to determine the meaning of new words
 - Write commands and exclamations with correct capitalization and punctuation
5. Families Around the World Day 5
- Read, spell, and write words with short e, o, and u
 - Identify and read irregularly spelled words
 - Identify the meaning of key words
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
 - Write commands and exclamations with correct capitalization and punctuation
 - Discuss families around the world using key words and examples from the texts
4. **Pets are Our Friends**
1. Pets are Our Friends Day 1
- Sort words by vowel sounds
 - Use context clues to determine the meaning of new words
 - Identify and write capital O and lowercase o
 - Recognize words spelled with two-letter blends
 - Give examples of how key words are used in real life
 - Identify the subject of a sentence
 - Discuss how pets can be important friends
2. Pets are Our Friends Day 2
- Identify key details in a story by asking and answering questions
 - Describe how characters in a story respond to problems
 - Use the pictures and words in a story to understand its characters, setting, and events
 - Identify and write letters Cc and Dd
 - Spell words with two-letter blends

- Make complete sentences by adding subjects
 - Retell key details from a text read aloud
3. Pets are Our Friends Day 3
 - Read a text with proper intonation
 - Identify irregularly spelled words
 - Identify the features of fiction stories
 - Describe how characters in a story respond to problems
 - Write a short informative text using text evidence
 - Sort words spelled with two-letter blends
 - Identify how commas are used in the greeting and closing of a letter
 4. Pets are Our Friends Day 4
 - Read, spell, and write words with two-letter blends
 - Recognize words with closed syllables and words that end in -ed and -ing
 - Identify key details in a story by asking and answering questions
 - Compare and contrast different texts
 - Analyze text evidence from two stories
 - Use sentence context clues to determine the meaning of new words
 - Write the greeting and closing of a letter with correct capitalization and punctuation
 5. Pets are Our Friends Day 5
 - Read, spell, and write words with two-letter blends
 - Identify a story's characters, setting, and events by asking and answering questions
 - Compare and contrast different texts
 - Write a short story with text evidence from two sources
 - Make complete sentences by adding subjects
 - Write the greeting and closing of a letter with correct capitalization and punctuation
 - Discuss how pets can be important friends using key words and examples from this week's texts

5. **Animals Need Our Care**

1. Animals Need Our Care Day 1
 - Use context clues to determine the meaning of new words
 - Identify and write the letters Ff
 - Differentiate between words spelled with short a and long a
 - Identify the predicate of a sentence
 - Give examples of how key words are used in real life
 - Discuss how people care for animals
2. Animals Need Our Care Day 2
 - Identify key details in an informative text by asking and answering questions
 - Use pictures and captions in a text to understand key details
 - Identify and write the letters Ee and Hh
 - Spell words with short a and long a
 - Make complete sentences by adding predicates
 - Retell key details from a text read aloud
3. Animals Need Our Care Day 3
 - Identify irregularly spelled words
 - Read a text with proper intonation
 - Describe the features of narrative nonfiction texts

- Use pictures and captions in informative texts to identify key details
 - Analyze text evidence
 - Sort words spelled with short a and long a
 - Describe how sequence words and commas are used in sentences
4. Animals Need Our Care Day 4
- Read, spell, and write words with short a and long a
 - Read words that end in -ed and -ing
 - Read a text with proper intonation
 - Identify key details in an informative text by asking and answering questions
 - Use pictures and captions in informative texts to identify key details
 - Write an informative text using text evidence
 - Use sequence words and commas in sentences
5. Animals Need Our Care Day 5
- Read, spell, and write words with short a and long a
 - Identify and read irregularly spelled words
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
 - Make complete sentences by adding predicates
 - Use sequence words and commas in sentences
 - Discuss how people care for animals using key words and examples from this week's texts

6. Families Working Together

1. Families Working Together Day 1
- Use context clues to determine the meaning of new words
 - Identify and write letters Oo
 - Identify words spelled with short i and long i
 - Give examples of how key words are used in real life
 - Expand simple sentences by adding details
 - Discuss what happens when families work together
2. Families Working Together Day 2
- Ask and answer questions to understand an expository text
 - Use key details in a text to identify the main topic
 - Identify and write letters Cc and Dd
 - Spell words with short i and long i
 - Combine sentences that have the same subject or predicate
 - Retell key details from a text read aloud
3. Families Working Together Day 3
- Identify irregularly spelled words
 - Read a text with proper phrasing
 - Identify the features of expository texts
 - Use pictures and charts to understand expository texts
 - Use text evidence to write a short informative text
 - Sort words spelled with long i and short i
 - Identify how quotation marks are used in sentences
4. Families Working Together Day 4
- Read, spell, and write words with short i and words with long i

- Read a text with proper phrasing
 - Use the main idea and key details to summarize a text
 - Compare and contrast different texts
 - Analyze text evidence from two sources
 - Identify possessive nouns
 - Use quotation marks in sentences
5. Families Working Together Day 5
- Read, spell, and write words with short i and long i
 - Compare and contrast different texts
 - Write an informative text with evidence from two sources
 - Expand sentences by adding details
 - Combine sentences that have the same subject or predicate
 - Use quotation marks in sentences
 - Discuss what happens when families work together using key words and examples from this week's texts
6. Friends and Family: Unit Review
- Identify the sound spelling patterns of words with short vowels (a, e, i, o, and u), long vowels, (a and i), and two-letter blends
 - Predict, define, and accurately use academic vocabulary words using inflectional endings, context clues, and root words; Accurately identify and use high-frequency words, and Words to Know
 - Use the pictures in a story to identify key details; Ask and answer questions about a nonfiction text to identify key details
 - Identify the key details in a story, including the characters, setting, and events; Use the pictures and captions in a nonfiction text to identify key details
 - Identify and analyze features of fantasy, realistic fiction, fiction, narrative nonfiction, and expository texts
 - Identify and produce complete statements, questions, commands, and exclamations; Make complete sentences by adding a subject or predicate; Combine sentences that have the same subject or predicate
 - Identify and apply correct capitalization, punctuation, and use of quotation marks to statements, questions, commands, exclamations; Identify and apply correct capitalization and punctuation to the greeting and closing of a letter; Identify how to use com
7. Friends and Family: Unit Test
- 7. Animals and Nature**
1. Animals and Nature Day 1
- Use context clues to determine the meaning of new words
 - Identify and write the letter Qq
 - Describe the features of how-to texts
 - Recognize words spelled with short o and long o
 - Give examples of how key words are used in real life
 - Discuss how animals survive
2. Animals and Nature Day 2
- Use the words and pictures in a story to make, change, and confirm predictions
 - Identify the plot of a story by describing the beginning, middle, and end

- Identify and write letters Pp and Uu
 - Spell words with short o and long o
 - Identify nouns
 - Retell key details from a text read aloud
3. Animals and Nature Day 3
- Identify irregularly spelled words
 - Read a text with proper phrasing
 - Describe the features of realistic fiction
 - Use the words and pictures in a story to make, change, and confirm predictions
 - Analyze text evidence
 - Sort words spelled with short o and long o
 - Identify how commas are used in a series
4. Animals and Nature Day 4
- Read, spell, and write words with short o and long o
 - Read a text with proper phrasing
 - Describe how characters in a story respond to problems
 - Prewrite a how-to text
 - Make new words by changing the endings to -ed or -ing
 - Determine the meanings of words with the prefixes re-, un-, and dis-
 - Write sentences with commas in a series
5. Animals and Nature Day 5
- Read, spell, and write words with short o and long o
 - Identify the meaning of key words
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
 - Identify nouns
 - Write sentences with commas in a series
 - Discuss how animals survive using key words and examples from this week's texts

8. Animals in Stories

1. Animals in Stories Day 1
- Discuss animal stories and the lessons they teach
 - Blend and segment words with short u and long u sound-spellings
 - Identify examples of how key words are used in real life
 - Make, confirm, and revise predictions about a story
 - Identify the features of how-to texts
 - Identify and write capital and lowercase b
 - Identify singular and plural nouns
2. Animals in Stories Day 2
- Blend and segment words with short u and long u sound-spellings
 - Identify and apply past- and present-tense forms of key words by adding -ed and -ing
 - Identify and retell key details from a text read aloud
 - Identify the problem and solution of a story
 - Form plural nouns by adding the endings -s or -es
 - Identify and write letters Jj and Gg
 - Identify how time-order words are used in a how-to text to show sequence
3. Animals in Stories Day 3

- Segment and sort words with short u and long u sound-spellings
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a story with expression
 - Make, confirm, and revise predictions about a story
 - Identify the elements of a fable, including the problem and solution
 - Write the draft of a how-to text
 - Identify and apply how to use commas in a series
4. Animals in Stories Day 4
- Delete sounds in words with short u and long u sound-spellings
 - Identify words with final e syllables
 - Determine the meanings of words with suffixes -ly and -ful
 - Read a story with expression
 - Use the pictures of a story to identify how characters respond to important events
 - Identify and apply how to use commas in a series
 - Write the draft of a how-to text
5. Animals in Stories Day 5
- Discuss animal stories using key words and examples from this week's texts
 - Blend and build words with short u and long u sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use plural nouns ending in -s and -es
 - Identify and apply how to use commas in a series
 - Compare and contrast two versions of the same story
 - Use text evidence to answer questions about a text

9. Animal Habitats

1. Animal Habitats Day 1
- Discuss the features of animal habitats
 - Blend and separate sounds in words with soft c and soft g sound-spellings
 - Identify examples of how key words are used in real life
 - Make, confirm, and revise predictions about a nonfiction text
 - Identify common and proper nouns
 - Identify and write letter uppercase R and lowercase r
2. Animal Habitats Day 2
- Substitute sounds in words with soft c and soft g sound-spellings
 - Blend words with soft c and soft g sound-spellings
 - Identify and apply plural forms of key words by adding -s
 - Make, confirm, and revise predictions about a nonfiction text
 - Identify the main topic and key details of a nonfiction text, retelling them to confirm understanding
 - Identify and write uppercase S and lowercase s
 - Identify collective nouns
3. Animal Habitats Day 3
- Substitute sounds in words with soft c and soft g sound-spellings
 - Sort words with soft c and soft g sound-spellings
 - Identify and apply understanding of high-frequency words by reading, spelling, and writing each word

- Read a text with proper phrasing
 - Identify the elements of a narrative nonfiction text, including the main topic and key details
 - Write a short informative response using text evidence
 - Apply correct capitalization to proper nouns
4. Animal Habitats Day 4
- Blend words with soft c and soft g sound-spellings
 - Determine the meanings of words with prefixes re-, un-, and dis-, and suffixes -ly and -ful
 - Read a text with proper phrasing
 - Identify the main topic and key details of a text
 - Compare and contrast two texts with the same topic
 - Analyze text evidence from two sources
 - Apply correct capitalization to proper nouns
5. Animal Habitats Day 5
- Discuss animal habitats using key words and examples from this week's texts
 - Blend, build, and spell words with soft c and soft g sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Identify common, proper, and collective nouns
 - Identify and apply correct capitalization to proper nouns
 - Compare and contrast two texts with the same topic
 - Write an informative text with evidence from two sources

10. Baby Animals

1. Baby Animals Day 1
- Discuss how baby animals are like their parents
 - Identify rhyme and blend words with consonant digraphs
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details
 - Identify irregular plural nouns
 - Identify and write letter Aa
 - Identify how to revise a how-to text
2. Baby Animals Day 2
- Sort and blend words with consonant digraphs
 - Identify and apply the present- and past-tense forms of key words by adding -s and -ed
 - Apply the reread strategy to identify and retell key details from an expository text
 - Identify the main topic and key details of an expository text
 - Identify and form irregular plural nouns
 - Identify and write letters Vv and Nn
 - Revise a how-to text
3. Baby Animals Day 3
- Segment and sort words with consonant digraphs
 - Identify and apply understanding of high frequency words by reading, spelling, and writing each word
 - Read a text with correct pronunciation
 - Use diagrams and labels and apply the reread strategy to identify details in an expository text

- Identify the elements of an expository text, including the main topic and key details
 - Apply correct capitalization and punctuation to abbreviations
 - Identify how to edit a how-to text
4. Baby Animals Day 4
- Blend and spell words with consonant digraphs
 - Determine the meanings of words that end with suffixes -ful and -less
 - Use sentence context clues to determine the meaning of new words
 - Read a text with correct pronunciation
 - Apply the reread strategy to identify the main topic and key details of a text
 - Apply correct capitalization and punctuation to abbreviations
 - Edit and publish a how to-text, using a dictionary to check correct spellings
5. Baby Animals Day 5
- Discuss baby animals and their parents using key words and examples from this week's texts
 - Blend, build, and spell words with consonant digraphs
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use irregular plural nouns
 - Apply correct capitalization and punctuation to abbreviations
 - Compare and contrast two texts with the same topic
 - Edit and publish a how to-text, using a dictionary to check correct spellings

11. Animals in Poems

1. Animals in Poems Day 1
- Discuss what people like about animals
 - Identify and produce rhyming words
 - Blend words with three-letter blends
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details in a poem
 - Identify singular possessive nouns
 - Identify and write uppercase K and lowercase k
2. Animals in Poems Day 2
- Substitute sounds in words with three-letter blends
 - Blend words with three-letter blends
 - Identify and apply the present- and past-tense form of key words by adding -s and -ed
 - Apply the reread strategy to identify and retell key details in a poem
 - Identify the elements of rhyming poems
 - Identify and form plural possessive nouns
 - Identify and write letters Xx and Ww
3. Animals in Poems Day 3
- Substitute sounds in words with three-letter blends
 - Sort words with three-letter blends
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a poem with proper phrasing
 - Identify the rhythm and key details of a poem
 - Write a short informative response using text evidence
 - Identify and apply how to use apostrophes to form possessive nouns

4. Animals in Poems Day 4
 - Blend and build words with three-letter blends
 - Identify the meaning of compound words
 - Use sentence context clues to determine the meaning of multiple-meaning words
 - Read a poem with proper phrasing
 - Apply the reread strategy to compare and contrast poems and identify key details, including rhyme and rhythm
 - Analyze text evidence from two poems
 - Identify and apply how to use apostrophes to form possessive nouns
5. Animals in Poems Day 5
 - Discuss why people like animals using key words and examples from this week's texts
 - Blend, build, and spell words with three-letter blends
 - Apply understanding of high frequency words and words to know
 - Identify and use singular and plural possessive nouns
 - Identify and apply how to use apostrophes to form possessive nouns
 - Compare and contrast poems about animals
 - Write an animal poem using two sources
6. Animal Discoveries: Unit Review
 - Identify the sound spelling patterns of words with short vowels (o, u), long vowels (o, u), soft c and soft g, consonant digraphs, and three-letter blends (scr, spr, str, thr, spl, shr)
 - Predict, define, and accurately use academic vocabulary words using prefixes (re-, un-, dis-), suffixes (-ly, -full, -less), multiple-meaning words, and compound words; Accurately identify and use high-frequency words and Words to Know
 - Make, confirm, and revise predictions about stories and fables; Make, confirm, and revise predictions about nonfiction texts; Use context to identify key details in poetry, rereading as necessary
 - Identify the characters, setting, and plot of a story; Identify the problem and solution of a fable; Identify the main topic and key details of a nonfiction text; Identify the key details of a poem
 - Identify and analyze features of realistic fiction, fables, narrative nonfiction, expository texts, and rhyming poems
 - Identify, form, and use common, proper, and collective nouns, regular and irregular plural nouns, and singular and plural possessive nouns
 - Identify and apply correct capitalization and punctuation when using commas in a series, proper nouns, abbreviations, and possessive nouns
7. Animals Discoveries: Unit Test

12. The Earth's Forces

1. The Earth's Forces Day 1
 - Discuss the earth's forces
 - Identify rhymes and blend words with long a sound-spellings
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details in an expository text
 - Identify the features of an opinion letter
 - Identify action verbs
 - Identify and write uppercase M and lowercase m
2. The Earth's Forces Day 2

- Sort and blend sounds in words with long a sound-spellings
 - Identify and apply the past-tense forms of key words by adding –ed
 - Apply the reread strategy to identify and retell key details in an expository text
 - Identify the author’s purpose of expository texts and opinion letters
 - Identify and write letters Yy and Zz
 - Retell key details from a text read aloud
 - Identify action verbs
3. The Earth’s Forces Day 3
- Sort words with short a sound-spellings
 - Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with proper intonation
 - Apply the reread strategy to identify the elements and author’s purpose of an expository text
 - Analyze text evidence
 - Identify and apply correct capitalization and punctuation to abbreviations
 - Identify how to use supporting reasons in an opinion letter
4. The Earth’s Forces Day 4
- Blend and build words with short a sound-spellings
 - Identify and apply how to use apostrophes to form contractions
 - Identify similes and determine their meaning
 - Read a text with proper intonation
 - Apply the reread strategy to identify how an author uses text and pictures to explain ideas
 - Identify and apply correct capitalization and punctuation to abbreviations
 - Prewrite an opinion letter
5. The Earth’s Forces Day 5
- Discuss the earth’s forces using key words and examples from this week’s texts
 - Blend, build, and spell words with long a sound-spellings
 - Apply understanding of high-frequency words and Words to Know
 - Compare and contrast texts with the same topic
 - Identify, form, and use action verbs to make complete sentences
 - Identify and apply correct capitalization and punctuation to abbreviations
 - Answer questions about a text using text evidence

13. Look at the Sky

1. Look at the Sky Day 1
- Discuss things that are in the sky
 - Sort and blend words with long i sound-spellings
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details in a story
 - Identify present-tense verbs
 - Identify and write numbers 1–4
 - Identify the features of an opinion letter
2. Look at the Sky Day 2
- Blend and isolate sounds in words with long i sound-spellings
 - Identify and apply present-tense forms of key words by adding -s and -ing

- Apply the reread strategy to identify and retell key details of a story
 - Identify the sequence of events in a story
 - Identify and apply subject-verb agreement
 - Identify and write numbers 5–8
 - Identify how to write a conclusion for an opinion letter
3. Look at the Sky Day 3
- Blend, sort, and substitute sounds in words with long i sound-spellings
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with proper intonation
 - Apply the reread strategy to identify the elements of fiction, including the sequence of events.
 - Identify and apply how to use commas in a series
 - Write the draft of an opinion letter
4. Look at the Sky Day 4
- Blend and build words with long i sound-spellings
 - Identify and build words with open syllables
 - Identify the meaning of compound words
 - Read a text with proper intonation
 - Apply the reread strategy to identify key details in a story, including how characters respond to important events
 - Identify and apply how to use commas in a series
 - Write the draft of an opinion letter
5. Look at the Sky Day 5
- Discuss things in the sky using key words and examples from this week’s texts
 - Blend, build, and spell words with short i sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Identify and produce sentences with subject-verb agreement
 - Identify and apply how to use commas un a series
 - Compare and contrast texts with the same topic
 - Answer questions about a text using text evidence

14. Ways People Help

1. Ways People Help Day 1
- Discuss how people help their communities
 - Add sounds to words with long o sound-spellings
 - Blend sounds in words with long o sound-spellings
 - Identify examples of how key words are used in real life
 - Ask and answer questions to identify key details in a nonfiction text
 - Identify and form past-tense verbs
 - Identify and write numbers 9 and 10
2. Ways People Help Day 2
- Delete sounds in words with long o sound-spellings
 - Blend sounds in words with long o sound-spellings
 - Identify and apply present- and past-tense forms of key words by adding -ing and -ed
 - Ask and answer questions about a text to identify and retell key details
 - Identify the author’s purpose of a nonfiction text

- Identify, form, and use past- and future-tense verbs
 - Identify and write punctuation marks
3. Ways People Help Day 3
 - Substitute sounds in words with long o sound-spellings
 - Blend and sort words with long o sound-spellings
 - Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with expression
 - Identify the elements of narrative nonfiction, including author’s purpose
 - Write a short informative response using text evidence
 - Identify and apply correct capitalization and punctuation to the greeting and closing of a letter
 4. Ways People Help Day 4
 - Substitute sounds in words with long o sound-spellings
 - Identify , form, and use contractions with the word not
 - Identify and use synonyms to determine the meaning of new words
 - Read a text with expression
 - Compare and contrast key details of different texts, including author’s purpose
 - Analyze text evidence from two stories
 - Identify and apply correct capitalization and punctuation to the greeting and closing of a letter
 5. Ways People Help Day 5
 - Discuss how people help their communities using key words and examples from this week’s texts
 - Blend and build words with long o sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Compare and contrast different texts
 - Write a short opinion text using evidence from two sources
 - Identify, form, and use past- and future-tense verbs
 - Identify and apply correct capitalization and punctuation to the greeting and closing of a letter

15. Weather Alert!

1. Weather Alert! Day 1
 - Discuss how the weather affects people
 - Blend and identify the number of syllables in words with long e sound-spellings
 - Identify examples of how key words are used in real life
 - Ask and answer questions to identify key details in a text
 - Identify, form, and use the present-tense forms of the verb have
 - Write sentences using proper spacing between words
 - Identify how to revise an opinion letter
2. Weather Alert! Day 2
 - Blend and identify the number of syllables in words with long e sound-spellings
 - Identify and apply the present-tense forms of key words by adding -s
 - Ask and answer questions to identify and retell key details in an expository text
 - Identify the main idea of an expository text
 - Identify, form, and use present- and past-tense forms of the verb have

- Revise an opinion letter
- 3. Weather Alert! Day 3
 - Blend and sort words with long e sound-spellings
 - Identify and apply understanding of high frequency words by reading, spelling, and writing each word
 - Read a text with proper phrasing
 - Ask and answer questions to identify the main idea and key details of an expository text
 - Identify the elements of expository texts
 - Apply correct capitalization and punctuation to book titles
 - Identify how to edit an opinion letter
- 4. Weather Alert! Day 4
 - Blend and build words with long e sound-spellings
 - Identify, form, and use plural nouns that end with -s and -es
 - Identify antonyms
 - Read a text with proper phrasing
 - Use pictures and text features to identify the main idea and key details of a text
 - Apply correct capitalization and punctuation to book titles
 - Edit and publish an opinion letter, using a dictionary to check correct spellings
- 5. Weather Alert! Day 5
 - Discuss how weather affects people using key words and examples from this week's texts
 - Blend, build, and spell words with long e sound-spellings
 - Apply understanding of high-frequency words and Words to Know
 - Identify, form, and use the present- and past-tense forms of the verb have
 - Apply correct capitalization and punctuation to book titles
 - Compare and contrast texts with the same topic
 - Edit and publish an opinion letter, using a dictionary to check correct spellings

16. Express Yourself

1. Express Yourself Day 1
 - Discuss how you like to express yourself
 - Add and delete sounds in words with long u sound-spellings
 - Blend sounds in words with long u sound-spellings
 - Identify examples of how key words are used in real life
 - Ask and answer questions to identify key details in an expository text
 - Identify how to combine simple sentences
 - Use proper handwriting technique to fill out a form
2. Express Yourself Day 2
 - Identify and produce alliteration
 - Blend words with long u sound-spellings
 - Identify and apply the present-tense form of key words by adding -s
 - Ask and answer questions to identify and retell key details in an expository text
 - Identify the main idea of a text
 - Rearrange the words in a sentence to produce a new sentence
3. Express Yourself Day 3
 - Blend and sort words with long u sound-spellings

- Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with correct pronunciation
 - Identify the elements of expository texts
 - Ask and answer questions to identify the main idea and key details of a text
 - Write a short informative response using text evidence
 - Apply correct capitalization and punctuation to different kinds of sentences
4. Express Yourself Day 4
- Blend and build words with long u sound-spellings
 - Identify, form, and use comparative adjectives by adding -er and -est
 - Use prefixes to determine the meaning of new words
 - Read a text with correct pronunciation
 - Ask and answer questions to identify the main ideas and key details in an expository text
 - Write different types of sentences with correct punctuation
 - Compare and contrast, and analyze text evidence from two texts
5. Express Yourself Day 5
- Discuss how you like to express yourself using key words and examples from this week's texts
 - Blend, build, and spell words with the long u sound
 - Apply understanding of high frequency words and words to know
 - Combine and rearrange sentences to make them more interesting
 - Apply correct capitalization and punctuation to different kinds of sentences
 - Compare and contrast different texts
 - Write a short informative response with evidence from two sources
6. Live and Learn: Unit Review
- Identify the sound spelling patterns of words with long vowels (a, e, i, o, u)
 - Predict, define, and accurately use academic vocabulary words using similes, compound words, synonyms, antonyms, and prefixes; Accurately identify and use high-frequency words and Words to Know
 - Apply the rereading strategy, and ask and answer questions to identify key details in nonfiction texts; apply the rereading strategy to identify key details in stories.
 - Identify the sequence of events in a story; Identify the author's purpose, and main idea and key details of nonfiction texts
 - Identify and analyze the features of expository texts, fiction, and narrative nonfiction
 - Identify, form, and use past-, present-, and future-tense verbs; Combine and rearrange sentences to make them more interesting
 - Identify and apply correct capitalization and punctuation to abbreviations, commas in a series, the greeting and closing of a letter, book titles, and different types of sentences
7. Live and Learn: Unit Test

Language Arts 2 B

1. **Course Overview**
 1. Get Ready for Language Arts!
2. **Different Places**
 1. Different Places Day 1

- Discuss different parts of the world
 - Identify long vowel sounds
 - Blend words with silent letters
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details in an expository text
 - Identify linking verbs
2. Different Places Day 2
- Sort and blend sounds in words with silent letters
 - Identify and apply different forms of key words by adding the suffix -ly
 - Apply the reread strategy to identify and retell key details in a text
 - Compare and contrast key ideas in a text
 - Identify, form, and use linking verbs
3. Different Places Day 3
- Sort and blend sounds in words with silent letters
 - Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with correct pronunciation
 - Identify the elements of expository texts
 - Compare and contrast key ideas in a text
 - Identify and apply correct capitalization to proper nouns
 - Analyze text evidence
4. Different Places Day 4
- Blend and build words with silent letters
 - Use prefixes and suffixes to determine the meaning of new words
 - Identify the meaning of compound words
 - Read a text with correct pronunciation
 - Use diagrams and pictures to understand key details in an expository text
 - Write an informative text using text evidence
 - Identify and apply correct capitalization to proper nouns
5. Different Places Day 5
- Read, spell, and write words with silent letters
 - Identify and read irregularly spelled words
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
 - Use linking verbs in sentences
 - Capitalize proper nouns
 - Discuss different parts of the world using key words and examples from this week's texts

3. Earth Changes

1. Earth Changes Day 1
- Discuss how the earth changes
 - Segment and blend words with r-controlled vowels er, ir, ur, and or
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details in an expository text
 - Identify helping verbs that tell about actions that happened in the past
2. Earth Changes Day 2
- Segment and blend words with r-controlled vowels er, ir, ur, and or

- Identify and apply present-tense forms of key words by adding -ing
 - Apply the reread strategy to identify and retell key details in an expository text
 - Identify the causes and effects in an expository text
 - Identify, form, and use past- and present-tense helping verbs
3. Earth Changes Day 3
- Substitute sounds in words with r-controlled vowels er, ir, ur, and or
 - Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with proper phrasing
 - Apply the reread strategy to identify key details in an expository text
 - Identify the elements of expository texts, including causes and effects
 - Analyze text evidence
 - Identify and apply correct capitalization and punctuation when using quotation marks to show dialogue
4. Earth Changes Day 4
- Blend and build words with r-controlled vowels er, ir, ur, and or
 - Identify and form words with inflectional endings -s, -es, -ed, and -ing
 - Use sentence context clues to determine the meaning of new words
 - Read a text with proper phrasing
 - Apply the reread strategy to identify key details in an expository text
 - Write a short informative response using text evidence
 - Identify and apply correct capitalization and punctuation when using quotation marks to show dialogue
5. Earth Changes Day 5
- Discuss how the earth changes using key words and examples from this week's texts
 - Blend, build, and spell words with r-controlled vowels er, ir, ur, and or
 - Apply understanding of high-frequency words and Words to Know
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
 - Identify, form, and use present- and past-tense helping verbs
 - Identify and apply correct capitalization and punctuation when using quotation marks to show dialogue
- 4. Our Culture Makes Us Special**
1. Our Culture Makes Us Special Day 1
- Discuss kids around the world
 - Identify and produce rhyming words with r-controlled vowel sounds or, ore, oar, and ar
 - Blend words with r-controlled vowel sounds or, ore, oar, and ar
 - Identify examples of how key words are used in real life
 - Use the pictures in a story to identify key details
 - Identify, form, and use the past-tense forms of irregular verbs
2. Our Culture Makes Us Special- Day 2
- Substitute sounds in words with r-controlled vowel sounds or, ore, oar, and ar
 - Blend words with r-controlled vowel sounds or, ore, oar, and ar
 - Identify and apply the present-tense forms of key words by adding -ing
 - Use the pictures in a story to identify and retell key details
 - Compare and contrast the events in a story

- Identify, form, and use the past-tense forms of irregular verbs
3. Our Culture Makes Us Special- Day 3
 - Blend and sort as well as substitute sounds in words with r-controlled vowel sounds or, ore, oar, and ar
 - Identify and apply understanding of high-frequency words by reading, spelling and writing each word
 - Read a text with expression
 - Identify the elements of realistic fiction
 - Use the pictures in a story to compare and contrast key events
 - Write a short informative response using text evidence
 - Identify and apply correct capitalization and punctuation to book titles
 4. Our Culture Makes Us Special- Day 4
 - Blend and build words with r-controlled vowel sounds or, ore, oar, and ar
 - Identify, form, and use irregular plural nouns
 - Identify the meanings of similes to understand a text
 - Read a text with expression
 - Use pictures and text features to compare and contrast different texts
 - Analyze text evidence from two stories
 - Identify and apply correct capitalization and punctuation to book titles
 5. Our Culture Makes Us Special Day 5
 - Discuss kids around the world using key words and examples from this week's texts
 - Blend and build words with r-controlled vowel sounds or, ore, oar, and ar
 - Apply understanding of high-frequency words and Words to Know
 - Identify, form, and use the past-tense forms of irregular verbs
 - Identify and apply correct capitalization and punctuation to book titles
 - Write a short narrative letter using evidence from two sources
- 5. Folktales about Nature**
1. Folktales about Nature Day 1
 - Discuss nature
 - Identify the number of syllables in words with r-Controlled vowel sounds eer, ere, and ear
 - Blend sounds in words with r-Controlled vowel sounds eer, ere, and ear
 - Identify examples of how key words are used in real life
 - Use pictures to identify key details in a drama
 - Identify, form, and use the past-tense forms of irregular verbs
 2. Folktales about Nature Day 2
 - Identify the number of syllables in words with r-controlled vowel sounds eer, ere, and ear
 - Blend sounds in words with r-controlled vowel sounds eer, ere, and ear
 - Identify and apply the past- and present-tense forms of key words by adding -ed and -es
 - Use the pictures in a drama to identify and retell key details
 - Identify the theme of a drama
 - Identify, form, and use the past-tense forms of irregular verbs
 3. Folktales about Nature Day 3
 - Segment, blend, and sort words with r-controlled vowel sounds eer, ere, and ear

- Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with expression
 - Use the pictures in a drama to identify key details
 - Identify the elements of dramas and folktales, including theme
 - Analyze text evidence
 - Identify and apply correct capitalization and punctuation to the greeting and closing of a letter
4. Folktales about Nature Day 4
- Blend and build words with r-controlled vowel sounds eer, ere, and ear
 - Identify and apply correct capitalization and punctuation to abbreviations
 - Identify and use root words to determine the meaning of new words
 - Read a text with expression
 - Use the pictures and dialogue in a drama to identify key details
 - Write a short informative text using text evidence
 - Identify and apply correct capitalization and punctuation to the greeting and closing of a letter
5. Folktales about Nature Day 5
- Discuss nature using key words and examples from the texts
 - Blend, build, and spell words with r-controlled vowel sounds eer, ere, and ear
 - Apply understanding of high-frequency words and Words to Know
 - Identify, form, and use the past-tense forms of irregular verbs
 - Identify and apply correct capitalization and punctuation to the greeting and closing of a letter
 - Compare and contrast two texts with the same topic
 - Answer questions about a text using text evidence
- 6. Poems About Nature**
1. Poems about Nature Day 1
- Discuss what is exciting about nature
 - Identify the number of syllables in a word with r-controlled vowel sounds are, air, ear, and ere
 - Blend sounds in words with r-controlled vowel sounds are, air, ear, and ere
 - Identify examples of how key words are used in real life
 - Use the pictures in poems to identify key details
 - Identify, form, and use contractions
2. Poems about Nature Day 2
- Sort and blend sounds in words with r-Controlled vowel sounds are, air, ear, and ere
 - Identify and apply the plural forms of key words by adding -s
 - Use the pictures in a poem to identify and retell key details
 - Identify the elements of a free verse poem
 - Retell key details from poems read aloud
 - Identify the theme of a poem
 - Identify, form, and use contractions
3. Poems about Nature Day 3
- Blend and sort words with r-Controlled vowel sounds are, air, ear, and ere

- Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a poem with proper phrasing
 - Identify repetition in poems
 - Use pictures and key details to identify the theme of a poem
 - Write a short informative response using text evidence
 - Identify and apply how to use apostrophes to form contractions
4. Poems About Nature Day 4
- Blend and build words with r-Controlled vowel sounds are, air, ear, and ere
 - Identify the number of syllables in words with r-Controlled vowel sounds are, air, ear, and ere
 - Identify the meaning of similes to understand a poem
 - Read a poem with proper phrasing
 - Compare and contrast different poems
 - Analyze text evidence from different poems
 - Identify and apply how to use apostrophes to form contractions
5. Poems about Nature Day 5
- Discuss what is exciting about nature using key words and examples from this week's texts
 - Blend, build, and spell words with r-Controlled vowel sounds are, air, ear, and ere
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use contractions
 - Identify and apply how to use apostrophes to form contractions
 - Compare and contrast different poems
 - Write a short opinion text with evidence from two sources
6. Our Life, Our World: Unit Review
- Identify the sound spelling patterns of words with silent letters (wr, kn, gm, mb, and sc), r-controlled vowels (er, ir, ur, or, ore, oar, ar, eer, ere, ear, are, and air), and plural endings (-s and -es)
 - Predict, define, and accurately use academic vocabulary words using prefixes, context clues, similes, and root words; Accurately identify and use high-frequency words, oral vocabulary, and Words to Know
 - Apply the reread strategy to identify key details in nonfiction texts; use the pictures in stories, dramas, folktales, and poetry to identify key details
 - Compare and contrast key ideas, and identify cause and effect in nonfiction text; Compare and contrast the events and identify the theme of a story; Identify the theme of a poem
 - Identify and analyze features of expository texts, realistic fiction, dramas and folktales, and poetry
 - Identify and use linking verbs, helping verbs, irregular verbs (go, do, come, run, hide), plural nouns, and contractions in sentences
 - Identify and apply correct capitalization, punctuation, use of quotation marks, and use of contractions to combine words; Identify and apply correct capitalization and punctuation in book titles and letters
7. Our Life, Our World: Unit Test
- 7. Being a Good Citizen**

1. Being a Good Citizen Day 1
 - Discuss how to be a good citizen
 - Reverse and blend sounds in words with diphthongs ou and ow
 - Give examples of how key words are used in real life
 - Summarize the key ideas in a story
 - Identify the features of a compare/contrast paragraph
 - Identify, form, and use pronouns
2. Being a Good Citizen Day 2
 - Summarize a story
 - Identify different points of view in a story
 - Identify the purpose and audience of a compare/contrast paragraph
 - Spell words with ou and ow
 - Use pronouns in sentences
 - Retell key details from a text read aloud
3. Being a Good Citizen Day 3
 - Blend, sort, and substitute sounds in words with diphthongs ou and ow
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a story with proper intonation
 - Summarize and identify the elements of realistic fiction, including different points of view
 - Analyze text evidence
 - Identify and apply correct capitalization and punctuation when using quotation marks to show dialogue
 - Identify how to develop ideas in a compare/contrast paragraph
4. Being a Good Citizen Day 4
 - Build and substitute sounds in words with diphthongs ou and ow
 - Identify and use irregular plural nouns
 - Use suffixes to determine the meaning of new words
 - Read a story with proper intonation
 - Summarize and identify the different points of view in a story
 - Prewrite a compare/contrast paragraph
 - Identify and apply correct capitalization and punctuation when using quotation marks to show dialogue
5. Being a Good Citizen Day 5
 - Discuss how to be a good citizen using key words and examples from this week's texts
 - Blend and build words with diphthongs ou and ow
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Identify, form, and use pronouns
 - Identify and apply correct capitalization and punctuation when using quotation marks to show dialogue
 - Compare and contrast two stories
 - Answer questions about a text using text evidence

8. Cooperation Works!

1. Cooperation Works! Day 1

- Discuss how people cooperate
 - Segment and blend sounds in words with oy and oi sound-spellings
 - Identify examples of how key words are used in real life
 - Summarize the key ideas in a story
 - Identify the features of a compare/contrast paragraph
 - Identify subject and predicate pronouns
2. Cooperation Works! Day 2
- Segment and blend sounds in words with oy and oi sound-spellings
 - Identify and apply the present- and past-tense forms of key words by adding -ing and -ed
 - Summarize and retell key ideas in a story
 - Identify different points of view in a story
 - Identify the structure of a compare/contrast paragraph
 - Identify, form, and use subject and predicate pronouns
3. Cooperation Works! Day 3
- Blend, sort, and substitute sounds in words with oy and oi sound-spellings
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a story with expression
 - Identify the elements of fiction, including different points of view
 - Identify and apply correct capitalization when using the pronoun I
 - Write the draft of a compare/contrast paragraph
4. Cooperation Works! Day 4
- Build and delete sounds in words with oy and oi sound-spellings
 - Identify the number of syllables in words with consonant + le (el, al) syllables
 - Identify and determine the meanings of idioms
 - Read a story with expression
 - Use the pictures in a story to identify key details about characters, including their points of view
 - Identify and apply correct capitalization when using the pronoun I
 - Write the draft of a compare/contrast paragraph
5. Cooperation Works! Day 5
- Discuss how people cooperate using key words and examples from this week's texts
 - Blend, build, and spell words with oy and oi sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use, subject and predicate pronouns
 - Identify and apply correct capitalization when using the pronoun I
 - Compare and contrast two stories
 - Answer questions about a text using text evidence

9. Our Heroes

1. Our Heroes Day 1

- Discuss heroes
- Identify the number of syllables in words
- Blend words with variant u sound-spellings
- Identify examples of how key words are used in real life
- Summarize key details in a biography

- Identify possessive pronouns
- 2. Our Heroes Day 2
 - Sort and blend sounds in words with variant u sound-spellings
 - Identify and apply the present-tense forms of key words by adding -ing
 - Summarize and retell key details from a biography
 - Identify the sequence of events in a biography
 - Identify, form, and use possessive pronouns
- 3. Our Heroes- Day 3
 - Blend and sort words with variant u sound-spellings
 - Identify and apply understanding of high-frequency words by reading, spelling and writing each word
 - Read a text with proper phrasing
 - Identify the elements of a biography, including sequence of events
 - Summarize key details in a biography
 - Write a short informative response using text evidence
 - Identify and apply correct capitalization to proper nouns
- 4. Our Heroes- Day 4
 - Build words with variant u sound-spellings
 - Identify and form contractions that use the word not
 - Identify synonyms to determine the meaning of new words
 - Read a text with proper phrasing
 - Compare and contrast two biographies
 - Analyze text evidence from two sources
 - Identify and apply correct capitalization to proper nouns
- 5. Our Heroes- Day 5
 - Discuss heroes using key words and examples from this week's texts
 - Separate, build, and spell words with variant u sound-spellings
 - Apply understanding of high-frequency words and Words to Know
 - Identify, form, and use possessive pronouns
 - Identify and apply correct capitalization to proper nouns
 - Compare and contrast two biographies
 - Write a short informative text using evidence from two sources

10. Preserving Our Earth

1. Preserving Our Earth- Day 1
 - Discuss how we can protect the earth
 - Identify the number of syllables in a word
 - Blend words with variant vowel sounds-spellings
 - Identify examples of how key words are used in real life
 - Make, confirm, and revise predictions about a story
 - Identify contractions made with possessive pronouns
 - Identify how to revise a compare/contrast paragraph
2. Preserving Our Earth- Day 2
 - Blend and delete sounds in words with variant vowel sound-spellings
 - Identify and apply different forms of key words by adding the suffix -ly
 - Make, confirm, and revise predictions about a story
 - Identify and retell key details in story, include the problem and solution

- Identify, form, and use contractions made with possessive pronouns
 - Revise a compare/contrast paragraph
3. Preserving Our Earth- Day 3
 - Blend and sort words with variant vowel sound-spellings
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with proper intonation
 - Identify the elements of fiction, including problem and solution
 - Make, confirm, and change predictions about a story
 - Differentiate between contractions and possessive pronouns and apply correct capitalization and punctuation
 - Identify how to edit a compare/contrast paragraph
 4. Preserving Our Earth- Day 4
 - Build and delete sounds in words with variant vowel sound-spellings
 - Identify the number of syllables in words that have vowel teams
 - Identify and determine the meaning of homophones
 - Read a text with proper intonation
 - Use the dialogue in a story to identify how characters respond to problems and solutions
 - Edit and publish a compare/contrast paragraph, using a dictionary to check spelling
 - Differentiate between contractions and possessive pronouns and apply correct capitalization and punctuation
 5. Preserving Our Earth- Day 5
 - Discuss how we can protect the earth using key words and examples from this week's texts
 - Build, spell, and add sounds to words with variant vowel sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use contractions made with possessive pronouns
 - Differentiate between contractions and possessive pronouns and apply correct capitalization and punctuation
 - Compare and contrast two texts with the same topic
 - Edit and publish a compare/contrast paragraph, using a dictionary to check spelling

11. Rights and Rules

1. Rights and Rules Day 1
 - Discuss why rules are important
 - Delete sounds in words to make new words
 - Blend sounds in words with short vowel sound-spellings
 - Identify examples of how key words are used in real life
 - Make, confirm, and change predictions about an expository text
 - Identify and apply correct pronoun-verb agreement
2. Rights and Rules Day 2
 - Segment and blend sounds in words with short vowel sound-spellings
 - Identify and apply the past-tense forms of key words by adding -ed
 - Identify and retell key details in an expository text
 - Make, confirm, and change predictions about an expository text
 - Identify the causes and effects in an expository text

- Identify and apply correct pronoun-verb agreement
3. Rights and Rules Day 3
 - Blend, sort, and reverse sounds in words with short vowel sound-spellings
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with correct pronunciation
 - Identify the elements of expository texts, including causes and effects
 - Use text features to make, change, and confirm predictions about expository texts
 - Write a short informative response using text evidence
 - Identify and apply correct capitalization and punctuation to book titles
 4. Rights and Rules Day 4
 - Segment and build words with short vowel sound-spellings
 - Sequence words into alphabetical order
 - Use sentence context clues to determine the meaning of multiple-meaning words
 - Read a text with correct pronunciation
 - Compare and contrast expository texts
 - Analyze text evidence from two sources
 - Identify and apply correct capitalization and punctuation to book titles
 5. Rights and Rules Day 5
 - Discuss why rules are important using key words and examples from this week's texts
 - Blend and build words with short vowel sound-spellings
 - Apply understanding of high frequency words and Words to Know
 - Identify and apply correct pronoun-verb agreement
 - Identify and apply correct capitalization and punctuation to book titles
 - Compare and contrast expository texts
 - Write a short informative response with evidence from two sources
 6. Let's Make a Difference: Unit Review
 - Identify the sound spelling patterns of words with diphthongs (ou, ow, oy and oi), variant vowels (u and o), and short vowel digraphs (ea, ou, and y)
 - Predict, define, and accurately use academic vocabulary words, including multiple-meaning words, suffixes, idioms, synonyms, homophones; Accurately identify and use high-frequency words and Words to Know
 - Summarize key ideas and make, confirm, and revise predictions in a nonfiction text; Summarize key ideas and make, confirm, and revise predictions in fiction texts
 - Identify the author's point of view and sequence of events in a story, identify the problem and solution, and identify cause and effect in a nonfiction text.
 - Identify and analyze features of fiction, biographies, and expository texts.
 - Identify, form, and use pronouns, possessive pronouns, and contractions; Produce sentences with pronoun-verb agreement
 - Identify and apply correct capitalization, punctuation, use of quotation marks, and use of contractions to combine words; Identify and apply correct capitalization and punctuation in book titles and letters
 7. Let's Make a Difference: Unit Test

12. Plant Myths and Facts

1. Plant Myths and Facts Day 1
 - Discuss myths and plants

- Identify rhyme and blend sounds in words with open and closed syllables
 - Identify examples of how key words are used in real life
 - Apply the reread strategy to identify key details in a myth
 - Identify adjectives that describe what kind
 - Identify cursive handwriting
 - Identify the features of a research report
2. Plant Myths and Facts Day 2
- Blend and add sounds to words with open and closed syllables
 - Identify and apply present- and past-tense forms of key words by adding -ing and -ed.
 - Apply the reread strategy to identify and retell key details in a myth
 - Identify the theme of a story
 - Identify adjectives that describe how many
 - Identify how to join cursive letters together
 - Identify the purpose and audience of a research report
3. Plant Myths and Facts Day 3
- Blend, sort, and delete sounds in words with open and closed syllables
 - Identify and apply understanding of high-frequency words by reading, spelling, and writing each word
 - Read a text with expression
 - Identify the elements of a myth, including the theme
 - Apply the reread strategy to identify key details in a myth
 - Analyze text evidence
 - Identify and apply how to use commas to separate items in a series
4. Plant Myths and Facts Day 4
- Blend and build words with open and closed syllables
 - Identify and determine the meaning of compound words
 - Use sentence context clues to determine the meaning of new words
 - Read a text with expression
 - Use the pictures in a story to identify, compare, and contrast key details
 - Prewrite a research a report
 - Identify and apply how to use commas to separate items in a series
5. Plant Myths and Facts Day 5
- Discuss myths and plants using key words and examples from this week’s texts
 - Blend and add sounds to words with open and closed syllables
 - Apply understanding of high-frequency words and Words to Know
 - Identify, form, and use adjectives that describe what kind and how many
 - Identify and apply how to use commas to separate items in a series
 - Compare and contrast two myths
 - Answer questions about a text using text evidence

13. We Need Energy

1. We Need Energy Day 1
- Discuss how people use energy
 - Blend and add sounds to words with consonant-vowel-e syllables
 - Identify how key words are used in real life
 - Apply the reread strategy to identify key details in an expository text
 - Identify articles a, an, and the

- Identify the features of a research report
 - Identify and write cursive letter e
2. We Need Energy Day 2
 - Separate and blend sounds in words with consonant-vowel-e syllables
 - Identify and apply the present-tense forms of key words by adding -ing
 - Apply the reread strategy to identify and retell key details in an expository text
 - Identify the author's purpose of an expository text
 - Identify and use special adjectives this, these, that, and those
 - Identify and write cursive letter l
 - Identify how to write a strong opening for a research report
 3. We Need Energy Day 3
 - Blend, sort, and substitute sounds in words with consonant-vowel-e syllables
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with proper intonation
 - Identify the features of an expository text, including the author's purpose
 - Apply the reread strategy to identify key details in an expository text
 - Apply correct capitalization and punctuation to special names and titles
 - Write the draft of a research report
 4. We Need Energy Day 4
 - Blend, sort, and separate sounds in words with consonant-vowel-e syllables
 - Use prefixes and suffixes to determine the meaning of new words
 - Use paragraph clues to determine the meaning of new words
 - Read a text with proper intonation
 - Identify key details in an expository text, including how repetition adds meaning
 - Write the draft of a research report
 - Apply correct capitalization and punctuation to special names and titles
 5. We Need Energy Day 5
 - Discuss how people use energy using key words and examples from this week's texts
 - Blend and build words with consonant-vowel-e syllables
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use articles and adjectives
 - Apply correct capitalization and punctuation to special names and titles
 - Compare and contrast two expository texts
 - Use text evidence to answer questions about a text

14. Team Up to Explore

1. Team Up to Explore Day 1
 - Discuss the importance of teamwork
 - Identify the number of syllables in words with consonant + le syllables
 - Blend sounds in words with consonant + le syllables
 - Identify how key words are used in real life
 - Summarize key details in an expository text
 - Identify and use adjectives that compare
 - Identify and write cursive letter i
2. Team Up to Explore Day 2
 - Segment and blend sounds in words with consonant + le syllables

- Identify and apply the present-tense forms of key words by adding -ing
 - Summarize and retell key details in an expository text
 - Identify the main idea and key details of an expository text
 - Identify and use adjectives that compare
 - Identify and write cursive letter t
3. Team Up to Explore Day 3
- Blend, sort, and add and delete sounds in words with consonant + le syllables
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with correct pronunciation
 - Identify the elements of expository texts, including the main idea and key details
 - Summarize the key details in an expository text
 - Write a short informative response using text evidence
 - Identify and apply how to use apostrophes in singular possessive nouns
4. Team Up to Explore Day 4
- Build and add and delete sounds in words with consonant + le syllables
 - Differentiate between contractions and possessive nouns
 - Use Greek and Latin roots to determine the meaning of new words
 - Read a text with correct pronunciation
 - Summarize and compare expository texts
 - Analyze text evidence from two sources
 - Identify and apply how to use apostrophes in plural possessive nouns
5. Team Up to Explore Day 5
- Discuss the importance of teamwork using key words and examples from this week's texts
 - Segment, blend, and build words with consonant + le syllables
 - Apply understanding of high frequency words and Words to Know
 - Identify, form, and use adjectives that compare
 - Identify and apply how to use apostrophes to form singular and plural possessive nouns
 - Compare and contrast two expository texts
 - Write a short informative response with evidence from two sources

15. Money Matters

1. Money Matters Day 1
- Discuss how people use money
 - Separate and blend sounds in words with vowel team syllables
 - Identify how key words are used in real life
 - Summarize key details in an expository text
 - Identify adverbs and prepositional phrases
 - Identify and write cursive letter o
 - Identify how to revise a research report
2. Money Matters Day 2
- Blend and substitute sounds in words with vowel team syllables
 - Identify and apply present-tense forms of key words by adding -s or -es
 - Summarize and retell key ideas in an expository text
 - Identify the problem and solution of an expository text
 - Revise a research report

- Identify adverbs and prepositional phrases
 - Identify and write cursive letter a
3. Money Matters Day 3
 - Blend, sort, and substitute sounds in words with vowel team syllables
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with proper intonation
 - Identify the elements of an expository text, including the problem and solution
 - Summarize key ideas in an expository text
 - Apply correct capitalization and punctuation to proper nouns and the word I
 - Identify how to edit a research report
 4. Money Matters Day 4
 - Build and reverse sounds in words with vowel team syllables
 - Identify and use adjectives that compare
 - Use paragraph clues to determine the meaning of new words
 - Read a text with proper intonation
 - Identify key details in an expository text, including how the author gets the reader's attention
 - Edit and publish a research report, using a dictionary to check spelling
 - Apply correct capitalization and punctuation to proper nouns and the word I
 5. Money Matters Day 5
 - Discuss how people use money using key words and examples from this week's texts
 - Blend and build words with vowel team syllables
 - Apply understanding of high frequency words and Words to Know
 - Identify adverbs and prepositional phrases
 - Identify and apply correct capitalization to proper nouns and the word I
 - Compare and contrast two texts with the same topic
 - Edit and publish a research report, using a dictionary to check spelling

16. The World of Ideas

1. The World of Ideas Day 1
 - Discuss imagination
 - Identify the number of syllables in words with r-controlled vowel syllables
 - Blend sounds in words with r-controlled vowel syllables
 - Identify how key words are used in real life
 - Summarize key details in a poem
 - Identify adjectives and adverbs
 - Identify and write cursive letter c
2. The World of Ideas Day 2
 - Blend and substitute sounds in words with r-controlled vowel syllables
 - Identify and apply the past-tense forms of key words by adding -ed
 - Identify and retell key details in a poem
 - Identify the features of rhyming poems
 - Identify the point of view of a poem
 - Identify and use adjectives and adverbs
 - Identify and write cursive letter d
3. The World of Ideas Day 3

- Blend, sort, and substitute sounds in words with r-controlled vowel syllables
 - Identify and apply understanding of high frequency words by reading, spelling and writing each word
 - Read a text with expression
 - Identify key details in a poem, including the point of view and rhyming words
 - Write a short informative response using text evidence
 - Identify and apply correct capitalization and punctuation to different kinds of sentences
4. The World of Ideas Day 4
- Build and add sounds to words with r-controlled vowel syllables
 - Identify the number of syllables in a word
 - Identify the meaning of metaphors
 - Read a text with expression
 - Compare and contrast poems
 - Analyze text evidence from two poems
 - Identify and apply correct capitalization and punctuation to different kinds of sentences
5. The World of Ideas Day 5
- Discuss imagination using key words and examples from this week's texts
 - Build and add sounds to words with r-controlled vowel syllables
 - Apply understanding of high frequency words and Words to Know
 - Identify and use adjectives and adverbs
 - Identify and apply correct capitalization and punctuation to different kinds of sentences
 - Compare and contrast poems
 - Write a rhyming poem using evidence from two sources
6. How on Earth?: Unit Review
- Identify the sound spelling patterns of words with open and closed syllables, consonant-vowel-e syllables, consonant +le syllables, vowel team syllables, and r-controlled vowel syllables.
 - Predict, define, and accurately use academic vocabulary words using context clues, paragraph clues, Greek and Latin Roots, and metaphors; Accurately identify and use high-frequency words and Words to Know
 - Summarize and apply the reread strategy to identify key details in nonfiction texts; summarize and apply the reread strategy to identify key details in stories and poems
 - Identify the theme of a myth; identify the author's purpose, main idea and key details, and problem and solution of nonfiction texts; identify the point of view of a poem
 - Identify and analyze features of myths, expository texts, and poetry
 - Identify and use adjectives, articles and this, that, these, and those, adjectives that compare, adverbs and prepositional phrases, adjectives and adverbs in sentences.
 - Identify and apply commas in a series, correct capitalization in names and titles, apostrophes with possessive nouns, capitalization (proper nouns and I), and use correct sentence punctuation in sentences
7. How on Earth?: Unit Test

Accelerated Literature Study 2

Accelerated Literature Study 2

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Junior Great Books® program involves a student in reading engaging literature and participating in rich discussion. The literature included in the Junior Great Books program is chosen to spark a high level of thinking and expose the student to rich language and vocabulary. The teacher and Learning Coach use the Shared Inquiry™ method to help a student acquire the qualities and strategies of effective readers and thinkers. The student learns to read actively, noticing thoughts and questions that come to mind during the act of reading. They also learn to use the text, their own experiences, prior knowledge, and critical and creative thinking to participate in discussions about the text. These discussions help the student answer their own questions, satisfy their curiosity, and think more deeply about the content and process of his reading.

The student reads and rereads each Junior Great Books selection. Through modeling and direct instruction, they learn to note questions and reactions to text information during these readings. These questions and reactions form the foundation for the Shared Inquiry discussion. The student also chooses writing projects as another way to understand and extend what they have read.

Course Outline

1. The Happy Lion

1. The Happy Lion: Lesson 1

- Recall prior knowledge about concepts in the story
- Ask questions to clarify understanding of the story
- Discuss character traits
- Reread with a purpose
- Discuss ideas about the story

2. The Happy Lion: Lesson 2

- Use ideas from the story to produce original writing
- Use resources to connect a concept or theme from the story to a self-selected follow-up project
- Discuss ideas about the story and/or a selected project

2. Miss Maggie

1. Miss Maggie: Lesson 1

- With support, read "Miss Maggie"
- Ask questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers

- Draw inferences about a character's motivation in a story
2. Miss Maggie: Lesson 2
 - Review the central message of the story
 - Explain how a character's actions contribute to the sequence of events in a literary text
3. **Anancy and Dog and Puss and Friendship**
 1. Anancy and Dog and Puss and Friendship: Lesson 1
 - Recall prior knowledge about concepts in the story
 - Ask questions to clarify understanding of the story
 - Discuss character traits and emotions
 - Reread with a purpose
 - Evaluate the behaviors of characters
 - Discuss ideas about the story
 2. Anancy and Dog and Puss and Friendship: Lesson 2
 - Use ideas from the story to produce original writing
 - Use resources to connect a concept or theme from the story to a self-selected follow-up project
 - Discuss ideas about the story and/or a selected project
4. **Catalog Cats/ Our Garden**
 1. Catalog Cats/ Our Garden: Lesson 1
 - With support, read "Catalog Cats/Our Garden"
 - Ask questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers
 - Draw inferences about a character's motivation in a story
 2. Catalog Cats/ Our Garden: Lesson 2
 - Review the central message of the story
 - Explain how a character's actions contribute to the sequence of events in a literary text
5. **Carlos and the Cornfield**
 1. Carlos and the Cornfield: Lesson 1
 - Connect story characters and events with personal experiences
 - Ask questions to clarify understanding of the story
 - Discuss character traits
 - Reread with a purpose
 - Discuss ideas about the story
 2. Carlos and the Cornfield: Lesson 2
 - Use ideas from the story to produce original writing
 - Use resources to connect a concept or theme from the story to a self-selected follow-up project
 - Discuss ideas about the story and/or a selected project
6. **The Wedding Basket**
 1. The Wedding Basket: Lesson 1
 - Connect story characters and events with a previously read story
 - Ask questions to clarify understanding of the story
 - Discuss character emotions
 - Reread with a purpose
 - Discuss ideas about the story
 2. The Wedding Basket: Lesson 2

- Use ideas from the story to produce original writing
- Use resources to connect a concept or theme from the story to a self-selected follow-up project
- Discuss ideas about the story and/or a selected project

Language Arts 3

Language Arts 3 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is then presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing a personal narrative and an explanatory text. The focus on reading and writing is supplemented with instruction in grammar, phonics, spelling, handwriting, and reading foundations—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester A Outline

1. Adventure Stories

1. Adventure Stories: Genre
 - In this lesson, you will describe how to keep distractions away.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify word parts, including affixes and roots.
 - In this lesson, you will read spelling words that have the short vowels e, o, and u.
 - In this lesson, you will explain the meaning of prefixes in words.
2. Adventure Stories: Comprehension
 - In this lesson, you will locate information in a story in response to questions.
 - In this lesson, you will locate information in a story in response to questions.
 - In this lesson, you will use word parts (such as affixes and root words) to understand the meaning of a word.
 - In this lesson, you will practice writing all capital letters.
 - In this lesson, you will read words with short vowels e, o, and u.
3. Adventure Stories: Speak and Listen
 - In this lesson, you will find text evidence in a story to answer questions.
 - In this lesson, you will use communication strategies during a question-and-answer session.
 - In this lesson, you will use root words you know to figure out the meaning of

- a word you do not know.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing all lowercase letters.
4. Adventure Stories: Fluency
 - In this lesson, you will answer questions about a story.
 - In this lesson, you will use your voice to express feeling while reading aloud.
 - In this lesson, you will spell words with short vowels e, o, and u.
 - In this lesson, you will review the process of choosing a book to read.
 5. Adventure Stories: Synthesize
 - In this lesson, you will answer questions about a story.
 - In this lesson, you will make judgments about a story.
 - In this lesson, you will answer framing questions in a story.
 - In this lesson, you will read a book of your choice.

2. Better Together

1. Better Together: Genre
 - In this lesson, you will brainstorm ways you can contribute to your community.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify differences between spoken and written language.
 - In this lesson, you will spell words that end with silent e.
 - In this lesson, you will identify common suffixes.
2. Better Together: Comprehension
 - In this lesson, you will identify events in the beginning, the middle, and end of a story using a think-aloud strategy.
 - In this lesson, you will identify the sequence of events in a story using a think-aloud strategy.
 - In this lesson, you will explain what common suffixes mean.
 - In this lesson, you will practice cursive with lines, such as slant and straight lines.
 - In this lesson, you will read words that end with silent e.
3. Better Together: Speak and Listen
 - In this lesson, you will explain how transition words show the sequence of events in a story.
 - In this lesson, you will use transition words to make the sequence of events clear.
 - In this lesson, you will use glossaries to understand the meaning of words and phrases.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice cursive with curved lines, such as circles and part circles.
4. Better Together: Fluency
 - In this lesson, you will use signal words to accurately show the sequence of events in a story.
 - In this lesson, you will use signal words to show how a character's feelings are connected to story events.
 - In this lesson, you will spell words that end with silent e.
 - In this lesson, you will review the use of words that show the order of events

in a story.

5. Better Together: Synthesize

- In this lesson, you will predict the sequence of events in a story.
- In this lesson, you will find the sequence of story events using your predictions.
- In this lesson, you will read a book of your choice.

3. Adventures on Water

1. Adventures on Water: Genre

- In this lesson, you will describe how practice can help you get better at a new skill.
- In this lesson, you will listen to identify if the story you hear is realistic.
- In this lesson, you will use dictionaries to check the spelling of words.
- In this lesson, you will identify long a spelling patterns.
- In this lesson, you will identify words with Latin suffixes.

2. Adventures on Water: Comprehension

- In this lesson, you will describe a story character's traits.
- In this lesson, you will draw conclusions about story characters using graphic organizers.
- In this lesson, you will discover the meaning of words with Latin suffixes.
- In this lesson, you will practice staying on the lines when you write.
- In this lesson, you will read words with long a spelling patterns.

3. Adventures on Water: Speak and Listen

- In this lesson, you will draw inferences about a character's motivation in a story.
- In this lesson, you will use formal language to share details with an audience.
- In this lesson, you will use dictionaries to correct spelling.
- In this lesson, you will read a book of your choice.
- In this lesson, you will write lowercase i and lowercase t in cursive.

4. Adventures on Water: Fluency

- In this lesson, you will describe a character's feelings in a story.
- In this lesson, you will communicate with expression to entertain.
- In this lesson, you will spell words with the long a spelling patterns.
- In this lesson, you will draw inferences about characters.

5. Adventures on Water: Synthesize

- In this lesson, you will draw inferences about how characters feel and act.
- In this lesson, you will make connections between characters and events in a story.
- In this lesson, you will learn when to speak and when to listen.
- In this lesson, you will read a book of your choice.

4. Adventures Near and Far

1. Adventures Near and Far: Genre

- In this lesson, you will describe situations that trigger different emotions.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will explain the difference between synonyms and antonyms.
- In this lesson, you will identify words with long o and long i spelling patterns.
- In this lesson, you will practice reading out loud smoothly and easily.

2. Adventures Near and Far: Comprehension

- In this lesson, you will retell a story to make sure you comprehend what you have read.
 - In this lesson, you will retell a story that you have read.
 - In this lesson, you will retell tall tales using features such as exaggerations and funny details.
 - In this lesson, you will determine the meaning of words using a thesaurus.
 - In this lesson, you will write lowercase e and lowercase l in cursive.
 - In this lesson, you will read words with long o or long i spelling patterns.
3. Adventures Near and Far: Speak and Listen
 - In this lesson, you will paraphrase part of a story.
 - In this lesson, you will retell stories that teach morals.
 - In this lesson, you will draw conclusions about a fable.
 - In this lesson, you will determine the meaning of words in sentences using a thesaurus.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing lowercase o and lowercase a in cursive.
 4. Adventures Near and Far: Fluency
 - In this lesson, you will retell a myth using your own predictions.
 - In this lesson, you will use appropriate phrasing while reading a myth aloud.
 - In this lesson, you will use your own words to restate what you hear in a text.
 - In this lesson, you will spell words with long vowel o and long vowel i spelling patterns.
 - In this lesson, you will review retelling a story.
 5. Adventures Near and Far: Read
 - In this lesson, you will read a book of your choice.
 6. Off on Adventures Unit Test

5. Discovering Folktales

1. Discovering Folktales: Genre
 - In this lesson, you will list ideas to show appreciation to someone who has helped you.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will learn how to use quotation marks in writing dialogue.
 - In this lesson, you will identify words with the correct long u spellings.
 - In this lesson, you will analyze the parts of a personal narrative.
2. Discovering Folktales: Comprehension
 - In this lesson, you will make predictions about what will happen in a story.
 - In this lesson, you will find the central message in a story.
 - In this lesson, you will use the setting of a story to better understand the story.
 - In this lesson, you will identify correct use of quotation marks in dialogue.
 - In this lesson, you will read words with the correct long u spellings.
 - In this lesson, you will describe how personal narratives tell about events in the order that they happen.
3. Discovering Folktales: Speak and Listen
 - In this lesson, you will restate the lesson in a story.
 - In this lesson, you will determine the lesson in a folktale or fable.

- In this lesson, you will write dialogue with punctuation.
 - In this lesson, you will plan the beginning of a personal narrative.
4. Discovering Folktales: Fluency
 - In this lesson, you will find the central message in a myth.
 - In this lesson, you will set a goal to improve your reading speed.
 - In this lesson, you will spell words with the correct long u spellings.
 - In this lesson, you will use what you know about the kinds of syllables to read words.
 - In this lesson, you will write a draft of the introduction to your personal narrative.
 5. Discovering Folktales: Synthesize
 - In this lesson, you will find details that support the central message of a story.
 - In this lesson, you will explore different interpretations of a story's message.
 - In this lesson, you will explain how heritage language affects English.
 - In this lesson, you will give examples of how authors plan the events they include in the beginning, middle, and end of a story.

6. Characters Who Change

1. Characters Who Change: Genre
 - In this lesson, you will describe the effects of dishonest behavior.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how nouns are used.
 - In this lesson, you will identify words with the correct long e spellings.
 - In this lesson, you will explain how temporal words help writers show when events happen.
2. Characters Who Change: Comprehension
 - In this lesson, you will explain the difference between first-person and third-person point of view.
 - In this lesson, you will explain the difference between first-person and third-person point of view.
 - In this lesson, you will explain the difference between formal and informal language.
 - In this lesson, you will explain how nouns are used in sentences.
 - In this lesson, you will read words with the correct long e spellings.
 - In this lesson, you will explain how dialogue helps writers develop characters and plot.
3. Characters Who Change: Speak and Listen
 - In this lesson, you will identify the perspective of the narrator in a story.
 - In this lesson, you will identify the perspective of a narrator.
 - In this lesson, you will explain how pronouns are used in sentences.
 - In this lesson, you will identify descriptive words in personal narratives.
4. Characters Who Change: Fluency
 - In this lesson, you will identify the perspectives of characters in a story.
 - In this lesson, you will identify the perspectives of characters in a story.
 - In this lesson, you will spell words with the correct long e spellings.
 - In this lesson, you will plan your personal narrative.
5. Characters Who Change: Synthesize
 - In this lesson, you will compare perspective between self and character or

- narrator in a story.
- In this lesson, you will compare perspective between self and character or narrator in a story.
- In this lesson, you will write a draft of your personal narrative.

7. Clever Characters

1. Clever Characters: Genre
 - In this lesson, you will describe how it feels to be left out of an activity or group.
 - In this lesson, you will identify and spell words that begin with silent letters (wr, kn).
 - In this lesson, you will explain how verbs are used.
 - In this lesson, you will spell words that begin with silent letters (wr, kn).
 - In this lesson, you will explain the differences among the kinds of syllables.
2. Clever Characters: Comprehension
 - In this lesson, you will discuss the parts of a story.
 - In this lesson, you will use a story's details to talk about a story's parts.
 - In this lesson, you will explain how adjectives are used.
 - In this lesson, you will read words with silent letters wr and kn.
 - In this lesson, you will practice writing lowercase n and lowercase m in cursive.
3. Clever Characters: Speak and Listen
 - In this lesson, you will explain the purpose of different story parts.
 - In this lesson, you will use digital tools to record yourself reading part of a story.
 - In this lesson, you will explain how to use adverbs.
 - In this lesson, you will practice writing lowercase c and lowercase d in cursive.
 - In this lesson, you will read a book of your choice.
4. Clever Characters: Fluency
 - In this lesson, you will describe how parts of a story build on each other.
 - In this lesson, you will analyze the connections between parts of a story and read text aloud with accuracy.
 - In this lesson, you will spell words with silent letters.
 - In this lesson, you will review the parts of a story.
5. Clever Characters: Synthesize
 - In this lesson, you will tell how each part adds to a story.
 - In this lesson, you will make personal connections to a story.
 - In this lesson, you will read a book of your choice.

8. Acting Out Folktales

1. Acting Out Folktales: Genre
 - In this lesson, you will describe how friends can support each other.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form regular plural nouns.
 - In this lesson, you will spell words that begin with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will identify kinds of syllables to help you read words in a sentence.
2. Acting Out Folktales: Comprehension

- In this lesson, you will identify parts of a play.
 - In this lesson, you will use plural nouns correctly when speaking.
 - In this lesson, you will read words with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will revise your personal narrative.
3. Acting Out Folktales: Speak and Listen
 - In this lesson, you will identify the purpose of parts of a play.
 - In this lesson, you will identify and spell words that begin with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will use plural nouns correctly when writing.
 - In this lesson, you will revise your personal narrative.
 4. Acting Out Folktales: Fluency
 - In this lesson, you will describe how each scene in a play builds on the previous scenes.
 - In this lesson, you will read aloud with expression.
 - In this lesson, you will spell words with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will edit your personal narrative.
 5. Acting Out Folktales: Write
 - In this lesson, you will publish your personal narrative.
 6. Fun with Folktales Unit Test

9. Amazing Animals

1. Amazing Animals: Genre
 - In this lesson, you will tell how practicing deep breathing can calm yourself.
 - In this lesson, you will check your writing again and revise words and sentences.
 - In this lesson, you will form plural nouns that do not follow the -s and -es rule.
 - In this lesson, you will identify words with the vowel digraphs oo, ew, ue, ui.
 - In this lesson, you will read words with more than one syllable.
2. Amazing Animals: Comprehension
 - In this lesson, you will explain how facts and opinions are different.
 - In this lesson, you will use facts to look at the solution to a problem.
 - In this lesson, you will practice using irregular plural nouns correctly when you write.
 - In this lesson, you will practice joining letters in cursive.
 - In this lesson, you will read words with the vowel digraphs oo, ew, ue, ui.
3. Amazing Animals: Speak and Listen
 - In this lesson, you will determine whether a sentence is a fact or an opinion in a nonfiction text.
 - In this lesson, you will explain attitudes using opinions.
 - In this lesson, you will practice using irregular plural nouns correctly when you speak.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write lowercase u and lowercase w in cursive.
4. Amazing Animals: Fluency
 - In this lesson, you will separate facts from opinions in a nonfiction text.
 - In this lesson, you will use feedback to improve your oral reading.

- In this lesson, you will spell words with oo, ew, ue, and ui.
 - In this lesson, you will review how to separate facts from opinions.
5. Amazing Animals: Synthesize
- In this lesson, you will explain how an author supports ideas using facts and reasons.
 - In this lesson, you will judge texts on how well the author uses supporting facts.
 - In this lesson, you will read a book of your choice.

10. Animals and Their Habitats

1. Animal Habitats: Genre
- In this lesson, you will identify feelings that tell you if you are in danger.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify abstract nouns.
 - In this lesson, you will identify words with r-controlled vowels ar, or, and ore.
 - In this lesson, you will practice reading words with more than one syllable.
2. Animal Habitats: Comprehension
- In this lesson, you will use illustrations to make predictions about what you will read.
 - In this lesson, you will confirm predictions using illustrations.
 - In this lesson, you will use abstract nouns correctly when writing.
 - In this lesson, you will write lowercase b and f in cursive.
 - In this lesson, you will read words with r-controlled vowels ar, or, and ore.
3. Animal Habitats: Speak and Listen
- In this lesson, you will describe the purpose of illustrations in an informational book.
 - In this lesson, you will discuss the purpose of illustrations.
 - In this lesson, you will use abstract nouns correctly when speaking.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write lowercase h and lowercase k in cursive.
4. Animal Habitats: Fluency
- In this lesson, you will explain how illustrations help you understand what you read.
 - In this lesson, you will explain how illustrations help you understand what you read.
 - In this lesson, you will spell words with r-controlled vowels ar, or, and ore.
 - In this lesson, you will review ways that illustrations add information to texts.
5. Animal Habitats: Synthesize
- In this lesson, you will use illustrations and words to understand what you read.
 - In this lesson, you will use information from illustrations and words to understand what you read.
 - In this lesson, you will read a book of your choice.

11. Animal Behaviors

1. Animal Behaviors: Genre
- In this lesson, you will explain some ways to ask for help when you need it.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form regular verbs.
 - In this lesson, you will identify words with r-controlled vowels er, ir, ur, and

- or.
- In this lesson, you will use a dictionary to find the language an English word comes from.
- 2. Animal Behaviors: Comprehension
 - In this lesson, you will identify text features while reading nonfiction.
 - In this lesson, you will identify text features.
 - In this lesson, you will write using regular verbs.
 - In this lesson, you will write lowercase g and lowercase q in cursive.
 - In this lesson, you will read words with r-controlled vowels er, ir, ur, and or.
- 3. Animal Behaviors: Speak and Listen
 - In this lesson, you will explain how to use text features to find information.
 - In this lesson, you will participate in a discussion.
 - In this lesson, you will use regular verbs correctly when you speak.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write lowercase j and lowercase p in cursive.
- 4. Animal Behaviors: Fluency
 - In this lesson, you will use tools to find information about a topic.
 - In this lesson, you will use tools to expand your knowledge about a topic.
 - In this lesson, you will spell words with r-controlled vowels er, ir, ur, and or.
 - In this lesson, you will review how text features can give information in texts.
- 5. Animal Behaviors: Synthesize
 - In this lesson, you will use text features to find information.
 - In this lesson, you will organize information quickly.
 - In this lesson, you will prepare for a discussion about a text.

12. Animal Features

1. Animal Features: Genre
 - In this lesson, you will demonstrate how to cooperate in a group.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form irregular verbs.
 - In this lesson, you will identify words with r-controlled vowels: air, are, and ear.
 - In this lesson, you will practice reading a poem fluently.
2. Animal Features: Comprehension
 - In this lesson, you will identify problems and solutions in a text.
 - In this lesson, you will identify problems, solutions, and chronological order.
 - In this lesson, you will write using irregular verbs.
 - In this lesson, you will write lowercase r and lowercase s in cursive.
 - In this lesson, you will read words with r-controlled vowels: air, are, and ear.
3. Animal Features: Speak and Listen
 - In this lesson, you will explain chronological order in an informational text.
 - In this lesson, you will explain chronological order in an informational text.
 - In this lesson, you will speak using irregular verbs.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing lowercase y and lowercase z in cursive.
4. Animal Features: Fluency
 - In this lesson, you will explain how to identify problems and solutions.
 - In this lesson, you will practice reading aloud with accuracy.

- In this lesson, you will spell words with r-controlled vowels air, are, and ear.
 - In this lesson, you will participate in a group discussion about a text.
5. Animal Features: Fluency Discussion
 6. Animal Features: Read
 - In this lesson, you will read a book of your choice.
 7. Captivating Critters Unit Test

13. Learning New Things

1. Learning New Things: Genre
 - In this lesson, you will explain how to show interest in another person’s point of view.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form simple verb tenses.
 - In this lesson, you will identify words with the prefixes pre-, dis-, and mis-.
 - In this lesson, you will explain how writers of explanatory texts organize information.
2. Learning New Things: Comprehension
 - In this lesson, you will state aloud the key details that support the main idea.
 - In this lesson, you will find text details about historical figures.
 - In this lesson, you will form the past tense of some irregular verbs.
 - In this lesson, you will read words with the prefixes pre-, dis-, and mis-.
 - In this lesson, you will explain how writers of explanatory texts develop a topic with details like facts, definitions, and illustrations.
3. Learning New Things: Speak and Listen
 - In this lesson, you will explain how key details support a main idea.
 - In this lesson, you will listen for the details that support the main idea in a text.
 - In this lesson, you will use verb tenses correctly when writing.
 - In this lesson, you will choose a topic and find information about it.
 - In this lesson, you will find information about a topic of your choice.
4. Learning New Things: Fluency
 - In this lesson, you will find the main ideas of paragraphs in a text.
 - In this lesson, you will learn how to skim text to find main ideas quickly.
 - In this lesson, you will spell words with the prefixes pre-, dis-, and mis-.
 - In this lesson, you will write an introduction to your explanatory text.
5. Learning New Things: Synthesize
 - In this lesson, you will find details that support a main idea.
 - In this lesson, you will find the parts of a paragraph that make up a whole.
 - In this lesson, you will review the supporting details of the main idea in paragraphs.

14. Learning Starts with Questions

1. Question to Learn: Genre
 - In this lesson, you will explain what good learners do to be successful.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will read words that do not follow regular spelling patterns.
 - In this lesson, you will identify words with diphthongs oi and oy.
 - In this lesson, you will connect ideas using language such as linking words and phrases.

2. Question to Learn: Comprehension
 - In this lesson, you will make inferences about the topic of what you read.
 - In this lesson, you will find clues in what you read to make inferences.
 - In this lesson, you will form prepositional phrases.
 - In this lesson, you will read words with diphthongs oi and oy.
 - In this lesson, you will identify features of strong concluding statements.
3. Question to Learn: Speak and Listen
 - In this lesson, you will identify details that support the main idea of a text.
 - In this lesson, you will evaluate evidence that supports a main idea.
 - In this lesson, you will use prepositional phrases when you communicate.
 - In this lesson, you will use your plan to write the body of your explanatory text.
4. Question to Learn: Fluency
 - In this lesson, you will determine the main idea and supporting details in an informational text.
 - In this lesson, you will use details to determine the main idea in a text that gives information.
 - In this lesson, you will spell words with diphthongs oi and oy.
 - In this lesson, you will use a plan to draft the conclusion to your explanatory text.
5. Question to Learn: Synthesize
 - In this lesson, you will follow three-step directions.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will review inferring main ideas from supporting details in texts.

15. Learning from Science

1. Learning from Science: Genre
 - In this lesson, you will explain how feelings can affect the decisions you make.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain what context clues are.
 - In this lesson, you will identify words with the vowel pairs ai, ay, ee, and ea.
 - In this lesson, you will read more words that do not follow regular spelling patterns.
2. Learning from Science: Comprehension
 - In this lesson, you will find key words about time in a text.
 - In this lesson, you will explain an author's purpose and use of time words.
 - In this lesson, you will use context clues to determine the meaning of words and phrases.
 - In this lesson, you will read words with vowel pairs ai, ay, ee, ea.
 - In this lesson, you will practice writing lowercase v in cursive.
3. Learning from Science: Speak and Listen
 - In this lesson, you will find words that show a sequence.
 - In this lesson, you will tell about an experience.
 - In this lesson, you will explain the context clues you used to find the meaning of a word.
 - In this lesson, you will practice writing lowercase x in cursive.
 - In this lesson, you will read a book of your choice.

4. Learning from Science: Fluency
 - In this lesson, you will find cause-and-effect in a nonfiction text.
 - In this lesson, you will match examples to conclusions.
 - In this lesson, you will spell words with vowel pairs ai, ay, ee, and ea.
 - In this lesson, you will review signal words and cause-and-effect relationships.
5. Learning from Science: Synthesize
 - In this lesson, you will find words that show cause-and-effect.
 - In this lesson, you will recall a learning experience to make connections between ideas.
 - In this lesson, you will read a book of your choice.

16. Exploring the World

1. Exploring the World: Genre
 - In this lesson, you will show the steps in making a decision.
 - In this lesson, you will use cause and effect to create new ideas.
 - In this lesson, you will identify abbreviations.
 - In this lesson, you will identify words with plural endings -s, -es, -ies.
 - In this lesson, you will revise your explanatory text.
2. Exploring the World: Comprehension
 - In this lesson, you will use dates, signal words, and cause/effect to describe historical events.
 - In this lesson, you will create new ideas using cause-and-effect.
 - In this lesson, you will explain the meaning of some abbreviations.
 - In this lesson, you will read words with plural endings -s, -es, and -ies.
 - In this lesson, you will revise your writing.
3. Exploring the World: Speak and Listen
 - In this lesson you will identify words that connect scientific ideas, including time, sequence, and cause/effect signal words.
 - In this lesson, you will report on the steps in a process.
 - In this lesson, you will use abbreviations correctly.
 - In this lesson, you will edit your explanatory text.
4. Exploring the World: Fluency
 - In this lesson, you will describe a series of steps using signal words.
 - In this lesson, you will read a text with accuracy.
 - In this lesson, you will spell words with the plural endings -s, -es, -ies.
 - In this lesson, you will publish your revised explanatory text.
5. Exploring the World: Write
 - In this lesson, you will listen to decide whether what you hear is a story or whether it gives information.
6. Learning Experiences Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st

Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing an opinion text and generating a research report from topical investigation. The focus on reading and writing is supplemented with instruction in grammar, phonics, spelling, handwriting, and reading foundations—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester B Outline

1. Use Your Imagination

1. Use Your Imagination: Genre
 - In this lesson, you will explain how short- and long-term goals are different.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain the difference between literal and nonliteral meanings of words and phrases.
 - In this lesson, you will identify words with the vowel sound spelled aw, au, al, all, a, and o.
 - In this lesson, you will form contractions.
2. Use Your Imagination: Comprehension
 - In this lesson, you will identify similies in a story.
 - In this lesson, you will use similes to talk about feelings.
 - In this lesson, you will tell the difference between literal and nonliteral meanings of words in a literary text.
 - In this lesson, you will write uppercase A and O in cursive.
 - In this lesson, you will read words with the vowel sound spelled aw, au, al, all, a, and o.
3. Use Your Imagination: Speak/Listen
 - In this lesson, you will determine the meanings of some similes.
 - In this lesson, you will discuss ways to reduce stress.
 - In this lesson, you will discuss the use of voice in a story.
 - In this lesson, you will make connections between words and their use.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase C and E in cursive.
4. Use Your Imagination: Fluency
 - In this lesson, you will tell what metaphors are and find metaphors in a poem.
 - In this lesson, you will read aloud to someone.
 - In this lesson, you will spell words with the vowel sound spelled aw, au, al, all, a, and o.
 - In this lesson, you will identify similes and metaphors.
5. Use Your Imagination: Synthesize
 - In this lesson, you will determine the meanings of metaphors.
 - In this lesson, you will determine new uses for ordinary objects.
 - In this lesson, you will determine the meanings of metaphors.
 - In this lesson, you will read a book of your choice.

2. Family First

1. Family First: Genre

- In this lesson, you will identify how your feelings change.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify examples of homographs.
 - In this lesson, you will identify homophones.
 - In this lesson, you will form irregular contractions.
2. Family First: Comprehension
 - In this section, you will identify examples of personification.
 - In this section, you will explain what examples of personification mean.
 - In this section, you will explain how authors use personification in a story.
 - In this lesson, you will identify homonyms.
 - In this lesson, you will write uppercase L and uppercase D in cursive.
 - In this lesson, you will read homophones.
 3. Family First: Speak/Listen
 - In this section, you will tell what personification means in a story. You will tell how personification shapes the story.
 - In this section, you will provide responses to questions about personification while using complete sentences.
 - In this lesson, you will use homonyms and homophones correctly in text.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase B and R in cursive.
 4. Family First: Fluency
 - In this section, you will explain what the idioms in a story mean.
 - In this section, you will identify how punctuation helps in reading with expression.
 - In this lesson, you will spell homophones.
 - In this lesson, you will identify personification and idioms.
 5. Family First: Synthesize
 - In this section, you will use context clues to understand the meaning of idioms. You also will explain how an idiom shapes a story.
 - In this section, you will explain how the meaning of idioms shapes a story.
 - In this section, you will draw conclusions about a story.
 - In this lesson, you will read a book of your choice.

3. Think Creatively

1. Think Creatively: Genre
 - In this lesson, you will describe what you have done to reach a goal.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify subject-verb agreement.
 - In this lesson, you will identify words with soft c and soft g.
 - In this lesson, you will practice fluently reading a fable with expression.
2. Think Creatively: Comprehension
 - In this lesson, you will identify a theme in a story.
 - In this lesson, you will use the theme of a story to identify how people from different backgrounds can work together.
 - In this lesson, you will use subject-verb agreement in writing.
 - In this lesson, you will write uppercase T and F in cursive.
 - In this lesson, you will read words with soft c and soft g.
3. Think Creatively: Speak/Listen
 - In this lesson, you will use clues to find the setting in a story.

- In this lesson, you will locate information in a story to respond to questions.
 - In this lesson, you will explain how the characters in a series move the story forward in similar and different ways.
 - In this lesson, you will use subject-verb agreement when speaking.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase S and G in cursive.
4. Think Creatively: Fluency
 - In this lesson, you will explain how the themes in two stories by the same author are the same and different.
 - In this lesson, you will determine how characters in stories deal with setbacks.
 - In this lesson, you will spell words with soft c and soft g.
 - In this lesson, you will identify theme and setting in a story.
 5. Think Creatively: Synthesize
 - In this lesson, you will explain how the settings in two stories are the same and different.
 - In this lesson, you will identify solutions for unusual problems.
 - In this lesson, you will read a book of your choice.

4. Conflicts Help Us Grow

1. Conflicts Help Us Grow: Genre
 - In this lesson, you will draw a picture of something you like to do with your family.
 - In this lesson, you will identify something you like to do with your family and draw a picture of it.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify pronouns and antecedents in writing.
 - In this lesson, you will identify words in which the letter y changes to i when an ending is added.
 - In this lesson, you will practice reading a text with accuracy.
2. Conflicts Help Us Grow: Comprehension
 - In this lesson, you will use pronouns and antecedents correctly when writing.
 - In this lesson, you will make connections between events in a story.
 - In this lesson, you will use pronouns and their antecedents correctly when writing.
 - In this lesson, you will write uppercase I in cursive.
 - In this lesson, you will read words in which the letter y changes to i when an ending is added.
3. Conflicts Help Us Grow: Speak/Listen
 - In this lesson, you will determine similarities and differences in the plots of two stories.
 - In this lesson, you will draw conclusions about the same character in different stories.
 - In this lesson, you will use pronouns and their antecedents correctly when speaking.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase J in cursive.
4. Conflicts Help Us Grow: Fluency
 - In this lesson, you will determine genres by comparing and contrasting details.

- In this lesson, you will read aloud with expression to communicate characters' words.
 - In this lesson, you will spell words in which the letter y changes to i when an ending is added to a base word.
 - In this lesson, you will identify the plot and genre of a text.
5. Conflicts Help Us Grow: Read
- In this lesson, you will read a book of your choice.
6. Growing and Overcoming Unit Test

5. Getting to Know You

1. Getting to Know You: Genre
 - In this lesson, you will keep track of your emotions during the day.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how to use comparative and superlative adjectives.
 - In this lesson, you will identify words with the endings -er and -est.
 - In this lesson, you will identify how a writer tells readers their opinion on a topic.
2. Getting to Know You: Comprehension
 - In this lesson, you will provide responses to questions about characters.
 - In this lesson, you will respond to key questions.
 - In this lesson, you will identify comparative and superlative adjectives in writing.
 - In this lesson, you will read words with the endings -er and -est.
 - In this lesson, you will identify how writers group an opinion and reasons in a text.
3. Getting to Know You: Speak/Listen
 - In this lesson, you will provide responses to questions about setting.
 - In this lesson, you will provide responses to questions after listening to a story.
 - In this lesson, you will identify the correct comparative or superlative adjective when writing or speaking.
 - In this lesson, you will explain your opinion on a topic in your introduction.
4. Getting to Know You: Fluency
 - In this lesson, you will answer questions about plot.
 - In this lesson, you will read with expression.
 - In this lesson, you will spell words with the endings -er and -est.
 - In this lesson, you will explain reasons for your opinion in a concept web.
5. Getting to Know You: Synthesize
 - In this lesson, you will answer questions about the sequence of events in a story.
 - In this lesson, you will analyze two stories for similarities and differences.
 - In this lesson, you will answer questions about plot and sequence.

6. Surprising Characters

1. Surprising Characters: Genre
 - In this lesson, you will describe ways that you can help out at home.
 - In this lesson, you will identify linking words and phrases and tell how writers use them to connect opinions, reasons, and details.
 - In this lesson, you will describe comparative adverbs and superlative adverbs.
 - In this lesson, you will identify compound words.

- In this lesson, you will explain how writers use linking words and phrases to connect opinions, reasons, and details.
2. Surprising Characters: Comprehension
 - In this lesson, you will use the names for parts of poems when talking and speaking about a poem.
 - In this lesson, you will use details to describe differences in cultures after reading a poem.
 - In this lesson, you will explain the rhyme scheme in a poem.
 - In this lesson, you will identify comparative adverbs and superlative adverbs in writing.
 - In this lesson, you will read compound words.
 - In this lesson, you will identify features of strong conclusions.
 3. Surprising Characters: Speak/Listen
 - In this lesson, you will identify parts of a poem.
 - In this lesson, you will think about your healthy habits and plan to make changes.
 - In this lesson, you will explain how sound devices are used in a poem.
 - In this lesson, you will determine the correct use of comparative and superlative adverbs.
 - In this lesson, you will explain the reasons for your opinion.
 4. Surprising Characters: Fluency
 - In this lesson, you will explain the meaning of lines and stanzas.
 - In this lesson, you will read a poem with expression.
 - In this lesson, you will identify the structure of poems.
 - In this lesson, you will spell compound words.
 - In this lesson, you will write a draft of the conclusion to your opinion text.
 5. Surprising Characters: Synthesize
 - In this lesson, you will explain how details build a poem.
 - In this lesson, you will analyze how people interpret messages differently.
 - In this lesson, you will explain the meaning of parts of a poem.

7. Keeping an Open Mind

1. Keeping an Open Mind: Genre
 - In this lesson, you will explain how solving a problem you have with a friend can help your friendship grow.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how to use singular possessive nouns.
 - In this lesson, you will identify singular possessive words.
 - In this lesson, you will read a text at a proper rate.
2. Keeping an Open Mind: Comprehension
 - In this lesson, you will connect story events to feelings and experiences in your own life.
 - In this lesson, you will identify connections made between characters' experiences and in your own life.
 - In this lesson, you will identify singular possessive nouns in writing.
 - In this lesson, you will read singular possessive words.
 - In this lesson, you will practice writing in cursive with proper spacing between letters.
3. Keeping an Open Mind: Speak/Listen

- In this lesson, you will identify connections between different story events and experiences in your own life.
 - In this lesson, you will identify connections between different texts.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing in cursive with proper spacing between words.
 - In this lesson, you will read a book of your choice.
4. Keeping an Open Mind: Fluency
 - In this lesson, you will compare a story to your own life.
 - In this lesson, you will demonstrate fluent reading in a recording after learning about careers that require that skill.
 - In this lesson, you will spell singular possessive words.
 - In this lesson, you will connect a text to your life and to other texts.
 5. Keeping an Open Mind: Synthesize
 - In this lesson, you will use your own knowledge and experiences to make comparisons between texts.
 - In this lesson, you will compare how builders and readers reflect on experiences to make connections.
 - In this lesson, you will read a book of your choice.

8. Asking for Help

1. Asking for Help: Genre
 - In this lesson, you will listen to a text, show you understand it, and tell what type of writing it is.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how plural possessives are used.
 - In this lesson, you will identify plural possessive words.
 - In this lesson, you will revise your opinion text.
2. Asking for Help: Comprehension
 - In this lesson, you will explain how a story's illustrations help create a mood.
 - In this lesson, you will explain how a story's illustrations help create a mood.
 - In this lesson, you will identify plural possessive nouns in writing.
 - In this lesson, you will read plural possessive words.
 - In this lesson, you will check your writing again for further revisions.
3. Asking for Help: Speak/Listen
 - In this lesson, you will explain how a story's illustrations help you understand a character.
 - In this lesson, you will discuss people's feelings after listening to understand.
 - In this lesson, you will form and use plural possessive nouns when writing.
 - In this lesson, you will edit your opinion text.
4. Asking for Help: Fluency
 - In this section, you will describe a story's setting, including how illustrations help you understand it.
 - In this lesson, you will get your opinion text ready to share with readers.
 - In this lesson, you will spell plural possessive words.
 - In this lesson, you will prepare your opinion text for readers.
5. Asking for Help: Write
 - In this lesson, you will present your opinion text to your Learning Coach.
6. First Impressions Unit Test

9. Out in Space

1. Out in Space: Genre

- In this lesson, you will describe ways to help keep yourself and others safe.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will identify coordinating and subordinating conjunctions in writing.
- In this lesson, you will identify words with the suffixes -ful, -less, and -ly.
- In this lesson, you will practice reading aloud with expression.

2. Out in Space: Comprehension

- In this lesson, you will locate information in a text in response to questions.
- In this lesson, you will locate answers in a text in response to questions.
- In this lesson, you will use coordinating conjunctions correctly in writing and speaking.
- In this lesson, you will write uppercase M and N in cursive.
- In this lesson, you will read words with the suffixes -ful, -less, and -ly.

3. Out in Space: Speak/Listen

- In this lesson, you will find text evidence to answer questions.
- In this lesson, you will use coordinating or subordinating conjunctions depending on the meaning of a sentence.
- In this lesson, you will use subordinating conjunctions correctly in writing and speaking.
- In this lesson, you will find text evidence and answer questions about an informational text.
- In this lesson, you will read a book of your choice.
- In this lesson, you will write uppercase H and K in cursive.

4. Out in Space: Fluency

- In this lesson, you will answer questions about an informational text.
- In this lesson, you will use ideas from reading to do creative work.
- In this lesson, you will spell words with suffixes -ful, -less, and -ly.
- In this lesson, you will answer questions about an informational text using text evidence.

5. Out in Space: Synthesize

- In this lesson, you will answer questions about an informational text.
- In this lesson, you will tell how your social groups are similar and different.
- In this lesson, you will read a book of your choice.

10. Creatures of the Night

1. Creatures of the Night: Genre

- In this lesson, you will compare and contrast your social groups.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will use commas in addresses.
- In this lesson, you will identify words with closed syllables.
- In this lesson, you will practice reading a poem aloud without making mistakes.

2. Creatures of the Night: Comprehension

- In this section, you will explain how the ideas are organized in an informational text.
- In this section, you will explain how rereading helps you understand text structure.
- In this lesson, you will use commas when writing about locations.

- In this lesson, you will write uppercase P and Q in cursive.
 - In this lesson, you will read words with closed syllables.
3. Creatures of the Night: Speak/Listen
 - In this section, you will identify comparison in an informational text.
 - In this section, you will use a diagram to make comparisons.
 - In this lesson, you will use commas with coordinating adjectives.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase V and U in cursive.
 4. Creatures of the Night: Fluency
 - In this lesson, you will explain how and why authors use comparison or cause and effect to organize ideas.
 - In this lesson, you will read new words with accuracy.
 - In this lesson, you will spell words with closed syllables.
 - In this lesson, you will use signal words to find causes and effects in an informational text.
 5. Creatures of the Night: Synthesize
 - In this lesson, you will explain how authors use comparison or cause-and-effect to organize ideas.
 - In this lesson, you will identify correct cause-and-effect connections.
 - In this lesson, you will read a book of your choice.

11. **It Happens at Night!**

1. It Happens at Night!: Genre
 - In this lesson, you will explain how to take care of other people's things.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will use commas with a series of words.
 - In this lesson, you will identify words with open syllables.
 - In this lesson, you will use context to determine the meaning of a word.
2. It Happens at Night!: Comprehension
 - In this lesson, you will determine why authors put events in a sequence.
 - In this lesson, you will identify the most important ideas in a text.
 - In this lesson, you will use a comma before a coordinating conjunction in a compound sentence.
 - In this lesson, you will write uppercase W and X in cursive.
 - In this lesson, you will read words with open syllables.
3. It Happens at Night!: Speak/Listen
 - In this lesson, you will identify an author's use of sequencing in an informational text.
 - In this lesson, you will describe how people plan and use their time well to do a task or series of steps in a task.
 - In this lesson, you will capitalize the names of geographical places.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase Y and Z in cursive.
4. It Happens at Night!: Fluency
 - In this lesson, you will describe how ideas in sentences are connected.
 - In this lesson, you will describe how people plan for and complete a task or steps in a task.
 - In this lesson, you will spell words with open syllables.

- In this lesson, you will describe how authors use sequence, comparison, or cause and effect to organize ideas.

5. It Happens at Night!: Synthesize

- In this lesson, you will explain how the ideas in different paragraphs are connected.
- In this lesson, you will demonstrate thinking like a scientist.
- In this lesson, you will identify problems and solutions in informational texts.
- In this lesson, you will identify some roles for taking part in a group discussion.

12. **Changes in the Night Sky**

1. Changes in the Night Sky: Genre

- In this lesson, you will describe how you can give someone a compliment by saying something nice.
- In this lesson, you will practice reading a poem at a proper rate.
- In this lesson, you will capitalize words in titles and titles of respect when writing.
- In this lesson, you will capitalize number words that begin a sentence.
- In this lesson, you will identify words with prefixes un-, re-, pre-, and dis-.
- In this lesson, you will read a poem aloud at a proper rate.

2. Changes in the Night Sky: Comprehension

- In this lesson, you will learn how to ask questions to identify causes and effects.
- In this lesson, identify causes and effects by asking questions.
- In this lesson, you will capitalize historical periods and special events.
- In this lesson, you will capitalize the names of places and holidays.
- In this lesson, you will write a sentence in cursive on two lines.
- In this lesson, you will identify words with prefixes un-, pre-, re-, and dis-.

3. Changes in the Night Sky: Speak/Listen

- In this lesson, you will use signal words to identify causes and effects.
- In this lesson, you will use signal words to make connections.
- In this lesson, you will capitalize company and product names.
- In this lesson, you will read a book of your choice.
- In this lesson, you will write sentences in cursive on two lines.

4. Changes in the Night Sky: Fluency

- In this lesson, you will identify compare/contrast relationships.
- In this lesson, you will use comprehension strategies while reading an informational text.
- In this lesson, you will spell words with prefixes un-, pre-, re-, and dis-.
- In this lesson, you will list ways you can build better relationships with others.

5. Changes in the Night Sky: Fluency Discussion

6. Changes in the Night Sky: Read

- In this lesson, you will read a book of your choice.

7. Out at Night Unit Test

13. **Sea Creatures**

1. Sea Creatures: Genre

- In this lesson, you will identify ways you can build better relationships with others.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will tell how primary and secondary sources are different.
- In this lesson, you will identify words that end with a consonant followed by -le.

- In this lesson, you will identify parts of a research report.
2. Sea Creatures: Comprehension
 - In this lesson, you will explain how primary and secondary sources are different.
 - In this lesson, you will explain the solution to a problem.
 - In this lesson, you will expand simple sentences and compound sentences.
 - In this lesson, you will read words that end with a consonant followed by -le.
 - In this lesson, you will explain how writers introduce a topic in the introduction of a research report.
 3. Sea Creatures: Speak/Listen
 - In this lesson, you will identify examples of primary and secondary sources.
 - In this lesson, you will give a report about a topic.
 - In this lesson, you will rearrange simple sentences and compound sentences.
 - In this lesson, you will vary sentence beginnings to improve fluency.
 - In this lesson, you will plan the introduction of your research report based on your research.
 4. Sea Creatures: Fluency
 - In this lesson, you will explain why some sources may be more reliable than others.
 - In this lesson, you will make a research plan that includes primary and secondary sources.
 - In this lesson, you will explain what a text is about by skimming it.
 - In this lesson, you will spell words that end with a consonant followed by -le.
 - In this lesson, you will write a draft of the introduction of your research report.
 5. Sea Creatures: Synthesize
 - In this lesson, you will explain how to use paraphrasing to avoid plagiarism.
 - In this lesson, you will find the answers to questions in a text.
 - In this lesson, you will paraphrase main ideas and details in a text.
 - In this lesson, you will plan the body paragraphs of your research report.

14. **The Importance of Oceans**

1. The Importance of Oceans: Genre
 - In this lesson, you will explain how to use I-statements to tell someone how you feel.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will think aloud to identify important points and key details in an informational text.
 - In this lesson, you will identify words with ough, augh, and old.
 - In this lesson, you will identify how facts, definitions, details, and visuals are used in a research report.
2. The Importance of Oceans: Comprehension
 - In this lesson, you will identify important points and key details in an informational text.
 - In this lesson, you will use idea-generating techniques.
 - In this lesson, you will identify information that supports a topic.
 - In this lesson, you will use complex sentences in writing.
 - In this lesson, you will create sentence fluency by using long and short sentences.
 - In this lesson, you will read words with ough, augh, and old.
 - In this lesson, you will identify how skilled writers end their research reports.

3. The Importance of Oceans: Speak/Listen
 - In this lesson, you will make comparisons and contrasts between two texts about the same topic.
 - In this lesson, you will use effective speaking tips while giving a speech.
 - In this lesson, you will use complex sentences when writing and speaking.
 - In this lesson, you will create a draft of the body paragraphs in your research report.
4. The Importance of Oceans: Fluency
 - In this lesson, you will compare how ideas are shared in different media.
 - In this lesson, you will compare different types of media.
 - In this lesson, you will spell words with ough, augh, and old.
 - In this lesson, you will write a conclusion for your research report.
5. The Importance of Oceans: Synthesize
 - In this lesson, you will explain how annotations help you to find and take notes about a source.
 - In this lesson, you will analyze texts to compare and contrast important points.
 - In this lesson, you will analyze texts to compare and contrast important points as they relate to science.
 - In this lesson, you will use signal words to find causes and effects in an informational text.

15. Ocean Journeys

1. Ocean Journeys: Genre
 - In this lesson, you will show that you know how to help others.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will define shades of meaning among words that are related.
 - In this lesson, you will identify words that are part of the -ind, -ost, and -ild word families.
 - In this lesson, you will read poetry aloud in an interesting way.
2. Ocean Journeys: Comprehension
 - In this lesson, you will read compound words.
 - In this lesson, you will identify the author's point of view in an informational text.
 - In this lesson, you will identify problems and their solutions.
 - In this lesson, you will tell the differences among the meaning of words that describe states of mind.
 - In this lesson, you will distinguish differences among the meaning of words that describe states of mind.
 - In this lesson, you will read words that are part of the -ind, -ost, and -ild word families.
 - In this lesson, you will write words, thoughts, and answers in cursive.
3. Ocean Journeys: Speak/Listen
 - In this lesson, you will determine an author's point of view using evidence in an informational text.
 - In this lesson, you will identify the main idea and supporting details in a text that is read aloud.
 - In this lesson, you will distinguish among the meanings that describe degrees of certainty.
 - In this lesson, you will use indentation when you write a paragraph in cursive.

- In this lesson, you will read a book of your choice.
4. Ocean Journeys: Fluency
 - In this lesson, you will describe how to separate your point of view from an author's point of view.
 - In this lesson, you will read a text aloud with accuracy and the right rate.
 - In this lesson, you will spell words that are part of the -ind, -ost, and -ild word families.
 - In this lesson, you will explain how an author's point of view differs from your point of view.
 5. Ocean Journeys: Synthesize
 - In this lesson, you will determine the meanings of new words that relate to the topic of an informational text.
 - In this lesson, you will compare texts in order to develop a point of view about how people can protect our oceans.
 - In this lesson, you will choose and read a book.

16. Dangers to Our Oceans

1. Dangers in Our Oceans: Genre
 - In this lesson, you will identify something you would like to be able to do better.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify how similes and metaphors add effect to writing.
 - In this lesson, you will identify contractions.
 - In this lesson, you will create a works cited page for your research report.
2. Dangers in Our Oceans: Comprehension
 - In this lesson, you will use text features to learn the meaning of unfamiliar words.
 - In this lesson, you will use text features to learn the meaning of unfamiliar words.
 - In this lesson, you will identify texts with an inanimate voice.
 - In this lesson, you will identify the effect of similes and metaphors in writing.
 - In this lesson, you will read contractions.
 - In this lesson, you will revise your research report.
3. Dangers in Our Oceans: Speak/Listen
 - In this lesson, you will use context clues to learn the meaning of academic words.
 - In this lesson, you will report clearly on a topic.
 - In this lesson, you will add onomatopoeia, similes, and metaphors to revise sentences for effect.
 - In this lesson, you will edit your research report.
4. Dangers in Our Oceans: Fluency
 - In this lesson, you will use context clues to learn the meaning of domain-specific words.
 - In this lesson, you will set a goal to improve the time you can read aloud with accuracy.
 - In this lesson, you will explain examples of hyperbole in a text.
 - In this lesson, you will spell contractions.
 - In this lesson, you will add a visual to your research report before sharing it with readers.
5. Dangers in Our Oceans: Write

- In this lesson, you will present your research report.
6. The Deep Blue Sea Unit Test

Language Arts 3 Accelerated

Accelerated Language Arts 3

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with grade three English/language arts expectations as defined by the South Carolina College and Career-Ready Standards for English Language Arts. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas. In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is then presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing a personal narrative and an explanatory text. The focus on reading and writing is supplemented with instruction in grammar, phonics, spelling, handwriting, and reading foundations—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester A Outline

1. Adventure Stories

1. Adventure Stories: Genre
 - In this lesson, you will describe how to keep distractions away.
 - In this lesson, you will assess the process of an inquiry.
 - In this lesson, you will identify word parts, including affixes and roots.
 - In this lesson, you will read spelling words that have the short vowels e, o, and u.
 - In this lesson, you will explain the meaning of prefixes in words.
2. Adventure Stories: Comprehension
 - In this lesson, you will use your past and present learning to guide inquiry.
 - In this lesson, you will use word parts (such as affixes and root words) to understand the meaning of a word.
 - In this lesson, you will practice writing all capital letters.
 - In this lesson, you will read words with short vowels e, o, and u.
3. Adventure Stories: Speak/Listen
 - In this lesson, you will draw logical conclusions from relationships and patterns discovered during the inquiry process.

- In this lesson, you will use root words you know to figure out the meaning of a word you do not know.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing all lowercase letters.
4. Adventure Stories: Fluency
 - In this lesson, you will determine strategies to revise an inquiry plan.
 - In this lesson, you will spell words with short vowels e, o, and u.
 - In this lesson, you will review the process of choosing a book to read.
 5. Adventure Stories: Synthesize
 - In this lesson, you will report relevant findings when engaged in the inquiry process.
 - In this lesson, you will answer framing questions in a story.
 - In this lesson, you will read a book of your choice.

2. Better Together

1. Better Together: Genre
 - In this lesson, you will brainstorm ways you can contribute to your community.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify differences between spoken and written language.
 - In this lesson, you will spell words that end with silent e.
 - In this lesson, you will identify common suffixes.
2. Better Together: Comprehension
 - In this lesson, you will identify events in the beginning, the middle, and end of a story using a think-aloud strategy.
 - In this lesson, you will identify the sequence of events in a story using a think-aloud strategy.
 - In this lesson, you will explain what common suffixes mean.
 - In this lesson, you will practice cursive with lines, such as slant and straight lines.
 - In this lesson, you will read words that end with silent e.
3. Better Together: Speak/Listen
 - In this lesson, you will explain how transition words show the sequence of events in a story.
 - In this lesson, you will use transition words to make the sequence of events clear.
 - In this lesson, you will use glossaries to understand the meaning of words and phrases.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice cursive with curved lines, such as circles and part circles.
4. Better Together: Fluency
 - In this lesson, you will use signal words to accurately show the sequence of events in a story.
 - In this lesson, you will use signal words to show how a character's feelings are connected to story events.
 - In this lesson, you will spell words that end with silent e.
 - In this lesson, you will review the use of words that show the order of events in a story.
5. Better Together: Synthesize

- In this lesson, you will predict the sequence of events in a story.
- In this lesson, you will find the sequence of story events using your predictions.
- In this lesson, you will read a book of your choice.

3. Adventures on Water

1. Adventures on Water: Genre

- In this lesson, you will describe how practice can help you get better at a new skill.
- In this lesson, you will explain how an author's word choice emphasizes aspects of a character.
- In this lesson, you will use dictionaries to check the spelling of words.
- In this lesson, you will identify long a spelling patterns.
- In this lesson, you will identify words with Latin suffixes.

2. Adventures on Water: Comprehension

- In this lesson, you will explain how an author's choice of words emphasizes aspects of the setting in a literary text.
- In this lesson, you will discover the meaning of words with Latin suffixes.
- In this lesson, you will practice staying on the lines when you write
- In this lesson, you will read words with long a spelling patterns.

3. Adventures on Water: Speak/Listen

- In this lesson, you will explain how an author's choice of illustrations emphasizes aspects of a character or a setting.
- In this lesson, you will use formal language to share details with an audience.
- In this lesson, you will use dictionaries to correct spelling.
- In this lesson, you will read a book of your choice.
- In this lesson, you will write lowercase i and lowercase t in cursive.

4. Adventures on Water: Fluency

- In this lesson, you will explain how an author's choice of conventions emphasizes aspects of a character and setting in a literary text.
- In this lesson, you will spell words with the long a spelling patterns.

5. Adventures on Water: Synthesize

- In this lesson, you will explain how words, illustrations, and conventions combine to emphasize the characters and setting in a story.
- In this lesson, you will read a book of your choice.

4. Adventures Near and Far

1. Adventures Near/Far: Genre

- In this lesson, you will describe situations that trigger different emotions.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will explain the difference between synonyms and antonyms.
- In this lesson, you will identify words with long o and long i spelling patterns.
- In this lesson, you will practice reading out loud smoothly and easily.

2. Adventures Near/Far: Comprehension

- In this lesson, you will retell a story to make sure you comprehend what you have read.
- In this lesson, you will retell a story that you have read.
- In this lesson, you will retell tall tales using features such as exaggerations and funny details.
- In this lesson, you will determine the meaning of words using a thesaurus.

- In this lesson, you will write lowercase e and lowercase l in cursive.
 - In this lesson, you will read words with long o or long i spelling patterns.
3. Adventures Near/Far: Speak/Listen
 - In this lesson, you will paraphrase part of a story.
 - In this lesson, you will retell stories that teach morals.
 - In this lesson, you will draw conclusions about a fable.
 - In this lesson, you will determine the meaning of words in sentences using a thesaurus.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing lowercase o and lowercase a in cursive.
 4. Adventures Near/Far: Fluency
 - In this lesson, you will retell a myth using your own predictions.
 - In this lesson, you will use appropriate phrasing while reading a myth aloud.
 - In this lesson, you will use your own words to restate what you hear in a text.
 - In this lesson, you will spell words with long vowel o and long vowel i spelling patterns.
 - In this lesson, you will review retelling a story.
 5. Adventures Near/Far: Read
 - In this lesson, you will read a book of your choice.
 6. Off on Adventures Unit Test

5. Discovering Folktales

1. Discovering Folktales: Genre
 - In this lesson, you will list ideas to show appreciation to someone who has helped you.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will learn how to use quotation marks in writing dialogue.
 - In this lesson, you will identify words with the correct long u spellings.
 - In this lesson, you will analyze the parts of a personal narrative.
2. Discovering Folktales: Comprehension
 - In this lesson, you will make predictions about what will happen in a story.
 - In this lesson, you will find the central message in a story.
 - In this lesson, you will learn facts about the setting of a story and use the setting to better understand the story.
 - In this lesson, you will identify correct use of quotation marks in dialogue.
 - In this lesson, you will read words with the correct long u spellings.
 - In this lesson, you will describe how personal narratives tell about events in the order that they happen.
3. Discovering Folktales: Speak/Listen
 - In this lesson, you will restate the lesson in a story.
 - In this lesson, you will restate the lesson in a story.
 - In this lesson, you will write dialogue with punctuation.
 - In this lesson, you will plan the beginning of a personal narrative.
4. Discovering Folktales: Fluency
 - In this lesson, you will find the central message in a myth.
 - In this lesson, you will set a goal to improve your reading speed.
 - In this lesson, you will spell words with the correct long u spellings.
 - In this lesson, you will use what you know about the kinds of syllables to

read words.

- In this lesson, you will write a draft of the introduction to your personal narrative.

5. Discovering Folktales: Synthesize

- In this lesson, you will find details that support the central message of a story.
- In this lesson, you will explore different interpretations of a story's message.
- In this lesson, you will explain how heritage language affects English.
- In this lesson, you will give examples of how authors plan the events they include in the beginning, middle, and end of a story.

6. Characters Who Change

1. Characters Who Change: Genre

- In this lesson, you will describe the effects of dishonest behavior.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will explain how nouns are used.
- In this lesson, you will identify words with the correct long e spellings.
- In this lesson, you will explain how temporal words help writers show when events happen.

2. Characters Who Change: Comprehension

- In this lesson, you will explain how temporal words help writers show when events happen.
- In this lesson, you will explain the difference between first-person and third-person point of view.
- In this lesson, you will explain the difference between formal and informal language.
- In this lesson, you will explain how nouns are used in sentences.
- In this lesson, you will read words with the correct long e spellings.
- In this lesson, you will explain how dialogue helps writers develop characters and plot.

3. Characters Who Change: Speak/Listen

- In this lesson, you will identify the perspective of the narrator in a story.
- In this lesson, you will identify the perspective of a narrator.
- In this lesson, you will explain how pronouns are used in sentences.
- In this lesson, you will identify descriptive words in personal narratives.

4. Characters Who Change: Fluency

- In this lesson, you will identify the perspectives of characters in a story.
- In this lesson, you will identify the perspectives of characters in a story.
- In this lesson, you will spell words with the correct long e spellings.
- In this lesson, you will plan your personal narrative.

5. Characters Who Change: Synthesize

- In this lesson, you will identify your own perspective in a story. You also will tell how it is different from the perspective of characters or a narrator.
- In this lesson, you will compare perspective between self and character or narrator in a story.
- In this lesson, you will write a draft of your personal narrative.

7. Clever Characters

1. Clever Characters: Genre

- In this lesson, you will describe how it feels to be left out of an activity or

- group.
 - In this lesson, you will identify and spell words that begin with silent letters (wr, kn).
 - In this lesson, you will explain how verbs are used.
 - In this lesson, you will spell words that begin with silent letters (wr, kn).
 - In this lesson, you will explain the differences among the kinds of syllables.
2. Clever Characters: Comprehension
 - In this lesson, you will discuss the parts of a story.
 - In this lesson, you will use a story's details to talk about a story's parts.
 - In this lesson, you will explain how adjectives are used.
 - In this lesson, you will read words with silent letters wr and kn.
 - In this lesson, you will practice writing lowercase n and lowercase m in cursive.
 3. Clever Characters: Speak/Listen
 - In this lesson, you will explain the purpose of different story parts.
 - In this lesson, you will use digital tools to record yourself reading part of a story.
 - In this lesson, you will explain how to use adverbs.
 - In this lesson, you will practice writing lowercase c and lowercase d in cursive.
 - In this lesson, you will read a book of your choice.
 4. Clever Characters: Fluency
 - In this lesson, you will describe how parts of a story build on each other.
 - In this lesson, you will analyze the connections between parts of a story and read text aloud with accuracy.
 - In this lesson, you will spell words with silent letters.
 - In this lesson, you will review the parts of a story.
 5. Clever Characters: Synthesize
 - In this lesson, you will tell how each part adds to a story.
 - In this lesson, you will make personal connections to a story.
 - In this lesson, you will read a book of your choice.

8. Acting Out Folktales

1. Acting Out Folktales: Genre
 - In this lesson, you will describe how friends can support each other.
 - In this lesson, you will explain how illustrations help create the mood of a story.
 - In this lesson, you will describe the use of imagery.
 - In this lesson, you will spell words that begin with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will identify kinds of syllables to help you read words in a sentence.
2. Acting Out Folktales: Comprehension
 - In this lesson, you will explain how illustrations add meaning to literary texts.
 - In this lesson, you will use sensory details when writing.
 - In this lesson, you will read words with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will revise your personal narrative.
3. Acting Out Folktales: Speak/Listen
 - In this lesson, you will explain how an author's choice of words and conventions

- of grammar create mood and add to meaning.
 - In this lesson, you will use imagery to develop characters and convey experiences when writing a narrative.
 - In this lesson, you will revise your personal narrative.
4. Acting Out Folktales: Fluency
 - In this lesson, you will explain how word choice, illustrations, and grammar influence mood and meaning in a story or play.
 - In this lesson, you will spell words with the three-letter blends thr, spr, scr, and str.
 - In this lesson, you will edit your personal narrative.
 5. Acting Out Folktales: Write
 - In this lesson, you will publish your personal narrative.
 6. Fun with Folktales Unit Test

9. Amazing Animals

1. Amazing Animals: Genre
 - In this lesson, you will tell how practicing deep breathing can calm yourself.
 - In this lesson, you will check your writing again and revise words and sentences.
 - In this lesson, you will form plural nouns that do not follow the -s and -es rule.
 - In this lesson, you will identify words with the vowel digraphs oo, ew, ue, ui.
 - In this lesson, you will read words with more than one syllable.
2. Amazing Animals: Comprehension
 - In this lesson, you will explain how authors use words and phrases to inform their audience.
 - In this lesson, you will practice using irregular plural nouns correctly when you write.
 - In this lesson, you will practice joining letters in cursive.
 - In this lesson, you will read words with the vowel digraphs oo, ew, ue, ui.
3. Amazing Animals: Speak/Listen
 - In this lesson, you will identify facts and opinions in a nonfiction text.
 - In this lesson, you will practice using irregular plural nouns correctly when you speak.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write lowercase u and lowercase w in cursive.
4. Amazing Animals: Fluency
 - In this lesson, you will explain how an author uses words and phrases in an informational text.
 - In this lesson, you will spell words with oo, ew, ue, and ui.
5. Amazing Animals: Synthesize
 - In this lesson, you will explain how an author supports ideas using facts and reasons.
 - In this lesson, you will judge texts on how well the author uses supporting facts.
 - In this lesson, you will read a book of your choice.

10. Animals and Their Habitats

1. Animal Habitats: Genre
 - In this lesson, you will identify feelings that tell you if you are in danger.
 - In this lesson, you will identify the genre of a text.

- In this lesson, you will identify abstract nouns.
 - In this lesson, you will identify words with r-controlled vowels ar, or, and ore.
 - In this lesson, you will practice reading words with more than one syllable.
2. Animal Habitats: Comprehension
 - In this lesson, you will use illustrations to make predictions about what you will read.
 - In this lesson, you will confirm predictions using illustrations.
 - In this lesson, you will use abstract nouns correctly when writing.
 - In this lesson, you will write lowercase b and f in cursive.
 - In this lesson, you will read words with r-controlled vowels ar, or, and ore.
 3. Animal Habitats: Speak/Listen
 - In this lesson, you will describe the purpose of illustrations in an informational book.
 - In this lesson, you will discuss the purpose of illustrations.
 - In this lesson, you will use abstract nouns correctly when speaking.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write lowercase h and lowercase k in cursive.
 4. Animal Habitats: Fluency
 - In this lesson, you will explain how illustrations help you understand what you read.
 - In this lesson, you will explain how illustrations help you understand what you read.
 - In this lesson, you will spell words with r-controlled vowels ar, or, and ore.
 - In this lesson, you will review ways that illustrations add information to texts.
 5. Animal Habitats: Synthesize
 - In this lesson, you will use illustrations and words to understand what you read.
 - In this lesson, you will use information from illustrations and words to understand what you read.
 - In this lesson, you will read a book of your choice.

11. Animal Behaviors

1. Animal Behaviors: Genre
 - In this lesson, you will explain some ways to ask for help when you need it.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form regular verbs.
 - In this lesson, you will identify words with r-controlled vowels er, ir, ur, and or.
 - In this lesson, you will use a dictionary to find the language an English word comes from.
2. Animal Behaviors: Comprehension
 - In this lesson, you will identify text features while reading nonfiction.
 - In this lesson, you will identify text features.
 - In this lesson, you will write using regular verbs.
 - In this lesson, you will write lowercase g and lowercase q in cursive.
 - In this lesson, you will read words with r-controlled vowels er, ir, ur, and or.
3. Animal Behaviors: Speak/Listen
 - In this lesson, you will explain how to use text features to find information.
 - In this lesson, you will participate in a discussion.
 - In this lesson, you will use regular verbs correctly when you speak.
 - In this lesson, you will read a book of your choice.

- In this lesson, you will write lowercase j and lowercase p in cursive.
4. Animal Behaviors: Fluency
 - In this lesson, you will use tools to find information about a topic.
 - In this lesson, you will use tools to expand your knowledge about a topic.
 - In this lesson, you will spell words with r-controlled vowels er, ir, ur, and or.
 - In this lesson, you will review how text features can give information in texts.
 5. Animal Behaviors: Synthesize
 - In this lesson, you will use text features to find information.
 - In this lesson, you will organize information quickly.
 - In this lesson, you will prepare for a discussion about a text.

12. Animal Features

1. Animal Features: Genre
 - In this lesson, you will demonstrate how to cooperate in a group.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form irregular verbs.
 - In this lesson, you will identify words with r-controlled vowels: air, are, and ear.
 - In this lesson, you will practice reading a poem fluently.
2. Animal Features: Comprehension
 - In this lesson, you will identify problems and solutions in a text.
 - In this lesson, you will identify problems, solutions, and chronological order.
 - In this lesson, you will write using irregular verbs.
 - In this lesson, you will write lowercase r and lowercase s in cursive.
 - In this lesson, you will read words with r-controlled vowels: air, are, and ear.
3. Animal Features: Speak/Listen
 - In this lesson, you will explain chronological order in an informational text.
 - In this lesson, you will speak using irregular verbs.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing lowercase y and lowercase z in cursive.
4. Animal Features: Fluency
 - In this lesson, you will explain how to identify problems and solutions.
 - In this lesson, you will practice reading aloud with accuracy.
 - In this lesson, you will spell words with r-controlled vowels air, are, and ear.
 - In this lesson, you will participate in a group discussion about a text.
5. Animal Features Apply Discussion
6. Animal Features: Read
 - In this lesson, you will read a book of your choice.
7. Captivating Critters Unit Test

13. Learning New Things

1. Learning New Things: Genre
 - In this lesson, you will explain how to show interest in another person's point of view.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will form simple verb tenses.
 - In this lesson, you will identify words with the prefixes pre-, dis-, and mis-.
 - In this lesson, you will explain how writers of explanatory texts organize

information.

2. Learning New Things: Comprehension

- In this lesson, you will think aloud about key details and main ideas.
- In this lesson, you will find text details about historical figures.
- In this lesson, you will form the past tense of some irregular verbs.
- In this lesson, you will read words with the prefixes pre-, dis-, and mis-.
- In this lesson, you will explain how writers of explanatory texts develop a topic with details like facts, definitions, and illustrations.

3. Learning New Things: Speak/Listen

- In this lesson, you will explain how key details support a main idea.
- In this lesson, you will listen for the details that support the main idea in a text.
- In this lesson, you will use verb tenses correctly when writing.
- In this lesson, you will choose a topic and find information about it.
- In this lesson, you will choose a topic and find information about it.

4. Learning New Things: Fluency

- In this lesson, you will review the supporting details of the main idea in paragraphs.
- In this lesson, you will learn how to skim text to find main ideas quickly.
- In this lesson, you will spell words with the prefixes pre-, dis-, and mis-.
- In this lesson, you will plan and write an introduction to your explanatory text.

5. Learning New Things: Synthesize

- In this lesson, you will find details that support a main idea.
- In this lesson, you will find the parts of a paragraph that make up a whole.
- In this lesson, you will review the supporting details of the main idea in paragraphs.

14. Learning Starts with Questions

1. Question to Learn: Genre

- In this lesson, you will explain what good learners do to be successful.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will read words that do not follow regular spelling patterns.
- In this lesson, you will identify words with diphthongs oi and oy.
- In this lesson, you will connect ideas using language such as linking words and phrases.

2. Question to Learn: Comprehension

- In this lesson, you will make inferences about the topic of what you read.
- In this lesson, you will find clues in what you read to make inferences.
- In this lesson, you will form prepositional phrases.
- In this lesson, you will read words with diphthongs oi and oy.
- In this lesson, you will identify features of strong concluding statements.

3. Question to Learn: Speak/Listen

- In this lesson, you will identify details that support the main idea of a text.
- In this lesson, you will evaluate evidence that supports a main idea.
- In this lesson, you will use prepositional phrases when you communicate.
- In this lesson, you will use your plan to write the body of your explanatory text.

4. Question to Learn: Fluency
 - In this lesson, you will determine the main idea and supporting details in an informational text.
 - In this lesson, you will use details to determine the main idea in a text that gives information.
 - In this lesson, you will spell words with diphthongs oi and oy.
 - In this lesson, you will use a plan to draft the conclusion to your explanatory text.
5. Question to Learn: Synthesize
 - In this lesson, you will use a plan to draft the conclusion to your explanatory text.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will review inferring main ideas from supporting details in texts.

15. Learning from Science

1. Learning from Science: Genre
 - In this lesson, you will explain how feelings can affect the decisions you make.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain what context clues are.
 - In this lesson, you will identify words with the vowel pairs ai, ay, ee, and ea.
 - In this lesson, you will read more words that do not follow regular spelling patterns.
2. Learning from Science: Comprehension
 - In this lesson, you will find key words about time in a text.
 - In this lesson, you will think about author's purpose and time words.
 - In this lesson, you will use context clues to determine the meaning of words and phrases.
 - In this lesson, you will read words with vowel pairs ai, ay, ee, ea.
 - In this lesson, you will practice writing lowercase v in cursive.
3. Learning from Science: Speak/Listen
 - In this lesson, you will find words that show a sequence.
 - In this lesson, you will tell about an experience.
 - In this lesson, you will explain the context clues you used to find the meaning of a word.
 - In this lesson, you will practice writing lowercase x in cursive.
 - In this lesson, you will read a book of your choice.
4. Learning from Science: Fluency
 - In this lesson, you will find cause-and-effect in a nonfiction text.
 - In this lesson, you will match examples to conclusions.
 - In this lesson, you will spell words with vowel pairs ai, ay, ee, and ea.
 - In this lesson, you will review signal words and cause-and-effect relationships.
5. Learning from Science: Synthesize
 - In this lesson, you will review signal words and cause-and-effect relationships.
 - In this lesson, you will recall a learning experience to make connections between ideas.

- In this lesson, you will read a book of your choice.
- 16. Exploring the World**
1. Exploring the World: Genre
 - In this lesson, you will show the steps in making a decision.
 - In this lesson, you will identify characteristics of problem-and-solution text structures.
 - In this lesson, you will explain the use of sensory details.
 - In this lesson, you will identify words with plural endings -s, -es, -ies.
 - In this lesson, you will revise your explanatory text.
 2. Exploring the World: Comprehension
 - In this lesson, you will use the problem-and-solution text structure to locate information in informational texts.
 - In this lesson, identify sensory details in literary texts.
 - In this lesson, you will read words with plural endings -s, -es, and -ies.
 - In this lesson, you will revise your writing.
 3. Exploring the World: Speak/Listen
 - In this lesson, you will explain the characteristics of a descriptive text structure.
 - In this lesson, you will use sensory details to develop characters and convey experiences when writing a narrative.
 - In this lesson, you will edit your explanatory text.
 4. Exploring the World: Fluency
 - In this lesson, you will draw out information and meaning from descriptive texts.
 - In this lesson, you will describe the text structures an author uses in an informational text.
 - In this lesson, you will spell words with the plural endings -s, -es, -ies.
 - In this lesson, you will publish your revised explanatory text.
 5. Exploring the World: Write
 - In this lesson, you will listen to decide whether what you hear is a story or whether it gives information.
 6. Learning Experiences Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas. In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking

activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing an opinion text and generating a research report from topical investigation. The focus on reading and writing is supplemented with instruction in grammar, phonics, spelling, handwriting, and reading foundations—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester B Outline

1. Use Your Imagination

1. Use Your Imagination: Genre
 - In this lesson, you will explain how short- and long-term goals are different.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain the difference between literal and nonliteral meanings of words and phrases.
 - In this lesson, you will identify words with the vowel sound spelled aw, au, al, all, a, and o.
 - In this lesson, you will form contractions.
2. Use Your Imagination: Comprehension
 - In this lesson, you will identify similes in a story.
 - In this lesson, you will use similes to talk about feelings.
 - In this lesson, you will tell the difference between literal and nonliteral meanings of words in a literary text.
 - In this lesson, you will write uppercase A and O in cursive.
 - In this lesson, you will read words with the vowel sound spelled aw, au, al, all, a, and o.
3. Use Your Imagination: Speak/Listen
 - In this lesson, you will tell what metaphors are and find metaphors in a poem.
 - In this lesson, you will discuss ways to reduce stress.
 - In this lesson, you will discuss the use of voice in a story.
 - In this lesson, you will make connections between words and their use.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase C and E in cursive.
4. Use Your Imagination: Fluency
 - In this lesson, you will explain the metaphors in a poem.
 - In this lesson, you will read aloud to someone.
 - In this lesson, you will spell words with the vowel sound spelled aw, au, al, all, a, and o.
 - In this lesson, you will identify similes and metaphors.
5. Use Your Imagination: Synthesize
 - In this lesson, you will determine the meanings of metaphors.
 - In this lesson, you will determine new uses for ordinary objects.
 - In this lesson, you will determine the meanings of metaphors.

- In this lesson, you will read a book of your choice.

2. Family First

1. Family First: Genre

- In this lesson, you will identify how your feelings change.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will identify examples of homographs.
- In this lesson, you will identify homophones.
- In this lesson, you will form irregular contractions.

2. Family First: Comprehension

- In this section, you will identify examples of personification.
- In this section, you will explain what examples of personification mean.
- In this section, you will explain how authors use personification in a story.
- In this lesson, you will identify homonyms.
- In this lesson, you will write uppercase L and uppercase D in cursive.
- In this lesson, you will read homophones.

3. Family First: Speak/Listen

- In this section, you will tell what personification means in a story. You will tell how personification shapes the story.
- In this section, you will provide responses to questions about personification while using complete sentences.
- In this lesson, you will use homonyms and homophones correctly in text.
- In this lesson, you will read a book of your choice.
- In this lesson, you will write uppercase B and R in cursive.

4. Family First: Fluency

- In this section, you will explain what the idioms in a story mean.
- In this section, you will identify how punctuation helps in reading with expression.
- In this lesson, you will spell homophones.
- In this lesson, you will identify personification and idioms.

5. Family First: Synthesize

- In this section, you will use context clues to understand the meaning of idioms. You also will explain how an idiom shapes a story.
- In this section, you will explain how the meaning of idioms shapes a story.
- In this section, you will draw conclusions about a story.
- In this lesson, you will read a book of your choice.

3. Think Creatively

1. Think Creatively: Genre

- In this lesson, you will describe what you have done to reach a goal.
- In this lesson, you will identify the genre of a text.
- In this lesson, you will identify subject-verb agreement.
- In this lesson, you will identify words with soft c and soft g.
- In this lesson, you will practice fluently reading a fable with expression.

2. Think Creatively: Comprehension

- In this lesson, you will identify a theme in a story.
- In this lesson, you will use the theme of a story to identify how people from different backgrounds can work together.
- In this lesson, you will use subject-verb agreement in writing.
- In this lesson, you will write uppercase T and F in cursive.

- In this lesson, you will read words with soft c and soft g.
3. Think Creatively: Speak/Listen
 - In this lesson, you will use clues to find the setting in a story.
 - In this lesson, you will locate information in a story to respond to questions.
 - In this lesson, you will explain how the characters in a series move the story forward in similar and different ways.
 - In this lesson, you will use subject-verb agreement when speaking.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase S and G in cursive.
 4. Think Creatively: Fluency
 - In this lesson, you will explain how the themes in two stories by the same author are the same and different.
 - In this lesson, you will determine how characters in stories deal with setbacks.
 - In this lesson, you will spell words with soft c and soft g.
 - In this lesson, you will identify theme and setting in a story.
 5. Think Creatively: Synthesize
 - In this lesson, you will explain how the settings in two stories are the same and different.
 - In this lesson, you will identify solutions for unusual problems.
 - In this lesson, you will read a book of your choice.

4. Conflicts Help Us Grow

1. Conflicts Help Us Grow: Genre
 - In this lesson, you will draw a picture of something you like to do with your family.
 - In this lesson, you will identify something you like to do with your family and draw a picture of it.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify pronouns and antecedents in writing.
 - In this lesson, you will identify words in which the letter y changes to i when an ending is added.
 - In this lesson, you will practice reading a text with accuracy.
2. Conflicts Help Us Grow: Comprehension
 - In this lesson, you will use pronouns and antecedents correctly when writing.
 - In this lesson, you will make connections between events in a story.
 - In this lesson, you will use pronouns and their antecedents correctly when writing.
 - In this lesson, you will write uppercase I in cursive.
 - In this lesson, you will read words in which the letter y changes to i when an ending is added.
3. Conflicts Help Us Grow: Speak/Listen
 - In this lesson, you will determine similarities and differences in the plots of two stories.
 - In this lesson, you will draw conclusions about the same character in different stories.
 - In this lesson, you will use pronouns and their antecedents correctly when speaking.
 - In this lesson, you will read a book of your choice.

- In this lesson, you will write uppercase J in cursive.
- 4. Conflicts Help Us Grow: Fluency
 - In this lesson, you will determine genres by comparing and contrasting details.
 - In this lesson, you will read aloud with expression to communicate characters' words.
 - In this lesson, you will spell words in which the letter y changes to i when an ending is added to a base word.
 - In this lesson, you will identify the plot and genre of a text.
- 5. Conflicts Help Us Grow: Read
 - In this lesson, you will identify the plot and genre of a text.
- 6. Growing and Overcoming Unit Test

5. Getting to Know You

1. Getting to Know You: Genre
 - In this lesson, you will identify the plot and genre of a text.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how to use comparative and superlative adjectives.
 - In this lesson, you will identify words with the endings -er and -est.
 - In this lesson, you will identify how a writer tells readers their opinion on a topic.
2. Getting to Know You: Comprehension
 - In this lesson, you will provide responses to questions about characters.
 - In this lesson, you will respond to key questions.
 - In this lesson, you will identify comparative and superlative adjectives in writing.
 - In this lesson, you will read words with the endings -er and -est.
 - In this lesson, you will identify how writers group an opinion and reasons in a text.
3. Getting to Know You: Speak/Listen
 - In this lesson, you will provide responses to questions about setting.
 - In this lesson, you will provide responses to questions after listening to a story.
 - In this lesson, you will identify the correct comparative or superlative adjective when writing or speaking.
 - In this lesson, you will explain your opinion on a topic in your introduction.
4. Getting to Know You: Fluency
 - In this lesson, you will answer questions about plot.
 - In this lesson, you will read with expression.
 - In this lesson, you will spell words with the endings -er and -est.
 - In this lesson, you will explain reasons for your opinion in a concept web.
5. Getting to Know You: Synthesize
 - In this lesson, you will answer questions about the sequence of events in a story.
 - In this lesson, you will analyze two stories for similarities and differences.
 - In this lesson, you will listen to a text and answer questions to show you understand it, and tell the genre.

6. Surprising Characters

1. Surprising Characters: Genre
 - In this lesson, you will listen to a text and answer questions to show you understand it, and tell the genre.
 - In this lesson, you will identify linking words and phrases and tell how writers use them to connect opinions, reasons, and details.
 - In this lesson, you will describe comparative adverbs and superlative adverbs.
 - In this lesson, you will identify compound words.
 - In this lesson, you will use the names for parts of poems when talking and speaking about a poem.
2. Surprising Characters: Comprehension
 - In this lesson, you will use the names for parts of poems when talking and speaking about a poem.
 - In this lesson, you will use details to describe differences in cultures after reading a poem.
 - In this lesson, you will explain the rhyme scheme in a poem.
 - In this lesson, you will identify comparative adverbs and superlative adverbs in writing.
 - In this lesson, you will read compound words.
 - In this lesson, you will identify features of strong conclusions.
3. Surprising Characters: Speak/Listen
 - In this lesson, you will identify parts of a poem.
 - In this lesson, you will think about your healthy habits and plan to make changes.
 - In this lesson, you will explain how sound devices are used in a poem.
 - In this lesson, you will determine the correct use of comparative and superlative adverbs.
 - In this lesson, you will explain the reasons for your opinion.
4. Surprising Characters: Fluency
 - In this lesson, you will explain the meaning of lines and stanzas.
 - In this lesson, you will read a poem with expression.
 - In this lesson, you will identify the structure of poems.
 - In this lesson, you will spell compound words.
 - In this lesson, you will write a draft of the conclusion to your opinion text.
5. Surprising Characters: Synthesize
 - In this lesson, you will explain how details build a poem.
 - In this lesson, you will analyze how people interpret messages differently.
 - In this lesson, you will explain the meaning of parts of a poem.

7. Keeping an Open Mind

1. Keeping an Open Mind: Genre
 - In this lesson, you will explain how solving a problem you have with a friend can help your friendship grow.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how to use singular possessive nouns.
 - In this lesson, you will identify singular possessive words.
 - In this lesson, you will read a text at a proper rate.
2. Keeping an Open Mind: Comprehension

- In this lesson, you will connect story events to feelings and experiences in your own life.
 - In this lesson, you will identify connections made between characters' experiences and in your own life.
 - In this lesson, you will identify singular possessive nouns in writing.
 - In this lesson, you will read singular possessive words.
 - In this lesson, you will practice writing in cursive with proper spacing between letters.
3. Keeping an Open Mind: Speak/Listen
 - In this lesson, you will identify connections between different story events and experiences in your own life.
 - In this lesson, you will identify connections between different texts.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will practice writing in cursive with proper spacing between words.
 - In this lesson, you will read a book of your choice.
 4. Keeping an Open Mind: Fluency
 - In this lesson, you will compare a story to your own life.
 - In this lesson, you will demonstrate fluent reading in a recording after learning about careers that require that skill.
 - In this lesson, you will spell singular possessive words.
 - In this lesson, you will connect a text to your life and to other texts.
 5. Keeping an Open Mind: Synthesize
 - In this lesson, you will use your own knowledge and experiences to make comparisons between texts.
 - In this lesson, you will compare how builders and readers reflect on experiences to make connections.
 - In this lesson, you will read a book of your choice.

8. Asking for Help

1. Asking for Help: Genre
 - In this lesson, you will listen to a text, show you understand it, and tell what type of writing it is.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will explain how plural possessives are used.
 - In this lesson, you will identify plural possessive words.
 - In this lesson, you will revise your opinion text.
2. Asking for Help: Comprehension
 - In this lesson, you will explain how a story's illustrations help create a mood.
 - Think about the story. Look again at the illustrations. What is the mood of the whole story? Write about it in your own words.
 - In this lesson, you will explain how a story's illustrations help create a mood.
 - In this lesson, you will identify plural possessive nouns in writing.
 - In this lesson, you will read plural possessive words.
 - In this lesson, you will check your writing again for further revisions.
3. Asking for Help: Speak/Listen
 - In this lesson, you will explain how a story's illustrations help you understand a character.
 - In this lesson, you will discuss people's feelings after listening to understand.

- In this lesson, you will form and use plural possessive nouns when writing.
 - In this lesson, you will edit your opinion text.
4. Asking for Help: Fluency
 - In this section, you will describe a story’s setting, including how illustrations help you understand it.
 - In this lesson, you will get your opinion text ready to share with readers.
 - In this lesson, you will spell plural possessive words.
 - In this lesson, you will prepare your opinion text for readers.
 5. Asking for Help: Write
 - In this lesson, you will present your opinion text to your Learning Coach.
 6. First Impressions Unit Test

9. Out in Space

1. Out in Space: Genre
 - In this lesson, you will describe ways to help keep yourself and others safe.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify coordinating and subordinating conjunctions in writing.
 - In this lesson, you will identify words with the suffixes -ful, -less, and -ly.
 - In this lesson, you will practice reading aloud with expression.
2. Out in Space: Comprehension
 - In this lesson, you will locate information in a text in response to questions.
 - In this lesson, you will locate answers in a text in response to questions.
 - In this lesson, you will use coordinating conjunctions correctly in writing and speaking.
 - In this lesson, you will write uppercase M and N in cursive.
 - In this lesson, you will read words with the suffixes -ful, -less, and -ly.
3. Out in Space: Speak/Listen
 - In this lesson, you will find text evidence to answer questions.
 - In this lesson, you will use coordinating or subordinating conjunctions depending on the meaning of a sentence.
 - In this lesson, you will use subordinating conjunctions correctly in writing and speaking.
 - In this lesson, you will find text evidence and answer questions about an informational text.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase H and K in cursive.
4. Out in Space: Fluency
 - In this lesson, you will answer questions about an informational text.
 - In this lesson, you will use ideas from reading to do creative work.
 - In this lesson, you will spell words with suffixes -ful, -less, and -ly.
 - In this lesson, you will answer questions about an informational text using text evidence.
5. Out in Space: Synthesize
 - In this lesson, you will answer questions about an informational text.
 - In this lesson, you will tell how your social groups are similar and different.
 - In this lesson, you will read a book of your choice.

10. Creatures of the Night

1. Creatures of the Night: Genre

- In this lesson, you will compare and contrast your social groups.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify words with closed syllables.
 - In this lesson, you will practice reading a poem aloud without making mistakes.
2. Creatures of the Night: Comprehension
 - In this section, you will explain how the ideas are organized in an informational text.
 - In this section, you will explain how rereading helps you understand text structure.
 - In this lesson, you will use commas when writing about locations.
 - In this lesson, you will write uppercase P and Q in cursive.
 - In this lesson, you will read words with closed syllables.
 3. Creatures of the Night: Speak/Listen
 - In this lesson, you will identify comparison in an informational text.
 - In this lesson, you will use a diagram to make comparisons.
 - In this lesson, you will use commas with coordinating adjectives.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase V and U in cursive.
 4. Creatures of the Night: Fluency
 - In this lesson, you will learn why it is important for authors to put events in the order in which they happened.
 - In this lesson, you will read new words with accuracy.
 - In this lesson, you will spell words with closed syllables.
 - In this lesson, you will explain how and why authors use comparison or cause and effect to organize ideas.
 5. Creatures of the Night: Synthesize
 - In this lesson, you will use signal words to find causes and effects in an informational text.
 - In this lesson, you will identify cause/effect connections and make sure that they are correct.
 - In this lesson, you will read a book of your choice.

11. It Happens at Night!

1. It Happens at Night!: Genre
 - In this lesson, you will explain how to take care of other people's things.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will use commas with a series of words.
 - In this lesson, you will identify words with open syllables.
 - In this lesson, you will use context to determine the meaning of a word.
2. It Happens at Night!: Comprehension
 - In this lesson, you will determine why authors put events in a sequence.
 - In this lesson, you will find places where sequencing is used to organize ideas in an informational text.
 - In this lesson, you will use a comma before a coordinating conjunction in a compound sentence.
 - In this lesson, you will write uppercase W and X in cursive.
 - In this lesson, you will read words with open syllables.
3. It Happens at Night!: Speak/Listen

- In this lesson, you will take part in a discussion and express your ideas clearly.
 - In this lesson, you will participate in a discussion.
 - In this lesson, you will capitalize the names of geographical places.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write uppercase Y and Z in cursive.
4. It Happens at Night!: Fluency
 - In this lesson, you will describe how ideas in sentences are connected.
 - In this lesson, you will learn how to think like a scientist.
 - In this lesson, you will spell words with open syllables.
 - In this lesson, you will spell words with open syllables.
 1. It Happens at Night!: Synthesize
 - In this lesson, you will explain how the ideas in different paragraphs are connected.
 - In this lesson, you will use signal words to identify causes and effects.
 - In this lesson, you will identify problems and solutions in informational texts.
 - In this lesson, you will identify some roles for taking part in a group discussion.

12. Changes in the Night Sky

2. Changes in the Night Sky: Genre
 - In this lesson, you will describe how you can give someone a compliment by saying something nice.
 - In this lesson, you will practice reading a poem at a proper rate.
 - In this lesson, you will capitalize words in titles and titles of respect when writing.
 - In this lesson, you will capitalize number words that begin a sentence.
 - In this lesson, you will identify words with prefixes un-, re-, pre-, and dis-.
 - In this lesson, you will read a poem aloud at a proper rate.
3. Changes in the Night Sky: Comprehension
 - In this lesson, you will learn how to ask questions to identify causes and effects.
 - In this lesson, identify causes and effects by asking questions.
 - In this lesson, identify causes and effects by asking questions.
 - In this lesson, you will capitalize the names of places and holidays.
 - In this lesson, you will write a sentence in cursive on two lines.
 - In this lesson, you will identify words with prefixes un-, pre-, re-, and dis-.
4. Changes in the Night Sky: Speak/Listen
 - In this lesson, you will learn how to identify compare/contrast relationships.
 - In this lesson, you will use signal words to make connections.
 - In this lesson, you will capitalize company and product names.
 - In this lesson, you will read a book of your choice.
 - In this lesson, you will write sentences in cursive on two lines.
5. Changes in the Night Sky: Fluency
 - In this lesson, you will identify compare/contrast relationships.
 - In this lesson, you will use comprehension strategies while reading an informational text.
 - In this lesson, you will spell words with prefixes un-, pre-, re-, and dis-.

- In this lesson, you will list ways you can build better relationships with others.
6. Changes in the Night Sky: Fluency Discussion
 7. Changes in the Night Sky: Read
 - In this lesson, you will read a book of your choice.
 8. Out at Night Unit Test
- 13. Sea Creatures**
1. Sea Creatures: Genre
 - In this lesson, you will identify ways you can build better relationships with others.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will tell how primary and secondary sources are different.
 - In this lesson, you will identify words that end with a consonant followed by -le.
 - In this lesson, you will identify parts of a research report.
 2. Sea Creatures: Comprehension
 - In this lesson, you will explain how primary and secondary sources are different.
 - In this lesson, you will explain the solution to a problem.
 - In this lesson, you will expand simple sentences and compound sentences.
 - In this lesson, you will read words that end with a consonant followed by -le.
 - In this lesson, you will explain how writers introduce a topic in the introduction of a research report.
 3. Sea Creatures: Speak/Listen
 - In this lesson, you will identify examples of primary and secondary sources.
 - In this lesson, you will give a report about a topic.
 - In this lesson, you will rearrange simple sentences and compound sentences.
 - In this lesson, you will vary sentence beginnings to improve fluency.
 - In this lesson, you will plan the introduction of your research report based on your research.
 4. Sea Creatures: Fluency
 - In this lesson, you will explain why some sources may be more reliable than others.
 - In this lesson, you will make a research plan that includes primary and secondary sources.
 - In this lesson, you will explain what a text is about by skimming it.
 - In this lesson, you will spell words that end with a consonant followed by -le.
 - In this lesson, you will write a draft of the introduction of your research report.
 5. Sea Creatures: Synthesize
 - In this lesson, you will explain how to use paraphrasing to avoid plagiarism.
 - In this lesson, you will find the answers to questions in a text.
 - In this lesson, you will paraphrase main ideas and details in a text.
 - In this lesson, you will plan the body paragraphs of your research report.
- 14. The Importance of Oceans**
1. The Importance of Oceans: Genre
 - In this lesson, you will explain how to use I-statements to tell someone how you feel.

- In this lesson, you will identify the genre of a text.
 - In this lesson, you will think aloud to identify important points and key details in an informational text.
 - In this lesson, you will identify words with ough, augh, and old.
 - In this lesson, you will identify how facts, definitions, details, and visuals are used in a research report.
2. The Importance of Oceans: Comprehension
 - In this lesson, you will identify important points and key details in an informational text.
 - In this lesson, you will use idea-generating techniques.
 - In this lesson, you will identify information that supports a topic.
 - In this lesson, you will use complex sentences in writing.
 - In this lesson, you will create sentence fluency by using long and short sentences.
 - In this lesson, you will read words with ough, augh, and old.
 - In this lesson, you will identify how skilled writers end their research reports.
 3. The Importance of Oceans: Speak/Listen
 - In this lesson, you will make comparisons and contrasts between two texts about the same topic.
 - In this lesson, you will use effective speaking tips while giving a speech.
 - In this lesson, you will use complex sentences when writing and speaking.
 - In this lesson, you will create a draft of the body paragraphs in your research report.
 4. The Importance of Oceans: Fluency
 - In this lesson, you will create a draft of the body paragraphs in your research report.
 - In this lesson, you will compare different types of media.
 - In this lesson, you will spell words with ough, augh, and old.
 - In this lesson, you will write a conclusion for your research report.
 5. The Importance of Oceans: Synthesize
 - In this lesson, you will explain how annotations help you to find and take notes about a source.
 - In this lesson, you will analyze texts to compare and contrast important points.
 - In this lesson, you will analyze texts to compare and contrast important points as they relate to science.
 - In this lesson, you will use signal words to find causes and effects in an informational text.

15. Ocean Journeys

1. Ocean Journeys: Genre
 - In this lesson, you will show that you know how to help others.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will define shades of meaning among words that are related.
 - In this lesson, you will identify words that are part of the -ind, -ost, and -ild word families.
 - In this lesson, you will read poetry aloud in an interesting way.
2. Ocean Journeys: Comprehension

- In this lesson, you will read compound words.
 - In this lesson, you will identify the author’s point of view in an informational text.
 - In this lesson, you will identify problems and their solutions.
 - In this lesson, you will tell the differences among the meaning of words that describe states of mind.
 - In this lesson, you will distinguish differences among the meaning of words that describe states of mind.
 - In this lesson, you will read words that are part of the -ind, -ost, and -ild word families.
 - In this lesson, you will write words, thoughts, and answers in cursive.
3. Ocean Journeys: Speak/Listen
 - In this lesson, you will determine an author's point of view using evidence in an informational text.
 - In this lesson, you will identify the main idea and supporting details in a text that is read aloud.
 - In this lesson, you will distinguish among the meanings that describe degrees of certainty.
 - In this lesson, you will use indentation when you write a paragraph in cursive.
 - In this lesson, you will read a book of your choice.
 4. Ocean Journeys: Fluency
 - In this lesson, you will explain how an author's point of view differs from your point of view.
 - In this lesson, you will read a text aloud with accuracy and the right rate.
 - In this lesson, you will spell words that are part of the -ind, -ost, and -ild word families.
 - In this lesson, you will explain how an author's point of view differs from your point of view.
 5. Ocean Journeys: Synthesize
 - In this lesson, you will determine the meanings of new words that relate to the topic of an informational text.
 - In this lesson, you will compare texts in order to develop a point of view about how people can protect our oceans.
 - In this lesson, you will choose and read a book.

16. Dangers to Our Ocean

1. Dangers in Our Oceans: Genre
 - In this lesson, you will identify something you would like to be able to do better.
 - In this lesson, you will identify the genre of a text.
 - In this lesson, you will identify how similes and metaphors add effect to writing.
 - In this lesson, you will identify contractions.
 - In this lesson, you will create a works cited page for your research report.
2. Dangers in Our Oceans: Comprehension
 - In this lesson, you will use text features to learn the meaning of unfamiliar words.
 - In this lesson, you will identify texts with an inanimate voice.

- In this lesson, you will identify the effect of similes and metaphors in writing.
 - In this lesson, you will read contractions.
 - In this lesson, you will revise your research report.
3. Dangers in Our Oceans: Speak/Listen
 - In this lesson, you will use context clues to learn the meaning of academic words.
 - In this lesson, you will report clearly on a topic.
 - In this lesson, you will add onomatopoeia, similes, and metaphors to revise sentences for effect.
 - In this lesson, you will edit your research report.
 4. Dangers in Our Oceans: Fluency
 - In this lesson, you will use context clues to learn the meaning of domain-specific words.
 - In this lesson, you will set a goal to improve the time you can read aloud with accuracy.
 - In this lesson, you will explain examples of hyperbole in a text.
 - In this lesson, you will spell contractions.
 - In this lesson, you will add a visual to your research report before sharing it with readers.
 5. Dangers in Our Oceans: Write
 - In this lesson, you will add a visual to your research report before sharing it with readers.
 6. The Deep Blue Sea Unit Test

Language Arts 4

Language Arts 4

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas. In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing narrative and explanatory texts. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester A Outline

1. Actions Speak Louder than Words

1. Actions and Words: Genre

- In this lesson, you will describe how people overcome obstacles to achieve a goal.
- In this lesson, you will identify the topic of a text after listening to a text.
- In this lesson, you will use complete simple sentences.
- In this lesson, you will identify words with the short a, e, i, o, and u sounds.
- In this lesson, you will practice writing print uppercase and lowercase letters, punctuation marks, and the numbers 0–10.

2. Actions and Words: Comprehension

- In this lesson, you will use context clues in the text to help you determine word meanings.
- In this lesson, you will learn how to prioritize responsibilities.
- In this lesson, you will find and correct sentence fragments.
- In this lesson, you will write sentences using correct spacing.
- In this lesson, you will pronounce words with the short a, e, i, o, and u sounds.

3. Actions and Words: Speak/Listen
 - In this lesson, you will paraphrase a text that is read aloud.
 - In this lesson, you will decide what information is important to paraphrase.
 - In this lesson, you will correct run-on sentences.
 - In this lesson, you will choose a book to read.
4. Actions and Words: Fluency
 - In this lesson, you will identify the central idea and supporting details of a story to help summarize.
 - In this lesson, you will provide a summary of a literary text.
 - In this lesson, you will use context clues to summarize a story.
 - In this lesson, you will spell words with the short a, e, i, o, and u sounds.
 - In this lesson, you will choose a book to read.

2. Kindness Goes a Long Way

1. Kindness Goes a Long Way: Genre
 - In this lesson, you will explain how to use the internet safely.
 - In this lesson, you will identify descriptions in a story that is read aloud.
 - In this lesson, you will correctly capitalize proper nouns.
 - In this lesson, you will identify words with the long a vowel sound.
 - In this lesson, you will read uppercase and lowercase cursive writing.
2. Kindness Goes a Long Way: Comprehension
 - In this lesson, you will use story details to describe a character.
 - In this lesson, you will analyze a character in a story.
 - In this lesson, you will use capitalization in sentences.
 - In this lesson, you will write the numbers 0–10 and punctuation marks in cursive.
 - In this lesson, you will pronounce words with the long a vowel sound.
3. Kindness Goes a Long Way: Speak/Listen
 - In this lesson, you will use story details to describe an event.
 - In this lesson, you will use details to orally describe an event in a story.
 - In this lesson, you will correct capitalization errors in sentences.
 - In this lesson, you will choose a book to read.
4. Kindness Goes a Long Way: Fluency
 - In this lesson, you will use story details to describe a setting.
 - In this lesson, you will use expression to effectively describe a setting.
 - In this lesson, you will identify events and settings in a story.
 - In this lesson, you will spell words with the long a sound.
5. Kindness Goes a Long Way: Synthesize
 - In this lesson, you will use details to describe a character, setting, or event in a story.
 - In this lesson, you will explain how details in a story are alike or different.
 - In this lesson, you will choose to read a book.

3. Lessons in Kindness

1. Lessons in Kindness: Genre
 - In this lesson, you will practice listening in a way that shows you are paying attention.
 - In this lesson, you will retell a story that you have heard.
 - In this lesson, you will use punctuation to complete sentences.
 - In this lesson, you will identify words with the long e spelling pattern.

- In this lesson, you will write lowercase i and l in cursive.
2. Lessons in Kindness: Comprehension
 - In this lesson, you will explain what a story is about by summarizing.
 - In this lesson, you will use a summarizing strategy to learn about a culture.
 - In this lesson, you will correct punctuation errors in sentences.
 - In this lesson, you will write lowercase e and t in cursive.
 - In this lesson, you will pronounce words with the long e spelling pattern.
 3. Lessons in Kindness: Speak/Listen
 - In this lesson, you will clearly recount stories by setting the scene, sequencing details, and giving a closing sentence.
 - In this lesson, you will speak clearly when recounting a story or experience.
 - In this lesson, you will choose punctuation for effect when writing.
 - In this lesson, you will choose a book to read.
 4. Lessons in Kindness: Fluency
 - In this lesson, you will identify details that support the moral in a folktale.
 - In this lesson, you will show a readiness to improve reading a folktale with expression.
 - In this lesson, you will prepare for a discussion by asking and answering some questions about a text.
 - In this lesson, you will spell words with the long e spelling pattern.
 5. Lessons in Kindness: Synthesize
 - In this lesson, you will locate details in a story to respond to questions.
 - In this lesson, you will ask questions to better understand a story.
 - In this lesson, you will choose a book to read.

4. A Boost in Kindness

1. A Boost in Kindness: Genre
 - In this lesson, you will use “I-Statements” to express emotions.
 - In this lesson, you will listen to explain the central message of a story.
 - In this lesson, you will correct comma use errors in complex sentences.
 - In this lesson, you will identify words with the long i and long o vowel sounds.
 - In this lesson, you will write lowercase o and a in cursive.
2. A Boost in Kindness: Comprehension
 - In this lesson, you will ask questions to help you understand a story.
 - In this lesson, you will ask questions to help you understand a text.
 - In this lesson, you will correct comma and quotation mark errors in direct speech.
 - In this lesson, you will write lowercase c and d in cursive.
 - In this lesson, you will pronounce words with the long i and long o sounds.
3. A Boost in Kindness: Speak/Listen
 - In this lesson, you will find text evidence to answer questions.
 - In this lesson, you will find text evidence to answer questions.
 - In this lesson, you will correctly use commas and quotation marks to mark quotations from texts.
 - In this lesson, you will choose a book to read.
4. A Boost in Kindness: Fluency
 - In this lesson, you will use text evidence to make inferences.
 - In this lesson, you will use your voice to express feeling while reading aloud.

- In this lesson, you will spell words with the long i and long o sounds.
 - In this lesson, you will participate in a group discussion about a text.
5. A Boost in Kindness: Fluency Discussion
 6. A Boost in Kindness: Read
 - In this lesson, you will choose a book to read.
 7. The Importance of Being Kind Unit Test

5. Watching Animals

1. Watching Animals: Genre
 - In this lesson, you will explain how to plan healthy meals.
 - In this lesson, you will identify the narrator of a text.
 - In this lesson, you will explain how relative pronouns are used.
 - In this lesson, you will identify an author's purpose in narrative writing.
2. Watching Animals: Comprehension
 - In this lesson, you will identify first-person point of view and narration in a literary text.
 - In this lesson, you will identify first-person point of view and narration in media.
 - In this lesson, you will identify relative pronouns in writing.
 - In this lesson, you will plan the beginning of your story.
3. Watching Animals: Speak/Listen
 - In this lesson, you will identify third-person point of view and narration in a literary text.
 - In this lesson, you will take turns speaking and listening as you discuss third-person point of view.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will plan the middle of your story.
4. Watching Animals: Fluency
 - In this lesson, you will describe how point of view shapes a reader's ideas about characters, settings, and events.
 - In this lesson, you will express ideas about characters orally and in writing.
 - In this lesson, you will use relative pronouns.
 - In this lesson, you will use words and phrases to write about events in an exact way.
5. Watching Animals: Synthesize
 - In this lesson, you will compare and contrast first-person and third-person narrations in stories.
 - In this lesson, you will evaluate first-person and third-person points of view to determine which one to use and when.
 - In this lesson, you will write the beginning of your story.

6. Understanding Animals

1. Understanding Animals: Genre
 - In this lesson, you will explain how to stay safe when doing activities.
 - In this lesson, you will identify the story's central idea after listening to a story.
 - In this lesson, you will explain how relative adverbs are used.
2. Understanding Animals: Comprehension
 - In this lesson, you will examine how authors use sensory details to help readers imagine events and experiences.

- In this lesson, you will use context clues to determine the meanings of words and phrases.
 - In this lesson, you will use context clues to interpret the meanings of words.
 - In this lesson, you will identify relative adverbs in writing.
 - In this lesson, you will use description and dialogue to tell about what happens in your story.
3. Understanding Animals: Speak/Listen
 - In this lesson, you will identify the difference between a story's theme and its central idea.
 - In this lesson, you will make decisions about a story's central idea and theme.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use description and dialogue to show how characters respond to what happens in your story.
 4. Understanding Animals: Fluency
 - In this lesson, you will use details in a story to determine the story's theme.
 - In this lesson, you will explain how expression helps support your ideas about a story's theme.
 - In this lesson, you will use relative adverbs.
 - In this lesson, you will write a conclusion to your narrative.
 5. Understanding Animals: Synthesize
 - In this lesson, you will describe how theme influences a character, a setting, or an event in a story.
 - In this lesson, you will ask questions to reflect on the influence of theme in a story.
 - In this lesson, you will identify how an author's style impacts writing as you finish a rough draft of your story.

7. A Bird's Eye View

1. A Bird's Eye View: Genre
 - In this lesson, you will explain how people, events, and things help you reach your goals.
 - In this lesson, you will identify the theme in a story.
 - In this lesson, you will explain how progressive verb tenses are used.
 - In this lesson, you will identify words with consonant digraphs.
 - In this lesson, you will write cursive lowercase letters while joining letters in a series.
2. A Bird's Eye View: Comprehension
 - In this lesson, you will connect a story to your own life, experiences, and feelings.
 - In this lesson, you will connect past experiences with what you have read.
 - In this lesson, you will identify progressive verb tenses in writing.
 - In this lesson, you will write words legibly to join letters in cursive.
 - In this lesson, you will pronounce words with consonant digraphs.
3. A Bird's Eye View: Speak/Listen
 - In this lesson, you will use relevant details to support main ideas and themes in myths.
 - In this lesson, you will paraphrase parts of a text using relevant details to support main ideas and themes.

- In this lesson, you will identify progressive verb tenses in speech.
 - In this lesson, you will choose a book to read.
4. A Bird's Eye View: Fluency
 - In this lesson, you will compare and contrast themes in traditional stories.
 - In this lesson, you will practice reading at a good rate.
 - In this lesson, you will write an essay using knowledge of comparing and contrasting themes.
 - In this lesson, you will spell words with consonant digraphs.
 5. A Bird's Eye View: Synthesize
 - In this lesson, you will compare and contrast patterns of events in traditional stories.
 - In this lesson, you will compare and contrast the patterns of events of two traditional tales.
 - In this lesson, you will choose a book to read.

8. People Need Animals

1. People Need Animals: Genre
 - In this lesson, you will tell the differences among mild, medium, and high levels of emotions.
 - In this lesson, you will draw a picture of a scene from a story as you listen to the story.
 - In this lesson, you will form progressive verb tenses in writing.
 - In this lesson, you will revise your narrative by adding sensory details.
2. People Need Animals: Comprehension
 - In this lesson, you will use paraphrasing to help yourself understand a text.
 - In this lesson, you will ask questions based on observations.
 - In this lesson, you will use progressive verb tenses in writing.
 - In this lesson, you will revise your draft by adding transitions to your narrative.
3. People Need Animals: Speak/Listen
 - In this lesson, you will make connections between two versions of a story.
 - In this lesson, you will paraphrase a text after listening.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will make final revisions to the draft of your narrative.
4. People Need Animals: Fluency
 - In this lesson, you will make connections after reading and listening to a story.
 - In this lesson, you will analyze how compromise works.
 - In this lesson, you will use progressive verb tenses in speech.
 - In this lesson, you will use a computer to edit your narrative.
5. People Need Animals: Write
 - In this lesson, you will publish your narrative.
6. Animal Teachers Unit Test

9. Mighty Medicines

1. Mighty Medicines: Genre
 - In this lesson, you will identify people in your community who provide help and support.
 - In this lesson, you will identify a message in an informational text.
 - In this lesson, you will explain how helping verbs are used.

- In this lesson, you will identify words with three-letter blends.
 - In this lesson, you will write lowercase n and m in cursive.
2. Mighty Medicines: Comprehension
 - In this lesson, you will use context clues to understand academic words.
 - In this lesson, you will use context in a text about the environment to show your understanding of academic vocabulary and main idea.
 - In this lesson, you will identify helping verbs in writing.
 - In this lesson, you will write lowercase u and w in cursive.
 - In this lesson, you will pronounce words with three-letter blends.
 3. Mighty Medicines: Speak/Listen
 - In this lesson, you will use text evidence to explain what the text says.
 - In this lesson, you will use details to identify what is said explicitly.
 - In this lesson, you will use helping verbs in writing to show conditions.
 - In this lesson, you will choose a book to read.
 4. Mighty Medicines: Fluency
 - In this lesson, you will identify a text's main idea and supporting details.
 - In this lesson, you will identify main idea and key details in different types of writing.
 - In this lesson, you will explain how to revise a text for different audiences using knowledge of main ideas and details.
 - In this lesson, you will spell words with three-letter blends.
 5. Might Medicines: Synthesize
 - In this lesson, you will provide a summary of an informational text.
 - In this lesson, you will summarize your school year to help you plan for future success.
 - In this lesson, you will choose a book to read.

10. Nature's Medicines

1. Nature's Medicines: Genre
 - In this lesson, you will measure your progress toward a goal you set for yourself.
 - In this lesson, you will explain why a text is a historical text.
 - In this lesson, you will identify helping verbs in informational texts.
 - In this lesson, you will identify words with the r-controlled vowels ar, or, and ore.
 - In this lesson, you will write lowercase b and f in cursive.
2. Nature's Medicines: Comprehension
 - In this lesson, you will explain events in a historical text.
 - In this lesson, you will make connections between events in a historical text.
 - In this lesson, you will correct helping verbs errors in writing.
 - In this lesson, you will write lowercase h and k in cursive.
 - In this lesson, you will pronounce words with r-controlled vowels ar, or, ore.
3. Nature's Medicines: Speak/Listen
 - In this lesson, you will synthesize details in a historical text to draw inferences.
 - In this lesson, you will interpret information from a historical text.
 - In this lesson, you will use helping verbs to express certain conditions when speaking.
 - In this lesson, you will choose a book to read.

4. Nature's Medicines: Fluency
 - In this lesson, you will explain events in a scientific text.
 - In this lesson, you will read ideas in a scientific text with accuracy.
 - In this lesson, you will explain inferences from an informational text.
 - In this lesson, you will spell words with the r-controlled vowels ar, or, ore.
5. Nature's Medicines: Synthesize
 - In this lesson, you will explain procedures in a technical text.
 - In this lesson, you will learn how to provide clear instruction about technical procedures.
 - In this lesson, you will choose a book to read.

11. The Science of Sickness

1. The Science of Sickness: Genre
 - In this lesson, you will explain what you find the most challenging about school.
 - In this lesson, you will summarize details.
 - In this lesson, you will explain the proper order of adjectives.
 - In this lesson, you will identify words with r-controlled vowels er, ir, and ur.
 - In this lesson, you will write lowercase g and q in cursive.
2. The Science of Sickness: Comprehension
 - In this lesson, you will use context clues to identify the meaning of words read in an informational text.
 - In this lesson, you will use context clues to judge if you have understood a new word in an informational text.
 - In this lesson, you will identify examples of the proper order of adjectives.
 - In this lesson, you will fluently write lowercase j and p in cursive.
 - In this lesson, you will pronounce words with r-controlled vowels er, ir, and ur.
3. The Science of Sickness: Speak/Listen
 - In this lesson, you will integrate ideas using key details from two texts on the same topic.
 - In this lesson, you will communicate with purpose.
 - In this lesson, you will put adjectives in the proper order in sentences.
 - In this lesson, you will choose a book to read.
4. The Science of Sickness: Fluency
 - In this lesson, you will integrate main ideas and supporting details to support a conclusion.
 - In this lesson, you will explain how to manage information from multiple texts.
 - In this lesson, you will integrate ideas across texts to draw a conclusion.
 - In this lesson, you will spell words with r-controlled vowels er, ir, and ur.
5. The Science of Sickness: Synthesize
 - In this lesson, you will integrate information from multiple texts to determine the central idea.
 - In this lesson, you will identify national and international public health issues.
 - In this lesson, you will choose a book to read.

12. Finding the Cure

1. Finding the Cure: Genre

- In this lesson, you will explain how community workers help people stay safe and healthy.
 - In this lesson, you will explain the information in a text.
 - In this lesson, you will identify the proper order of adjectives in informational texts.
 - In this lesson, you will identify words with r-controlled vowel sounds spelled are, air, ear.
 - In this lesson, you will write lowercase r and s in cursive.
2. Finding the Cure: Comprehension
 - In this lesson, you will identify an informational text’s purpose, message, and audience.
 - In this lesson, you will explain purpose, audience, and message in texts.
 - In this lesson, you will correct the order of adjectives in sentences.
 - In this lesson, you will write lowercase y and z in cursive.
 - In this lesson, you will pronounce words with r-controlled vowel sounds spelled are, air, ear.
 3. Finding the Cure: Speak/Listen
 - In this lesson, you will explain information given in a visual way.
 - In this lesson, you will explain visual information.
 - In this lesson, you will speak using the correct order of adjectives.
 - In this lesson, you will choose a book to read.
 4. Finding the Cure: Fluency
 - In this lesson, you will explain visual information.
 - In this lesson, you will explain information given in a visual way.
 - In this lesson, you will spell words with r-controlled vowel sounds.
 - In this lesson, you will discuss purpose, audience, and message in texts.
 5. Finding the Cure: Fluency Discussion
 6. Finding the Cure: Read
 - In this lesson, you will choose a book to read.

13. Holding Onto History

1. Holding Onto History: Genre
 - In this lesson, you will identify spoken and unspoken ways people share information.
 - In this lesson, you will identify features of different text structures.
 - In this lesson, you will identify prepositions in sentences.
 - In this lesson, you will introduce a topic in an explanatory text.
2. Holding Onto History: Comprehension
 - In this lesson, you will describe the features of chronology text structure.
 - In this lesson, you will use a computer to research information.
 - In this lesson, you will identify prepositions and prepositional phrases in informational text.
 - In this lesson, you will explain how authors use concrete details to develop an explanatory topic.
3. Holding Onto History: Speak/Listen
 - In this lesson, you will describe the features of comparison text.
 - In this lesson, you will paraphrase a text as you notice comparisons.
 - In this lesson, you will choose a book to read.

- In this lesson, you will use quotations in a text to develop the topic of your explanatory text.
4. Holding Onto History: Fluency
 - In this lesson, you will describe the features of cause/effect text structure.
 - In this lesson, you will set goals to help you think about cause and effect.
 - In this lesson, you will use prepositions in sentences.
 - In this lesson, you will use facts and definitions to develop the topic of your explanatory text.
 5. Holding Onto History: Synthesize
 - In this lesson, you will describe the features of problem/solution text structure.
 - In this lesson, you will provide solutions to different problems.
 - In this lesson, you will use examples to develop the topic of your explanatory text.

14. Keeping Promises

1. Keeping Promises: Genre
 - In this lesson, you will identify emotions you might feel in different situations.
 - In this lesson, you will identify a point that the author makes in an informational text.
 - In this lesson, you will use prepositional phrases when you write.
 - In this lesson, you will classify ideas for explanatory writing.
2. Keeping Promises: Comprehension
 - In this lesson, you will ask questions to identify points in an informational text.
 - In this lesson, you will reflect on an informational text to identify an author's points.
 - In this lesson, you will correct errors with prepositions and prepositional phrases in writing.
 - In this lesson, you will use linking words and phrases to connect ideas in your explanatory text.
3. Keeping Promises: Speak/Listen
 - In this lesson, you will identify the evidence an author uses to support points in an informational text.
 - In this lesson, you will tell the difference between situations in which formal English or informal English is appropriate.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use domain-specific vocabulary when writing your explanatory essay.
4. Keeping Promises: Fluency
 - In this lesson, you will explain how an author's reasons support points in an informational text.
 - In this lesson, you will read an informational text with accuracy.
 - In this lesson, you will use prepositional phrases in speech.
 - In this lesson, you will draft the conclusion to your explanatory text.
5. Keeping Promises: Synthesize
 - In this lesson, you will explain how an author's evidence supports reasons in an informational text.

- In this lesson, you will evaluate evidence in an informational text.
- In this lesson, you will identify final changes to make to the rough draft of your essay.

15. Protecting Everyone's Environment

1. Protecting Environment: Genre
 - In this lesson, you will use the arts to show different feelings.
 - In this lesson, you will listen to identify the narrator in a firsthand account.
 - In this lesson, you will use complete complex sentences when speaking and writing.
 - In this lesson, you will identify words with soft g and soft c.
 - In this lesson, you will write lowercase v and x in cursive.
2. Protecting Environment: Comprehension
 - In this lesson, you will define firsthand and secondhand accounts. Then, you will use a chart to compare them.
 - In this lesson, you will use kinds of media to compare firsthand and secondhand accounts.
 - In this lesson, you will correct sentence fragments and run-on sentences.
 - In this lesson, you will write words with cursive lowercase letters fluently.
 - In this lesson, you will pronounce words with soft g and soft c.
3. Protecting Environment: Speak/Listen
 - In this lesson, you will compare accounts about the same topic.
 - In this lesson, you will compare perspectives from different texts about the same topic.
 - In this lesson, you will correct sentence fragments and run-on sentences when speaking.
 - In this lesson, you will choose a book to read.
4. Protecting Environment: Fluency
 - In this lesson, you will compare the focus of accounts on the same topic.
 - In this lesson, you will communicate the purpose of text.
 - In this lesson, you will compare firsthand and secondhand accounts.
 - In this lesson, you will spell words with soft g and soft c.
5. Protecting Environment: Synthesize
 - In this lesson, you will describe the differences in the information from firsthand and secondhand accounts about the same topic.
 - In this lesson, you will describe a problem using a firsthand account and a secondhand account.
 - In this lesson, you will choose a book to read.

16. Objects Tell Stories

1. Objects Tell Stories: Genre
 - In this lesson, you will examine different ways of handling upsetting situations.
 - In this lesson, you will compare parts of two texts.
 - In this lesson, you will use context clues to figure out the meanings of words and phrases in an informational text.
 - In this lesson, you will revise your explanatory essay.
2. Objects Tell Stories: Comprehension
 - In this lesson, you will summarize information about a topic from more than one source.

- In this lesson, you will summarize information about a topic from different media sources.
 - In this lesson, you will use context clues to figure out the meanings of words and phrases in an informational text.
 - In this lesson, you will edit your explanatory text.
3. Objects Tell Stories: Speak/Listen
 - In this lesson, you will locate information in print, nonprint, and digital sources.
 - In this lesson, you will use information in print, nonprint, and digital sources.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will add multimedia elements to your explanatory text.
 4. Objects Tell Stories: Fluency
 - In this lesson, you will compare the information to check if it is true.
 - In this lesson, you will locate information about a topic in print and non-print sources. You will compare the information about a topic in print and non-print sources to check if it is true.
 - In this lesson, you will use reference materials to find the pronunciation of words.
 - In this lesson, you will explain how to avoid plagiarism in an explanatory text.
 5. Objects Tell Stories: Write
 - In this lesson, you will publish your explanatory essay.
 6. Indigenous Rights Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas. In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing narrative and explanatory texts. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester B Outline

1. Seriously Funny

1. Seriously Funny: Genre

- In this lesson, you will retell what another person has said in your own words.
 - In this lesson, you will make inferences using details in a poem.
 - In this lesson, you will identify similes and metaphors.
 - In this lesson, you will identify words with the prefixes mis-, re-, pre-, dis-, and un-.
 - In this lesson, you will write uppercase A and O in cursive.
2. Seriously Funny: Comprehension
 - In this lesson, you will use context clues to determine the meanings of unknown words and phrases.
 - In this lesson, you will explain the importance of being able to adapt to change.
 - In this lesson, you will explain how similes and metaphors are used.
 - In this lesson, you will write uppercase C and E in cursive.
 - In this lesson, you will pronounce words with the prefixes mis-, re-, pre-, dis-, and un-.
 3. Seriously Funny: Speak/Listen
 - In this lesson, you will identify structural elements of poetry.
 - In this lesson, you will identify structural elements after listening to poetry.
 - In this lesson, you will determine the meanings of similes and metaphors in context.
 - In this lesson, you will choose a book to read.
 4. Seriously Funny: Fluency
 - In this lesson, you will determine a theme of a poem from details in the text.
 - In this lesson, you will determine how teamwork can help you understand diversity.
 - In this lesson, you will read poems to determine elements and themes.
 - In this lesson, you will spell words with the prefixes mis-, re-, pre-, dis-, and un-.
 5. Seriously Funny: Synthesize
 - In this lesson, you will describe how structural elements affect a poem's meaning.
 - In this lesson, you will explain how innovation is used in poetry.
 - In this lesson, you will choose a book to read.

2. Acting Out History

1. Acting Out History: Genre
 - In this lesson, you will describe how getting to know people of different cultures makes your life better.
 - In this lesson, you will identify the theme of a drama.
 - In this lesson, you will explain the meanings of idioms.
 - In this lesson, you will identify words with suffixes.
 - In this lesson, you will write uppercase L and D in cursive.
2. Acting Out History: Comprehension
 - In this lesson, you will use text details to describe the characters in a drama.
 - In this lesson, you will use details in a drama to analyze the points of view of characters.
 - In this lesson, you will explain the meanings of common adages.
 - In this lesson, you will write uppercase B and R in cursive.

- In this lesson, you will pronounce words with suffixes.
3. Acting Out History: Speak/Listen
 - In this lesson, you will identify the structural elements in a drama.
 - In this lesson, you will paraphrase portions of a drama.
 - In this lesson, you will explain the meanings of common proverbs.
 - In this lesson, you will choose a book to read.
 4. Acting Out History: Fluency
 - In this lesson, you will use text details to describe an event and a setting in a drama.
 - In this lesson, you will use expression as you read aloud about events and as you describe events and settings in a drama.
 - In this lesson, you will summarize a drama.
 - In this lesson, you will review elements of a drama and how they work together.
 - In this lesson, you will spell words with suffixes.

3. A World of Gods and Heroes

1. A World of Gods and Heroes: Genre
 - In this lesson, you will explain how to respond to a compliment.
 - In this lesson, you will identify the central idea of a myth.
 - In this lesson, you will identify examples of personification in literary text.
 - In this lesson, you will identify words with Greek roots.
 - In this lesson, you will write uppercase T and F in cursive.
2. A World of Gods and Heroes: Comprehension
 - In this lesson, you will determine the meaning of words and phrases as they are used in a myth.
 - In this lesson, you will use online tools to research words from myths to determine their meaning.
 - In this lesson, you will identify examples of hyperbole in literary text.
 - In this lesson, you will write uppercase S and G in cursive.
 - In this lesson, you will pronounce words with Greek roots.
3. A World of Gods and Heroes: Speak/Listen
 - In this lesson, you will restate myths in your own words.
 - In this lesson, you will use paraphrasing to clearly communicate the key ideas of similar myths.
 - In this lesson, you will find examples of onomatopoeia in literary text.
 - In this lesson, you will choose a book to read.
4. A World of Gods and Heroes: Fluency
 - In this lesson, you will use details from the text to make inferences.
 - In this lesson, you will use details from illustrations to make inferences.
 - In this lesson, you will paraphrase sections of myths using certain kinds of figurative language.
 - In this lesson, you will spell words with Greek roots.
5. A World of Gods and Heroes: Synthesize
 - In this lesson, you will describe key characteristics that define myths.
 - In this lesson, you will analyze characteristics of other cultures through myths.
 - In this lesson, you will choose a book to read.

4. Explaining the Natural World

1. Explaining the Natural World: Genre
 - In this lesson, you will monitor your progress toward a goal.
 - In this lesson, you will compare the structural elements of two poems.
 - In this lesson, you will identify examples of antonyms in literary text.
 - In this lesson, you will identify words with Latin roots.
 - In this lesson, you will write uppercase I and J in cursive.
2. Explaining the Natural World: Comprehension
 - In this lesson, you will make connections between two texts to determine the meaning of an unfamiliar word.
 - In this lesson, you will make connections between texts to reason effectively.
 - In this lesson, you will identify examples of synonyms in literary text.
 - In this lesson, you will write uppercase M and N in cursive.
 - In this lesson, you will pronounce words with Latin roots.
3. Explaining the Natural World: Speak/Listen
 - In this lesson, you will compare and contrast themes in different myths.
 - In this lesson, you will recognize ways to take part in a group discussion.
 - In this lesson, you will determine meanings of words by relating them to their synonyms and antonyms.
 - In this lesson, you will choose a book to read.
4. Explaining the Natural World: Fluency
 - In this lesson, you will identify the parts of a drama.
 - In this lesson, you will read a drama with expression.
 - In this lesson, you will spell words with Latin roots.
 - In this lesson, you will discuss similarities and differences in three poems.
5. Explaining the Natural World: Fluency Discussion
6. Explaining the Natural World: Read
 - In this lesson, you will choose a book to read.
7. How I See It Unit Test

5. A Fresh Point of View

1. A Fresh Point of View: Genre
 - In this lesson, you will determine whether people's words match the unspoken ways they express their meaning.
 - In this lesson, you compare first-person and third-person points of view in literary texts.
 - In this lesson, you will use commas and quotation marks to mark direct speech when writing.
 - In this lesson, you will read an opinion text and think about how the writer grouped ideas within each paragraph.
2. A Fresh Point of View: Comprehension
 - In this lesson, you will ask questions to tell the difference between point of view and perspective.
 - In this lesson, you will analyze how to work with others who have different perspectives.
 - In this lesson, you will use commas before coordinating conjunctions in compound sentences.
 - In this lesson, you will analyze how grouping ideas in each part of an opinion text helps a writer persuade readers.
3. A Fresh Point of View: Speak/Listen

- In this lesson, you will explain how point of view affects central idea and theme in a literary text.
 - In this lesson, you will use listening skills to determine point of view, central idea, and theme of a story.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will choose a topic for your opinion essay.
4. A Fresh Point of View: Fluency
- In this lesson, you will read to improve accuracy, rate, and expression.
 - In this lesson, you will improve reading fluency as you learn about global awareness.
 - In this lesson, you will decide when formal or informal English is appropriate when writing an opinion.
 - In this lesson, you will create reasons for your opinion by thinking about your topic in different ways.
5. A Fresh Point of View: Synthesize
- In this lesson, you will compare and contrast differing points of view in literary texts.
 - In this lesson, you will explain how different points of view affect problem-solving.
 - In this lesson, you will write a draft of the introduction to your opinion text.

6. You Can Make a Difference

1. You Can Make a Difference: Genre
- In this lesson, you will look at how you can respond when someone angers you.
 - In this lesson, you will identify the author's purpose for writing a text.
 - In this lesson, you will choose words and phrases to express opinions clearly.
 - In this lesson, you will examine how an opinion, reasons, and details are connected in an opinion text.
2. You Can Make a Difference: Comprehension
- In this lesson, you will explain how the feelings that words convey can help to make a text persuasive.
 - In this lesson, you will explain how language in an opinion piece helps to persuade readers.
 - In this lesson, you will choose words and phrases that express an appropriate tone in an opinion piece.
 - In this lesson, you will analyze how purpose and audience shape an opinion writer's message.
3. You Can Make a Difference: Speak/Listen
- In this lesson, you will use details in a text to tell whether it is told from a first-person or a third-person point of view.
 - In this lesson, you will draw conclusions about a narrator to infer a story's point of view.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will begin to draft the body paragraphs of your opinion text.
4. You Can Make a Difference: Fluency
- In this lesson, you will read aloud an opinion piece with accuracy.

- In this lesson, you will work with your Learning Coach to read aloud with accuracy.
 - In this lesson, you will choose words and phrases that link opinions, reasons, and evidence in writing.
 - In this lesson, you will write a conclusion to your opinion text.
5. You Can Make a Difference: Synthesize
- In this lesson, you will analyze the relationship between point of view, word choice, and tone in a story.
 - In this lesson, you will determine an author’s tone by interpreting word choices.
 - In this lesson, you will identify final changes to make to the rough draft of your essay.

7. Animal Power

1. Animal Power: Genre
 - In this lesson, you will explain how your behavior affects other people.
 - In this lesson, you will listen compare traditional folktale themes to popular themes in folktales.
 - In this lesson, you will identify common homophones.
 - In this lesson, you will recognize misspellings of homophones.
 - In this lesson, you will write uppercase H and K in cursive.
2. Animal Power: Comprehension
 - In this lesson, you will identify and compare the hero’s quest, or a particular pattern of events, in two traditional stories.
 - In this lesson, you will use charts to compare the pattern of events in a hero’s quest.
 - In this lesson, you will use commonly confused words correctly in writing.
 - In this lesson, you will write uppercase P and Q in cursive.
 - In this lesson, you will identify examples of frequently misspelled words.
3. Animal Power: Speak/Listen
 - In this lesson, you will compare themes in plays.
 - In this lesson, you will identify reasons for supporting a theme.
 - In this lesson, you will use less common homophones correctly in writing.
 - In this lesson, you will choose a book to read.
4. Animal Power: Fluency
 - In this lesson, you will compare patterns of events in plays.
 - In this lesson, you will compare how the hero character reacts to events in the beginning of a quest to how they act at its end.
 - In this lesson, you will review comparing and contrasting themes and patterns of events.
 - In this lesson, you will spell homophones and other frequently misspelled words correctly.
5. Animal Power: Synthesize
 - In this lesson, you will paraphrase two stories in order to help you compare their pattern of events.
 - In this lesson, you will decide which details are most important when paraphrasing a text.
 - In this lesson, you will choose a book to read.

8. It Takes Teamwork

1. It Takes Teamwork: Genre
 - In this lesson, you will recognize similarities among people who belong to different groups.
 - In this lesson, you will make connections between different versions of a text.
 - In this lesson, you will identify how punctuation affects the tone of literary text.
 - In this lesson, you will revise your opinion text to address task, purpose, and audience.
2. It Takes Teamwork: Comprehension
 - In this lesson, you will analyze quotes from the text to help explain a theme.
 - In this lesson, you will analyze a text to look for quotations that support a theme.
 - In this lesson, you will identify how punctuation affects mood in literary text.
 - In this lesson, you will make final revisions to strengthen your opinion text.
3. It Takes Teamwork: Speak/Listen
 - In this lesson, you will paraphrase information from different story formats.
 - In this lesson, you will paraphrase portions of a text read aloud.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will edit your opinion text.
4. It Takes Teamwork: Fluency
 - In this lesson, you will make connections between stage directions and tone in the text.
 - In this lesson, you will evaluate the information you find in stage directions.
 - In this lesson, you will use punctuation for effect when writing.
 - In this lesson, you will publish your opinion text.
5. It Takes Teamwork: Write
 - In this lesson, you will present your opinion text.
6. Not Alone Unit Test

9. Clues from Long Ago

1. Clues from Long Ago: Genre
 - In this lesson, you will act out the thoughts and feelings of characters in a story.
 - In this lesson, you will listen to summarize what a text says explicitly.
 - In this lesson, you will analyze word choice for precise meaning in sentences.
 - In this lesson, you will identify compound words.
 - In this lesson, you will write uppercase V and U in cursive.
2. Clues from Long Ago: Comprehension
 - In this lesson, you will summarize a text's main idea and details.
 - In this lesson, you will research to summarize a main idea and key details on an environmental topic.
 - In this lesson, you will analyze word choice in informational texts.
 - In this lesson, you will write uppercase W and X in cursive.
 - In this lesson, you will pronounce compound words.
3. Clues from Long Ago: Speak/Listen
 - In this lesson, you will identify a text's main idea and key details to help summarize a section of text.

- In this lesson, you will summarize main ideas and key details from sections of text read aloud.
 - In this lesson, you will make word choices to create specific meanings in sentences.
 - In this lesson, you will choose a book to read.
4. Clues from Long Ago: Fluency
 - In this lesson, you will identify features of expository text.
 - In this lesson, you will write an expository paragraph.
 - In this lesson, you will review identifying key details and main idea to summarize part of an informational text.
 - In this lesson, you will spell compound words.
 5. Clues from Long Ago: Synthesize
 - In this lesson, you will summarize the main idea, key details, and author's perspective.
 - In this lesson, you will independently write a main idea and key details.
 - In this lesson, you will choose a book to read.

10. Unearthing the Past

1. Unearthing the Past: Genre
 - In this lesson, you will use decision-making to solve problems you may have with other people.
 - In this lesson, you will identify what kind of informational text it is.
 - In this lesson, you will read unfamiliar words accurately in context.
 - In this lesson, you will identify plural words.
 - In this lesson, you will write uppercase Y in cursive.
2. Unearthing the Past: Comprehension
 - In this lesson, you will explain ideas in a historical text.
 - In this lesson, you will make judgments about people discussed in a historical text.
 - In this lesson, you will make strong word choices when speaking.
 - In this lesson, you will write uppercase Z in cursive.
 - In this lesson, you will pronounce plural words.
3. Unearthing the Past: Speak/Listen
 - In this lesson, you will explain a procedure in a scientific text.
 - In this lesson, you will learn how to provide clear instruction in procedures.
 - In this lesson, you will make appropriate word choices to convey precise ideas in informational text.
 - In this lesson, you will choose a book to read.
4. Unearthing the Past: Fluency
 - In this lesson, you will summarize the events in a technical text.
 - In this lesson, you will read a technical text with accuracy.
 - In this lesson, you will summarize procedures in a scientific text.
 - In this lesson, you will spell words with r-controlled vowels.
5. Unearthing the Past: Synthesize
 - In this lesson, you will explain a concept in a scientific text.
 - In this lesson, you will show that you know how to use visual aids to help explain concepts in a scientific text.
 - In this lesson, you will choose a book to read.

11. Trial, Error, and--Oops

1. Trial, Error, and--Oops: Genre
 - Explain why characters in stories feel different ways.
 - In this lesson, you will find the central idea and supporting details in a text.
 - In this lesson, you will correct capitalization errors with proper nouns.
 - In this lesson, you will identify words with an open syllable.
 - In this lesson, you will write numbers 0, 1, and 2 in cursive.
2. Trial, Error, and--Oops: Comprehension
 - In this lesson, you will use a Venn diagram to compare and contrast two texts on the same topic.
 - In this lesson, you will use a T-chart to compare and contrast two texts on the same topic.
 - In this lesson, you will correct capitalization errors.
 - In this lesson, you will write numbers 3, 4, and 5 in cursive.
 - In this lesson, you will pronounce words with open syllables.
3. Trial, Error, and--Oops: Speak/Listen
 - In this lesson, you will compare and contrast two informational texts on the same topic.
 - In this lesson, you will learn strategies to successfully share a summary of a topic.
 - In this lesson, you will correctly apply punctuation and capitalization in sentences.
 - In this lesson, you will choose a book to read.
4. Trial, Error, and--Oops: Fluency
 - In this lesson, you will integrate information from two texts on the same topic.
 - In this lesson, you will draw conclusions about the big ideas from a set of paired texts.
 - In this lesson, you will review using multiple texts to integrate information.
 - In this lesson, you will spell words with open syllables.
5. Trial, Error, and--Oops: Synthesize
 - In this lesson, you will speak knowledgeably on a science topic.
 - In this lesson, you will create a video about information from two texts on the same topic.
 - In this lesson, you will choose a book to read.

12. Creature Features

1. Creature Features: Genre
 - In this lesson, you will compare and contrast groups from many cultures.
 - In this lesson, you will identify how visuals could add meaning to a text.
 - In this lesson, you will use idioms to express your ideas precisely.
 - In this lesson, you will identify words with closed syllables.
 - In this lesson, you will write numbers 6, 7, and 8 in cursive.
2. Creature Features: Comprehension
 - In this lesson, you will think aloud to explain how information presented visually helps readers understand an informational text.
 - In this lesson, you will create your own visual feature to help you get tasks done.
 - In this lesson, you will use adages to express your ideas precisely.
 - In this lesson, you will write numbers 9 and 10 in cursive.

- In this lesson, you will pronounce words with closed syllables.
3. Creature Features: Speak/Listen
 - In this lesson, you will explain how information presented orally helps readers understand an informational text.
 - In this lesson, you will practice your listening, writing, and speaking communication skills.
 - In this lesson, you will use proverbs to express your ideas precisely.
 - In this lesson, you will choose a book to read.
 4. Creature Features: Fluency
 - In this lesson, you will explain how information presented quantitatively helps readers understand an informational text.
 - In this lesson, you will use technology to research and write.
 - In this lesson, you will spell words with closed syllables.
 - In this lesson, you will paraphrase information from diverse media.
 5. Creature Features: Fluency Discussion
 6. Creature Features: Read
 - In this lesson, you will choose a book to read.
 7. A Blast from the Past Unit Test

13. All Fired Up

1. All Fired Up: Genre
 - In this lesson, you will identify different ways to solve a problem.
 - In this lesson, you will listen to identify the structure of an informational text.
 - In this lesson, you will analyze academic and domain-specific words and phrases.
 - In this lesson, you will identify the purpose of a research report.
2. All Fired Up: Comprehension
 - In this lesson, you will determine the importance of text features in an informational text.
 - In this lesson, you will study how text features help you understand informational text about a global problem.
 - In this lesson, you will accurately use academic and domain-specific words and phrases.
 - In this lesson, you will identify the topic of your research report.
3. All Fired Up: Speak/Listen
 - In this lesson, you will discuss the features of the different types of text structure.
 - In this lesson, you will focus on text structure in audio and visual presentations.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will compare and contrast primary and secondary sources of information.
4. All Fired Up: Fluency
 - In this lesson, you will compare and contrast text structures to understand a topic covered in two texts.
 - In this lesson, you will compare two texts to help you make judgments.
 - In this lesson, you will use academic and domain-specific words and phrases that relate to a topic.
 - In this lesson, you will research information about your topic by taking notes.

5. All Fired Up: Synthesize
 - In this lesson, you will describe the structure of events in an informational text.
 - In this lesson, you will examine structure across media advertisements.
 - In this lesson, you will identify the main ideas and details that support your research topic.

14. We Need Trees

1. We Need Trees: Genre
 - In this lesson, you will consider the unique contributions of people in nonfiction and fiction texts.
 - In this lesson, you will identify the evidence that support particular points in an informational text.
 - In this lesson, you will analyze formal and informal language in informational text.
 - In this lesson, you will evaluate sources to determine if they are based on facts rather than opinions.
2. We Need Trees: Comprehension
 - In this lesson, you will use a graphic organizer to identify the evidence that an author uses to support points in an informational text.
 - In this lesson, you will analyze the solutions offered in a text about environmental issues.
 - In this lesson, you will recognize when the context calls for formal or informal language when writing.
 - In this lesson, you will draft the introduction and first body paragraph of your report using the research you have collected.
3. We Need Trees: Speak/Listen
 - In this lesson, you will determine whether to use formal or informal English for a given task.
 - In this lesson, you will tell the difference between situations in which formal or informal English is better to use in speech.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will recall information from your experiences to help you better support the main ideas in your report.
4. We Need Trees: Fluency
 - In this lesson, you will judge a message in a text.
 - In this lesson, you will identify clues that help you know how to read a text aloud.
 - In this lesson, you will recognize when the situation calls for formal or informal language when speaking.
 - In this lesson, you conclude your research report by drafting a conclusion.
5. We Need Trees: Synthesize
 - In this lesson, you will identify the audience, claim, and evidence in an argumentative text.
 - In this lesson, you will evaluate the evidence used to support a claim in an argumentative text.
 - In this lesson, you will compile your rough draft.

15. Controlling Fire

1. Controlling Fire: Genre

- In this lesson, you will predict how people respond to different feelings.
 - In this lesson, you will listen to identify if a text is a firsthand or secondhand account.
 - In this lesson, you will identify words with Greek and Latin affixes and roots.
 - In this lesson, you will identify words with vowel teams.
 - In this lesson, you will write the uppercase alphabet and your first and last name in cursive.
2. Controlling Fire: Comprehension
 - In this lesson, you will explain the differences between primary and secondary sources.
 - In this lesson, you will explain primary and secondary sources.
 - In this lesson, you will use Greek and Latin affixes as clues to the meanings of words.
 - In this lesson, you will use the appropriate spacing and indents writing in cursive.
 - In this lesson, you will pronounce words with vowel teams.
 3. Controlling Fire: Speak/Listen
 - In this lesson, you will identify primary and secondary sources when researching a topic.
 - In this lesson, you will explain how to respectfully interview a primary source for research.
 - In this lesson, you will use Greek and Latin roots as clues to the meanings of words.
 - In this lesson, you will choose a book to read.
 4. Controlling Fire: Fluency
 - In this lesson, you will compare and contrast concepts in primary and secondary sources.
 - In this lesson, you will compare and contrast how primary sources and secondary sources consider concepts.
 - In this lesson, you will compare and contrast primary and secondary sources.
 - In this lesson, you will spell words with vowel teams.
 5. Controlling Fire: Synthesize
 - In this lesson, you will compare and contrast ideas in primary and secondary sources.
 - In this lesson, you will evaluate how ideas in a primary source might differ from ideas in a secondary source.
 - In this lesson, you will choose a book to read.

16. Humans Help Out

1. Humans Help Out: Genre
 - In this lesson, you will read stories and talk about how people are different.
 - In this lesson, you will identify the perspective of each author after listening to two texts on the same topic.
 - In this lesson, you will identify key words and phrases in an informational text.
 - In this lesson, you will revise your research report to strengthen your writing.
2. Humans Help Out: Comprehension
 - In this lesson, you will add an audio recording to a presentation of your report.

- In this lesson, you will use a chart to manage information from multiple sources.
 - In this lesson, you will use context clues to determine the meanings of key words and phrases in an informational text.
 - In this lesson, you will edit your research report and identify an audio recording that can be added to a presentation of your report.
3. Humans Help Out: Speak/Listen
- In this lesson, you will find information from a variety of print and non-print sources.
 - In this lesson, you will use print or non-print sources in your research.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will add visuals to the presentation of your research report.
4. Humans Help Out: Fluency
- In this lesson, you will answer literal questions to integrate new information from print and non-print sources.
 - In this lesson, you will ask literal questions about print and non-print sources to integrate new information.
 - In this lesson, you will use reference materials to determine the spellings, pronunciations, and meanings of key words and phrases in an informational text.
 - In this lesson, you will present the information you have learned from research.
5. Humans Help Out: Write
- In this lesson, you will publish your research report.
6. Help the Planet Unit Test

Language Arts 4 Accelerated

Accelerated Language Arts 4

Semester A Outline

1. Actions Speak Louder than Words

1. Actions and Words: Genre

- In this lesson, you will describe how people overcome obstacles to achieve a goal.
- In this lesson, you will identify the topic of a text after listening to a text.
- In this lesson, you will use complete simple sentences.
- In this lesson, you will identify words with the short a, e, i, o, and u sounds.
- In this lesson, you will practice writing print uppercase and lowercase letters, punctuation marks, and the numbers 0–10.

2. Actions and Words: Comprehension

- In this lesson, you will use context clues in the text to help you determine word meanings.
- In this lesson, you will learn how to prioritize responsibilities.

- In this lesson, you will correct sentence fragments.
 - In this lesson, you will write sentences using correct spacing.
 - In this lesson, you will pronounce words with the short a, e, i, o, and u sounds.
3. Actions and Words: Speak/Listen
 - In this lesson, you will paraphrase a text that is read aloud.
 - In this lesson, you will decide what information is important to paraphrase.
 - In this lesson, you will correct run-on sentences.
 - In this lesson, you will choose a book to read.
 4. Actions and Words: Fluency
 - In this lesson, you will identify the central idea and supporting details of a story to help summarize.
 - In this lesson, you will provide a summary of a literary text.
 - In this lesson, you will use context clues to summarize a story.
 - In this lesson, you will spell words with the short a, e, i, o, and u sounds.
 - In this lesson, you will choose a book to read.

2. Kindness Goes a Long Way

1. Kindness Goes a Long Way: Genre
 - In this lesson, you will explain how to use the internet safely.
 - In this lesson, you will identify descriptions in a story that is read aloud.
 - In this lesson, you will correctly capitalize proper nouns.
 - In this lesson, you will identify words with the long a vowel sound.
 - In this lesson, you will read uppercase and lowercase cursive writing.
2. Kindness Goes a Long Way: Comprehension
 - In this lesson, you will use story details to describe a character.
 - In this lesson, you will analyze a character in a story.
 - In this lesson, you will use capitalization in sentences.
 - In this lesson, you will write the numbers 0–10 and punctuation marks in cursive.
 - In this lesson, you will pronounce words with the long a vowel sound.
3. Kindness Goes a Long Way: Speak/Listen
 - In this lesson, you will use story details to describe an event.
 - In this lesson, you will use details to orally describe an event in a story.
 - In this lesson, you will correct capitalization errors in sentences.
 - In this lesson, you will choose a book to read.
4. Kindness Goes a Long Way: Fluency
 - In this lesson, you will use story details to describe a setting.
 - In this lesson, you will use expression to effectively describe a setting.
 - In this lesson, you will identify events and settings in a story.
 - In this lesson, you will spell words with the long a sound.
5. Kindness Goes a Long Way: Synthesize
 - In this lesson, you will use details to describe a character, setting, or event in a story.
 - In this lesson, you will explain how details in a story are alike or different.
 - In this lesson, you will choose to read a book.

3. Lessons in Kindness

1. Lessons in Kindness: Genre

- In this lesson, you will practice listening in a way that shows you are paying attention.
 - In this lesson, you will retell a story that you have heard.
 - In this lesson, you will use punctuation to complete sentences.
 - In this lesson, you will identify words with the long e spelling pattern.
 - In this lesson, you will write lowercase i and l in cursive.
2. Lessons in Kindness: Comprehension
 - In this lesson, you will explain what a story is about by summarizing.
 - In this lesson, you will use a summarizing strategy to learn about a culture.
 - In this lesson, you will correct punctuation errors in sentences.
 - In this lesson, you will write lowercase e and t in cursive.
 - In this lesson, you will pronounce words with the long e spelling pattern.
 3. Lessons in Kindness: Speak/Listen
 - In this lesson, you will clearly recount stories by setting the scene, sequencing details, and giving a closing sentence.
 - In this lesson, you will speak clearly when recounting a story or experience.
 - In this lesson, you will choose punctuation for effect when writing.
 - In this lesson, you will choose a book to read.
 4. Lessons in Kindness: Fluency
 - In this lesson, you will identify details that support the moral in a folktale.
 - In this lesson, you will show a readiness to improve reading a folktale with expression.
 - In this lesson, you will prepare for a discussion by asking and answering some questions about a text.
 - In this lesson, you will spell words with the long e spelling pattern.
 5. Lessons in Kindness: Synthesize
 - In this lesson, you will locate details in a story to respond to questions.
 - In this lesson, you will ask questions to better understand a story.
 - In this lesson, you will choose a book to read.

4. A Boost in Kindness

1. A Boost in Kindness: Genre
 - In this lesson, you will use “I-Statements” to express emotions.
 - In this lesson, you will listen to explain the central message of a story.
 - In this lesson, you will correct comma use errors in complex sentences.
 - In this lesson, you will identify words with the long i and long o vowel sounds.
 - In this lesson, you will write lowercase o and a in cursive.
2. A Boost in Kindness: Comprehension
 - In this lesson, you will ask questions to help you understand a story.
 - In this lesson, you will ask questions to help you understand a text.
 - In this lesson, you will correct comma and quotation mark errors in direct speech.
 - In this lesson, you will write lowercase c and d in cursive.
 - In this lesson, you will pronounce words with the long i and long o sounds.
3. A Boost in Kindness: Speak/Listen
 - In this lesson, you will find text evidence to answer questions.
 - In this lesson, you will find text evidence to answer questions.

- In this lesson, you will correctly use commas and quotation marks to mark quotations from texts.
 - In this lesson, you will choose a book to read.
4. A Boost in Kindness: Fluency
 - In this lesson, you will use text evidence to make inferences.
 - In this lesson, you will use your voice to express feeling while reading aloud.
 - In this lesson, you will spell words with the long i and long o sounds.
 - In this lesson, you will participate in a group discussion about a text.
 5. A Boost in Kindness: Fluency Discussion
 6. A Boost in Kindness: Read
 - In this lesson, you will choose a book to read.
 7. The Importance of Being Kind Unit Test

5. Watching Animals

1. Watching Animals: Genre
 - In this lesson, you will explain how to plan healthy meals.
 - In this lesson, you will identify the narrator of a text.
 - In this lesson, you will explain how relative pronouns are used.
 - In this lesson, you will identify an author's purpose in narrative writing.
2. Watching Animals: Comprehension
 - In this lesson, you will identify first-person point of view and narration in a literary text.
 - In this lesson, you will identify first-person point of view and narration in media.
 - In this lesson, you will identify relative pronouns in writing.
 - In this lesson, you will plan the beginning of your story.
3. Watching Animals: Speak/Listen
 - In this lesson, you will identify third-person point of view and narration in a literary text.
 - In this lesson, you will take turns speaking and listening as you discuss third-person point of view.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will plan the middle of your story.
4. Watching Animals: Fluency
 - In this lesson, you will describe how point of view shapes a reader's ideas about characters, settings, and events.
 - In this lesson, you will express ideas about characters orally and in writing.
 - In this lesson, you will use relative pronouns.
 - In this lesson, you will use words and phrases to write about events in an exact way.
5. Watching Animals: Synthesize
 - In this lesson, you will compare and contrast first-person and third-person narrations in stories.
 - In this lesson, you will evaluate first-person and third-person points of view to determine which one to use and when.
 - In this lesson, you will write the beginning of your story.

6. Understanding Animals

1. Understanding Animals: Genre
 - In this lesson, you will explain how to stay safe when doing activities.

- In this lesson, you will identify the story’s central idea after listening to a story.
 - In this lesson, you will explain how relative adverbs are used.
2. Understanding Animals: Comprehension
 - In this lesson, you will examine how authors use sensory details to help readers imagine events and experiences.
 - In this lesson, you will use context clues to determine the meanings of words and phrases.
 - In this lesson, you will use context clues to interpret the meanings of words.
 - In this lesson, you will identify relative adverbs in writing.
 - In this lesson, you will use description and dialogue to tell about what happens in your story.
 3. Understanding Animals: Speak/Listen
 - In this lesson, you will identify the difference between a story’s theme and its central idea.
 - In this lesson, you will make decisions about a story’s central idea and theme.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use description and dialogue to show how characters respond to what happens in your story.
 4. Understanding Animals: Fluency
 - In this lesson, you will use details in a story to determine the story’s theme.
 - In this lesson, you will explain how expression helps support your ideas about a story’s theme.
 - In this lesson, you will use relative adverbs.
 - In this lesson, you will write a conclusion to your narrative.
 5. Understanding Animals: Synthesize
 - In this lesson, you will describe how theme influences a character, a setting, or an event in a story.
 - In this lesson, you will ask questions to reflect on the influence of theme in a story.
 - In this lesson, you will identify how an author’s style impacts writing as you finish a rough draft of your story.

7. A Bird's Eye View

1. A Bird's Eye View: Genre
 - In this lesson, you will explain how people, events, and things help you reach your goals.
 - In this lesson, you will identify the theme in a story.
 - In this lesson, you will explain how progressive verb tenses are used.
 - In this lesson, you will identify words with consonant digraphs.
 - In this lesson, you will write cursive lowercase letters while joining letters in a series.
2. A Bird's Eye View: Comprehension
 - In this lesson, you will connect a story to your own life, experiences, and feelings.
 - In this lesson, you will connect past experiences with what you have read.
 - In this lesson, you will identify progressive verb tenses in writing.
 - In this lesson, you will write words legibly to join letters in cursive.

- In this lesson, you will pronounce words with consonant digraphs.
- 3. A Bird's Eye View: Speak/Listen
 - In this lesson, you will use relevant details to support main ideas and themes in myths.
 - In this lesson, you will paraphrase parts of a text using relevant details to support main ideas and themes.
 - In this lesson, you will identify progressive verb tenses in speech.
 - In this lesson, you will choose a book to read.
- 4. A Bird's Eye View: Fluency
 - In this lesson, you will compare and contrast themes in traditional stories.
 - In this lesson, you will practice reading at a good rate.
 - In this lesson, you will write an essay using knowledge of comparing and contrasting themes.
 - In this lesson, you will spell words with consonant digraphs.
- 5. A Bird's Eye View: Synthesize
 - In this lesson, you will compare and contrast patterns of events in traditional stories.
 - In this lesson, you will compare and contrast the patterns of events of two traditional tales.
 - In this lesson, you will choose a book to read.

8. People Need Animals

1. People Need Animals: Genre
 - In this lesson, you will tell the differences among mild, medium, and high levels of emotions.
 - In this lesson, you will draw a picture of a scene from a story as you listen to the story.
 - In this lesson, you will form progressive verb tenses in writing.
 - In this lesson, you will revise your narrative by adding sensory details.
2. People Need Animals: Comprehension
 - In this lesson, you will use paraphrasing to help yourself understand a text.
 - In this lesson, you will ask questions based on observations.
 - In this lesson, you will use progressive verb tenses in writing.
 - In this lesson, you will revise your draft by adding transitions to your narrative.
3. People Need Animals: Speak/Listen
 - In this lesson, you will make connections between two versions of a story.
 - In this lesson, you will paraphrase a text after listening.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will make final revisions to the draft of your narrative.
4. People Need Animals: Fluency
 - In this lesson, you will make connections after reading and listening to a story.
 - In this lesson, you will analyze how compromise works.
 - In this lesson, you will use progressive verb tenses in speech.
 - In this lesson, you will use a computer to edit your narrative.
5. People Need Animals: Write
 - In this lesson, you will publish your narrative.
6. Animal Teachers Unit Test

9. Mighty Medicines

1. Mighty Medicines: Genre
 - In this lesson, you will identify people in your community who provide help and support.
 - In this lesson, you will identify a message in an informational text.
 - In this lesson, you will explain how helping verbs are used.
 - In this lesson, you will identify words with three-letter blends.
 - In this lesson, you will write lowercase n and m in cursive.
2. Mighty Medicines: Comprehension
 - In this lesson, you will use context clues to understand academic words.
 - In this lesson, you will use context in a text about the environment to show your understanding of academic vocabulary and main idea.
 - In this lesson, you will identify helping verbs in writing.
 - In this lesson, you will write lowercase u and w in cursive.
 - In this lesson, you will pronounce words with three-letter blends.
3. Mighty Medicines: Speak/Listen
 - In this lesson, you will use text evidence to explain what the text says.
 - In this lesson, you will use details to identify what is said explicitly.
 - In this lesson, you will use helping verbs in writing to show conditions.
 - In this lesson, you will choose a book to read.
4. Mighty Medicines: Fluency
 - In this lesson, you will identify a text's main idea and supporting details.
 - In this lesson, you will identify main idea and key details in different types of writing.
 - In this lesson, you will explain how to revise a text for different audiences using knowledge of main ideas and details.
 - In this lesson, you will spell words with three-letter blends.
5. Might Medicines: Synthesize
 - In this lesson, you will provide a summary of an informational text.
 - In this lesson, you will summarize your school year to help you plan for future success.
 - In this lesson, you will choose a book to read.

10. Nature's Medicines

1. Nature's Medicines: Genre
 - In this lesson, you will measure your progress toward a goal you set for yourself.
 - In this lesson, you will explain why a text is a historical text.
 - In this lesson, you will identify helping verbs in informational texts.
 - In this lesson, you will identify words with the r-controlled vowels ar, or, and ore.
 - In this lesson, you will write lowercase b and f in cursive.
2. Nature's Medicines: Comprehension
 - In this lesson, you will explain events in a historical text.
 - In this lesson, you will make connections between events in a historical text.
 - In this lesson, you will correct helping verbs errors in writing.
 - In this lesson, you will write lowercase h and k in cursive.
 - In this lesson, you will pronounce words with r-controlled vowels ar, or, ore.
3. Nature's Medicines: Speak/Listen

- In this lesson, you will synthesize details in a historical text to draw inferences.
 - In this lesson, you will interpret information from a historical text.
 - In this lesson, you will use helping verbs to express certain conditions when speaking.
 - In this lesson, you will choose a book to read.
4. Nature's Medicines: Fluency
 - In this lesson, you will explain events in a scientific text.
 - In this lesson, you will read ideas in a scientific text with accuracy.
 - In this lesson, you will explain inferences from an informational text.
 - In this lesson, you will spell words with the r-controlled vowels ar, or, ore.
 5. Nature's Medicines: Synthesize
 - In this lesson, you will explain procedures in a technical text.
 - In this lesson, you will learn how to provide clear instruction about technical procedures.
 - In this lesson, you will choose a book to read.

11. The Science of Sickness

1. The Science of Sickness: Genre
 - In this lesson, you will explain what you find the most challenging about school.
 - In this lesson, you will summarize details.
 - In this lesson, you will explain the proper order of adjectives.
 - In this lesson, you will identify words with r-controlled vowels er, ir, and ur.
 - In this lesson, you will write lowercase g and q in cursive.
2. The Science of Sickness: Comprehension
 - In this lesson, you will use context clues to identify the meaning of words read in an informational text.
 - In this lesson, you will use context clues to judge if you have understood a new word in an informational text.
 - In this lesson, you will identify examples of the proper order of adjectives.
 - In this lesson, you will fluently write lowercase j and p in cursive.
 - In this lesson, you will pronounce words with r-controlled vowels er, ir, and ur.
3. The Science of Sickness: Speak/Listen
 - In this lesson, you will integrate ideas using key details from two texts on the same topic.
 - In this lesson, you will communicate with purpose.
 - In this lesson, you will put adjectives in the proper order in sentences.
 - In this lesson, you will choose a book to read.
4. The Science of Sickness: Fluency
 - In this lesson, you will integrate main ideas and supporting details to support a conclusion.
 - In this lesson, you will explain how to manage information from multiple texts.
 - In this lesson, you will integrate ideas across texts to draw a conclusion.
 - In this lesson, you will spell words with r-controlled vowels er, ir, and ur.
5. The Science of Sickness: Synthesize

- In this lesson, you will integrate information from multiple texts to determine the central idea.
- In this lesson, you will identify national and international public health issues.
- In this lesson, you will choose a book to read.

12. Finding the Cure

1. Finding the Cure: Genre

- In this lesson, you will explain how community workers help people stay safe and healthy.
- In this lesson, you will explain the information in a text.
- In this lesson, you will identify the proper order of adjectives in informational texts.
- In this lesson, you will identify words with r-controlled vowel sounds spelled are, air, ear.
- In this lesson, you will write lowercase r and s in cursive.

2. Finding the Cure: Comprehension

- In this lesson, you will identify an informational text's purpose, message, and audience.
- In this lesson, you will explain purpose, audience, and message in texts.
- In this lesson, you will correct the order of adjectives in sentences.
- In this lesson, you will write lowercase y and z in cursive.
- In this lesson, you will pronounce words with r-controlled vowel sounds spelled are, air, ear.

3. Finding the Cure: Speak/Listen

- In this lesson, you will explain information given in a visual way.
- In this lesson, you will explain visual information.
- In this lesson, you will speak using the correct order of adjectives.
- In this lesson, you will choose a book to read.

4. Finding the Cure: Fluency

- In this lesson, you will explain visual information.
- In this lesson, you will explain information given in a visual way.
- In this lesson, you will spell words with r-controlled vowel sounds.
- In this lesson, you will discuss purpose, audience, and message in texts.

5. Finding the Cure: Fluency Discussion

6. Finding the Cure: Read

- In this lesson, you will choose a book to read.

7. Feel Better! Unit Test

13. Holding Onto History

1. Holding Onto History: Genre

- In this lesson, you will identify spoken and unspoken ways people share information.
- In this lesson, you will identify features of different text structures.
- In this lesson, you will identify prepositions in sentences.
- In this lesson, you will introduce a topic in an explanatory text.

2. Holding Onto History: Comprehension

- In this lesson, you will describe the features of chronology text structure.
- In this lesson, you will use a computer to research information.
- In this lesson, you will identify prepositions and prepositional phrases in informational text.

- In this lesson, you will explain how authors use concrete details to develop an explanatory topic.
- 3. Holding Onto History: Speak/Listen
 - In this lesson, you will describe the features of comparison text.
 - In this lesson, you will paraphrase a text as you notice comparisons.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use quotations in a text to develop the topic of your explanatory text.
- 4. Holding Onto History: Fluency
 - In this lesson, you will describe the features of cause/effect text structure.
 - In this lesson, you will set goals to help you think about cause and effect.
 - In this lesson, you will use prepositions in sentences.
 - In this lesson, you will use facts and definitions to develop the topic of your explanatory text.
- 5. Holding Onto History: Synthesize
 - In this lesson, you will describe the features of problem/solution text structure.
 - In this lesson, you will provide solutions to different problems.
 - In this lesson, you will use examples to develop the topic of your explanatory text.

14. Keeping Promises

1. Keeping Promises: Genre
 - In this lesson, you will identify emotions you might feel in different situations.
 - In this lesson, you will identify a point that the author makes in an informational text.
 - In this lesson, you will use prepositional phrases when you write.
 - In this lesson, you will classify ideas for explanatory writing.
2. Keeping Promises: Comprehension
 - In this lesson, you will ask questions to identify points in an informational text.
 - In this lesson, you will reflect on an informational text to identify an author's points.
 - In this lesson, you will correct errors with prepositions and prepositional phrases in writing.
 - In this lesson, you will use linking words and phrases to connect ideas in your explanatory text.
3. Keeping Promises: Speak/Listen
 - In this lesson, you will identify the evidence an author uses to support points in an informational text.
 - In this lesson, you will tell the difference between situations in which formal English or informal English is appropriate.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use domain-specific vocabulary when writing your explanatory essay.
4. Keeping Promises: Fluency
 - In this lesson, you will explain how an author's reasons support points in an informational text.

- In this lesson, you will read an informational text with accuracy.
 - In this lesson, you will use prepositional phrases in speech.
 - In this lesson, you will draft the conclusion to your explanatory text.
5. Keeping Promises: Synthesize
- In this lesson, you will explain how an author’s evidence supports reasons in an informational text.
 - In this lesson, you will evaluate evidence in an informational text.
 - In this lesson, you will identify final changes to make to the rough draft of your essay.

15. Protecting Everyone's Environment

1. Protecting Environment: Genre
- In this lesson, you will use the arts to show different feelings.
 - In this lesson, you will listen to identify the narrator in a firsthand account.
 - In this lesson, you will use complete complex sentences when speaking and writing.
 - In this lesson, you will identify words with soft g and soft c.
 - In this lesson, you will write lowercase v and x in cursive.
2. Protecting Environment: Comprehension
- In this lesson, you will define firsthand and secondhand accounts. Then, you will use a chart to compare them.
 - In this lesson, you will use kinds of media to compare firsthand and secondhand accounts.
 - In this lesson, you will correct sentence fragments and run-on sentences.
 - In this lesson, you will write words with cursive lowercase letters fluently.
 - In this lesson, you will pronounce words with soft g and soft c.
3. Protecting Environment: Speak/Listen
- In this lesson, you will compare accounts about the same topic.
 - In this lesson, you will compare perspectives from different texts about the same topic.
 - In this lesson, you will correct sentence fragments and run-on sentences when speaking.
 - In this lesson, you will choose a book to read.
4. Protecting Environment: Fluency
- In this lesson, you will compare the focus of accounts on the same topic.
 - In this lesson, you will communicate the purpose of text.
 - In this lesson, you will compare firsthand and secondhand accounts.
 - In this lesson, you will spell words with soft g and soft c.
5. Protecting Environment: Synthesize
- In this lesson, you will describe the differences in the information from firsthand and secondhand accounts about the same topic.
 - In this lesson, you will describe a problem using a firsthand account and a secondhand account.
 - In this lesson, you will choose a book to read.

16. Objects Tell Stories

1. Objects Tell Stories: Genre
- In this lesson, you will examine different ways of handling upsetting situations.
 - In this lesson, you will compare parts of two texts.

- In this lesson, you will use context clues to figure out the meanings of words and phrases in an informational text.
 - In this lesson, you will revise your explanatory essay.
2. Objects Tell Stories: Comprehension
 - In this lesson, you will summarize information about a topic from more than one source.
 - In this lesson, you will summarize information about a topic from different media sources.
 - In this lesson, you will use context clues to figure out the meanings of words and phrases in an informational text.
 - In this lesson, you will edit your explanatory text.
 3. Objects Tell Stories: Speak/Listen
 - In this lesson, you will locate information in print, nonprint, and digital sources.
 - In this lesson, you will use information in print, nonprint, and digital sources.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will add multimedia elements to your explanatory text.
 4. Objects Tell Stories: Fluency
 - In this lesson, you will compare the information to check if it is true.
 - In this lesson, you will locate information about a topic in print and non-print sources. You will compare the information about a topic in print and non-print sources to check if it is true.
 - In this lesson, you will use reference materials to find the pronunciation of words.
 - In this lesson, you will explain how to avoid plagiarism in an explanatory text.
 5. Objects Tell Stories: Write
 - In this lesson, you will publish your explanatory essay.
 6. Indigenous Rights Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas. In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough

understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing narrative and explanatory texts. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester B Outline

1. Seriously Funny

1. Seriously Funny: Genre

- In this lesson, you will retell what another person has said in your own words.
- In this lesson, you will make inferences using details in a poem.
- In this lesson, you will identify similes and metaphors.
- In this lesson, you will identify words with the prefixes mis-, re-, pre-, dis-, and un-.
- In this lesson, you will write uppercase A and O in cursive.

2. Seriously Funny: Comprehension

- In this lesson, you will use context clues to determine the meanings of unknown words and phrases.
- In this lesson, you will explain the importance of being able to adapt to change.
- In this lesson, you will explain how similes and metaphors are used.
- In this lesson, you will write uppercase C and E in cursive.
- In this lesson, you will pronounce words with the prefixes mis-, re-, pre-, dis-, and un-.

3. Seriously Funny: Speak/Listen

- In this lesson, you will identify structural elements of poetry.
- In this lesson, you will identify structural elements after listening to poetry.
- In this lesson, you will determine the meanings of similes and metaphors in context.
- In this lesson, you will choose a book to read.

4. Seriously Funny: Fluency

- In this lesson, you will determine a theme of a poem from details in the text.
- In this lesson, you will determine how teamwork can help you understand diversity.
- In this lesson, you will read poems to determine elements and themes.
- In this lesson, you will spell words with the prefixes mis-, re-, pre-, dis-, and un-.

5. Seriously Funny: Synthesize

- In this lesson, you will describe how structural elements affect a poem’s meaning.
- In this lesson, you will explain how innovation is used in poetry.
- In this lesson, you will choose a book to read.

2. Acting Out History

1. Acting Out History: Genre

- In this lesson, you will describe how getting to know people of different cultures makes your life better.
 - In this lesson, you will identify the theme of a drama.
 - In this lesson, you will explain the meanings of idioms.
 - In this lesson, you will identify words with suffixes.
 - In this lesson, you will write uppercase L and D in cursive.
2. Acting Out History: Comprehension
 - In this lesson, you will use text details to describe the characters in a drama.
 - In this lesson, you will use details in a drama to analyze the points of view of characters.
 - In this lesson, you will explain the meanings of common adages.
 - In this lesson, you will write uppercase B and R in cursive.
 - In this lesson, you will pronounce words with suffixes.
 3. Acting Out History: Speak/Listen
 - In this lesson, you will identify the structural elements in a drama.
 - In this lesson, you will paraphrase portions of a drama.
 - In this lesson, you will explain the meanings of common proverbs.
 - In this lesson, you will choose a book to read.
 4. Acting Out History: Fluency
 - In this lesson, you will use text details to describe an event and a setting in a drama.
 - In this lesson, you will use expression as you read aloud about events and as you describe events and settings in a drama.
 - In this lesson, you will summarize a drama.
 - In this lesson, you will review elements of a drama and how they work together.
 - In this lesson, you will spell words with suffixes.

3. A World of Gods and Heroes

1. A World of Gods and Heroes: Genre
 - In this lesson, you will explain how to respond to a compliment.
 - In this lesson, you will identify the central idea of a myth.
 - In this lesson, you will identify examples of personification in literary text.
 - In this lesson, you will identify words with Greek roots.
 - In this lesson, you will write uppercase T and F in cursive.
2. A World of Gods and Heroes: Comprehension
 - In this lesson, you will determine the meaning of words and phrases as they are used in a myth.
 - In this lesson, you will use online tools to research words from myths to determine their meaning.
 - In this lesson, you will identify examples of hyperbole in literary text.
 - In this lesson, you will write uppercase S and G in cursive.
 - In this lesson, you will pronounce words with Greek roots.
3. A World of Gods and Heroes: Speak/Listen
 - In this lesson, you will restate myths in your own words.
 - In this lesson, you will use paraphrasing to clearly communicate the key ideas of similar myths.
 - In this lesson, you will find examples of onomatopoeia in literary text.
 - In this lesson, you will choose a book to read.

4. A World of Gods and Heroes: Fluency
 - In this lesson, you will use details from the text to make inferences.
 - In this lesson, you will use details from illustrations to make inferences.
 - In this lesson, you will paraphrase sections of myths using certain kinds of figurative language.
 - In this lesson, you will spell words with Greek roots.
5. A World of Gods and Heroes: Synthesize
 - In this lesson, you will describe key characteristics that define myths.
 - In this lesson, you will analyze characteristics of other cultures through myths.
 - In this lesson, you will choose a book to read.

4. Explaining the Natural World

1. Explaining the Natural World: Genre
 - In this lesson, you will monitor your progress toward a goal.
 - In this lesson, you will compare the structural elements of two poems.
 - In this lesson, you will identify examples of antonyms in literary text.
 - In this lesson, you will identify words with Latin roots.
 - In this lesson, you will write uppercase I and J in cursive.
2. Explaining the Natural World: Comprehension
 - In this lesson, you will make connections between two texts to determine the meaning of an unfamiliar word.
 - In this lesson, you will make connections between texts to reason effectively.
 - In this lesson, you will identify examples of synonyms in literary text.
 - In this lesson, you will write uppercase M and N in cursive.
 - In this lesson, you will pronounce words with Latin roots.
3. Explaining the Natural World: Speak/Listen
 - In this lesson, you will compare and contrast themes in different myths.
 - In this lesson, you will recognize ways to take part in a group discussion.
 - In this lesson, you will determine meanings of words by relating them to their synonyms and antonyms.
 - In this lesson, you will choose a book to read.
4. Explaining the Natural World: Fluency
 - In this lesson, you will identify the parts of a drama.
 - In this lesson, you will read a drama with expression.
 - In this lesson, you will spell words with Latin roots.
 - In this lesson, you will discuss similarities and differences in three poems.
5. Explaining the Natural World: Fluency Discussion
6. Explaining the Natural World: Read
 - In this lesson, you will choose a book to read.
7. How I See It Unit Test

5. A Fresh Point of View

1. A Fresh Point of View: Genre
 - In this lesson, you will determine whether people's words match the unspoken ways they express their meaning.
 - In this lesson, you compare first-person and third-person points of view in literary texts.
 - In this lesson, you will use commas and quotation marks to mark direct speech when writing.

- In this lesson, you will read an opinion text and think about how the writer grouped ideas within each paragraph.
2. A Fresh Point of View: Comprehension
 - In this lesson, you will ask questions to tell the difference between point of view and perspective.
 - In this lesson, you will analyze how to work with others who have different perspectives.
 - In this lesson, you will use commas before coordinating conjunctions in compound sentences.
 - In this lesson, you will analyze how grouping ideas in each part of an opinion text helps a writer persuade readers.
 3. A Fresh Point of View: Speak/Listen
 - In this lesson, you will explain how point of view affects central idea and theme in a literary text.
 - In this lesson, you will use listening skills to determine point of view, central idea, and theme of a story.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will choose a topic for your opinion essay.
 4. A Fresh Point of View: Fluency
 - In this lesson, you will read to improve accuracy, rate, and expression.
 - In this lesson, you will improve reading fluency as you learn about global awareness.
 - In this lesson, you will decide when formal or informal English is appropriate when writing an opinion.
 - In this lesson, you will create reasons for your opinion by thinking about your topic in different ways.
 5. A Fresh Point of View: Synthesize
 - In this lesson, you will compare and contrast differing points of view in literary texts.
 - In this lesson, you will explain how different points of view affect problem-solving.
 - In this lesson, you will write a draft of the introduction to your opinion text.

6. You Can Make a Difference

1. You Can Make a Difference: Genre
 - In this lesson, you will look at how you can respond when someone angers you.
 - In this lesson, you will identify the author's purpose for writing a text.
 - In this lesson, you will choose words and phrases to express opinions clearly.
 - In this lesson, you will examine how an opinion, reasons, and details are connected in an opinion text.
2. You Can Make a Difference: Comprehension
 - In this lesson, you will explain how the feelings that words convey can help to make a text persuasive.
 - In this lesson, you will explain how language in an opinion piece helps to persuade readers.
 - In this lesson, you will choose words and phrases that express an appropriate tone in an opinion piece.

- In this lesson, you will analyze how purpose and audience shape an opinion writer's message.
3. You Can Make a Difference: Speak/Listen
 - In this lesson, you will use details in a text to tell whether it is told from a first-person or a third-person point of view.
 - In this lesson, you will draw conclusions about a narrator to infer a story's point of view.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will begin to draft the body paragraphs of your opinion text.
 4. You Can Make a Difference: Fluency
 - In this lesson, you will read aloud an opinion piece with accuracy.
 - In this lesson, you will work with your Learning Coach to read aloud with accuracy.
 - In this lesson, you will choose words and phrases that link opinions, reasons, and evidence in writing.
 - In this lesson, you will write a conclusion to your opinion text.
 5. You Can Make a Difference: Synthesize
 - In this lesson, you will analyze the relationship between point of view, word choice, and tone in a story.
 - In this lesson, you will determine an author's tone by interpreting word choices.
 - In this lesson, you will identify final changes to make to the rough draft of your essay.

7. Animal Power

1. Animal Power: Genre
 - In this lesson, you will explain how your behavior affects other people.
 - In this lesson, you will listen compare traditional folktale themes to popular themes in folktales.
 - In this lesson, you will identify common homophones.
 - In this lesson, you will recognize misspellings of homophones.
 - In this lesson, you will write uppercase H and K in cursive.
2. Animal Power: Comprehension
 - In this lesson, you will identify and compare the hero's quest, or a particular pattern of events, in two traditional stories.
 - In this lesson, you will use charts to compare the pattern of events in a hero's quest.
 - In this lesson, you will use commonly confused words correctly in writing.
 - In this lesson, you will write uppercase P and Q in cursive.
 - In this lesson, you will identify examples of frequently misspelled words.
3. Animal Power: Speak/Listen
 - In this lesson, you will compare themes in plays.
 - In this lesson, you will identify reasons for supporting a theme.
 - In this lesson, you will use less common homophones correctly in writing.
 - In this lesson, you will choose a book to read.
4. Animal Power: Fluency
 - In this lesson, you will compare patterns of events in plays.

- In this lesson, you will compare how the hero character reacts to events in the beginning of a quest to how they act at its end.
 - In this lesson, you will review comparing and contrasting themes and patterns of events.
 - In this lesson, you will spell homophones and other frequently misspelled words correctly.
5. Animal Power: Synthesize
- In this lesson, you will paraphrase two stories in order to help you compare their pattern of events.
 - In this lesson, you will decide which details are most important when paraphrasing a text.
 - In this lesson, you will choose a book to read.

8. It Takes Teamwork

1. It Takes Teamwork: Genre
- In this lesson, you will recognize similarities among people who belong to different groups.
 - In this lesson, you will make connections between different versions of a text.
 - In this lesson, you will identify how punctuation affects the tone of literary text.
 - In this lesson, you will revise your opinion text to address task, purpose, and audience.
2. It Takes Teamwork: Comprehension
- In this lesson, you will analyze quotes from the text to help explain a theme.
 - In this lesson, you will analyze a text to look for quotations that support a theme.
 - In this lesson, you will identify how punctuation affects mood in literary text.
 - In this lesson, you will make final revisions to strengthen your opinion text.
3. It Takes Teamwork: Speak/Listen
- In this lesson, you will paraphrase information from different story formats.
 - In this lesson, you will paraphrase portions of a text read aloud.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will edit your opinion text.
4. It Takes Teamwork: Fluency
- In this lesson, you will make connections between stage directions and tone in the text.
 - In this lesson, you will evaluate the information you find in stage directions.
 - In this lesson, you will use punctuation for effect when writing.
 - In this lesson, you will publish your opinion text.
5. It Takes Teamwork: Write
- In this lesson, you will present your opinion text.
6. Not Alone Unit Test

9. Clues from Long Ago

1. Clues from Long Ago: Genre
- In this lesson, you will act out the thoughts and feelings of characters in a story.
 - In this lesson, you will listen to summarize what a text says explicitly.
 - In this lesson, you will analyze word choice for precise meaning in sentences.

- In this lesson, you will identify compound words.
 - In this lesson, you will write uppercase V and U in cursive.
2. Clues from Long Ago: Comprehension
 - In this lesson, you will summarize a text’s main idea and details.
 - In this lesson, you will research to summarize a main idea and key details on an environmental topic.
 - In this lesson, you will analyze word choice in informational texts.
 - In this lesson, you will write uppercase W and X in cursive.
 - In this lesson, you will pronounce compound words.
 3. Clues from Long Ago: Speak/Listen
 - In this lesson, you will identify a text’s main idea and key details to help summarize a section of text.
 - In this lesson, you will summarize main ideas and key details from sections of text read aloud.
 - In this lesson, you will make word choices to create specific meanings in sentences.
 - In this lesson, you will choose a book to read.
 4. Clues from Long Ago: Fluency
 - In this lesson, you will identify features of expository text.
 - In this lesson, you will write an expository paragraph.
 - In this lesson, you will review identifying key details and main idea to summarize part of an informational text.
 - In this lesson, you will spell compound words.
 5. Clues from Long Ago: Synthesize
 - In this lesson, you will summarize the main idea, key details, and author’s perspective.
 - In this lesson, you will independently write a main idea and key details.
 - In this lesson, you will choose a book to read.

10. Unearthing the Past

1. Unearthing the Past: Genre
 - In this lesson, you will use decision-making to solve problems you may have with other people.
 - In this lesson, you will identify what kind of informational text it is.
 - In this lesson, you will read unfamiliar words accurately in context.
 - In this lesson, you will identify plural words.
 - In this lesson, you will write uppercase Y in cursive.
2. Unearthing the Past: Comprehension
 - In this lesson, you will explain ideas in a historical text.
 - In this lesson, you will make judgments about people discussed in a historical text.
 - In this lesson, you will make strong word choices when speaking.
 - In this lesson, you will write uppercase Z in cursive.
 - In this lesson, you will pronounce plural words.
3. Unearthing the Past: Speak/Listen
 - In this lesson, you will explain a procedure in a scientific text.
 - In this lesson, you will learn how to provide clear instruction in procedures.
 - In this lesson, you will make appropriate word choices to convey precise ideas in informational text.

- In this lesson, you will choose a book to read.
4. Unearthing the Past: Fluency
 - In this lesson, you will summarize the events in a technical text.
 - In this lesson, you will read a technical text with accuracy.
 - In this lesson, you will summarize procedures in a scientific text.
 - In this lesson, you will spell words with r-controlled vowels.
 5. Unearthing the Past: Synthesize
 - In this lesson, you will explain a concept in a scientific text.
 - In this lesson, you will show that you know how to use visual aids to help explain concepts in a scientific text.
 - In this lesson, you will choose a book to read.

11. Trial, Error, and--Oops

1. Trial, Error, and--Oops: Genre
 - Explain why characters in stories feel different ways.
 - In this lesson, you will find the central idea and supporting details in a text.
 - In this lesson, you will correct capitalization errors with proper nouns.
 - In this lesson, you will identify words with an open syllable.
 - In this lesson, you will write numbers 0, 1, and 2 in cursive.
2. Trial, Error, and--Oops: Comprehension
 - In this lesson, you will use a Venn diagram to compare and contrast two texts on the same topic.
 - In this lesson, you will use a T-chart to compare and contrast two texts on the same topic.
 - In this lesson, you will correct capitalization errors.
 - In this lesson, you will write numbers 3, 4, and 5 in cursive.
 - In this lesson, you will pronounce words with open syllables.
3. Trial, Error, and--Oops: Speak/Listen
 - In this lesson, you will compare and contrast two informational texts on the same topic.
 - In this lesson, you will learn strategies to successfully share a summary of a topic.
 - In this lesson, you will correctly apply punctuation and capitalization in sentences.
 - In this lesson, you will choose a book to read.
4. Trial, Error, and--Oops: Fluency
 - In this lesson, you will integrate information from two texts on the same topic.
 - In this lesson, you will draw conclusions about the big ideas from a set of paired texts.
 - In this lesson, you will review using multiple texts to integrate information.
 - In this lesson, you will spell words with open syllables.
5. Trial, Error, and--Oops: Synthesize
 - In this lesson, you will speak knowledgeably on a science topic.
 - In this lesson, you will create a video about information from two texts on the same topic.
 - In this lesson, you will choose a book to read.

12. Creature Features

1. Creature Features: Genre

- In this lesson, you will compare and contrast groups from many cultures.
 - In this lesson, you will identify how visuals could add meaning to a text.
 - In this lesson, you will use idioms to express your ideas precisely.
 - In this lesson, you will identify words with closed syllables.
 - In this lesson, you will write numbers 6, 7, and 8 in cursive.
2. Creature Features: Comprehension
 - In this lesson, you will think aloud to explain how information presented visually helps readers understand an informational text.
 - In this lesson, you will create your own visual feature to help you get tasks done.
 - In this lesson, you will use adages to express your ideas precisely.
 - In this lesson, you will write numbers 9 and 10 in cursive.
 - In this lesson, you will pronounce words with closed syllables.
 3. Creature Features: Speak/Listen
 - In this lesson, you will explain how information presented orally helps readers understand an informational text.
 - In this lesson, you will practice your listening, writing, and speaking communication skills.
 - In this lesson, you will use proverbs to express your ideas precisely.
 - In this lesson, you will choose a book to read.
 4. Creature Features: Fluency
 - In this lesson, you will explain how information presented quantitatively helps readers understand an informational text.
 - In this lesson, you will use technology to research and write.
 - In this lesson, you will spell words with closed syllables.
 - In this lesson, you will paraphrase information from diverse media.
 5. Creature Features: Fluency Discussion
 6. Creature Features: Read
 - In this lesson, you will choose a book to read.
 7. A Blast from the Past Unit Test

13. All Fired Up

1. All Fired Up: Genre
 - In this lesson, you will identify different ways to solve a problem.
 - In this lesson, you will listen to identify the structure of an informational text.
 - In this lesson, you will analyze academic and domain-specific words and phrases.
 - In this lesson, you will identify the purpose of a research report.
2. All Fired Up: Comprehension
 - In this lesson, you will determine the importance of text features in an informational text.
 - In this lesson, you will study how text features help you understand informational text about a global problem.
 - In this lesson, you will accurately use academic and domain-specific words and phrases.
 - In this lesson, you will identify the topic of your research report.
3. All Fired Up: Speak/Listen
 - In this lesson, you will discuss the features of the different types of text structure.

- In this lesson, you will focus on text structure in audio and visual presentations.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will compare and contrast primary and secondary sources of information.
4. All Fired Up: Fluency
 - In this lesson, you will compare and contrast text structures to understand a topic covered in two texts.
 - In this lesson, you will compare two texts to help you make judgments.
 - In this lesson, you will use academic and domain-specific words and phrases that relate to a topic.
 - In this lesson, you will research information about your topic by taking notes.
 5. All Fired Up: Synthesize
 - In this lesson, you will describe the structure of events in an informational text.
 - In this lesson, you will examine structure across media advertisements.
 - In this lesson, you will identify the main ideas and details that support your research topic.

14. We Need Trees

1. We Need Trees: Genre
 - In this lesson, you will consider the unique contributions of people in nonfiction and fiction texts.
 - In this lesson, you will identify the evidence that support particular points in an informational text.
 - In this lesson, you will analyze formal and informal language in informational text.
 - In this lesson, you will evaluate sources to determine if they are based on facts rather than opinions.
2. We Need Trees: Comprehension
 - In this lesson, you will use a graphic organizer to identify the evidence that an author uses to support points in an informational text.
 - In this lesson, you will analyze the solutions offered in a text about environmental issues.
 - In this lesson, you will recognize when the context calls for formal or informal language when writing.
 - In this lesson, you will draft the introduction and first body paragraph of your report using the research you have collected.
3. We Need Trees: Speak/Listen
 - In this lesson, you will determine whether to use formal or informal English for a given task.
 - In this lesson, you will tell the difference between situations in which formal or informal English is better to use in speech.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will recall information from your experiences to help you better support the main ideas in your report.
4. We Need Trees: Fluency
 - In this lesson, you will judge a message in a text.

- In this lesson, you will identify clues that help you know how to read a text aloud.
 - In this lesson, you will recognize when the situation calls for formal or informal language when speaking.
 - In this lesson, you conclude your research report by drafting a conclusion.
5. We Need Trees: Synthesize
- In this lesson, you will identify the audience, claim, and evidence in an argumentative text.
 - In this lesson, you will evaluate the evidence used to support a claim in an argumentative text.
 - In this lesson, you will compile your rough draft.

15. Controlling Fire

1. Controlling Fire: Genre
 - In this lesson, you will predict how people respond to different feelings.
 - In this lesson, you will listen to identify if a text is a firsthand or secondhand account.
 - In this lesson, you will identify words with Greek and Latin affixes and roots.
 - In this lesson, you will identify words with vowel teams.
 - In this lesson, you will write the uppercase alphabet and your first and last name in cursive.
2. Controlling Fire: Comprehension
 - In this lesson, you will explain the differences between primary and secondary sources.
 - In this lesson, you will explain primary and secondary sources.
 - In this lesson, you will use Greek and Latin affixes as clues to the meanings of words.
 - In this lesson, you will use the appropriate spacing and indents writing in cursive.
 - In this lesson, you will pronounce words with vowel teams.
3. Controlling Fire: Speak/Listen
 - In this lesson, you will identify primary and secondary sources when researching a topic.
 - In this lesson, you will explain how to respectfully interview a primary source for research.
 - In this lesson, you will use Greek and Latin roots as clues to the meanings of words.
 - In this lesson, you will choose a book to read.
4. Controlling Fire: Fluency
 - In this lesson, you will compare and contrast concepts in primary and secondary sources.
 - In this lesson, you will compare and contrast how primary sources and secondary sources consider concepts.
 - In this lesson, you will compare and contrast primary and secondary sources.
 - In this lesson, you will spell words with vowel teams.
5. Controlling Fire: Synthesize
 - In this lesson, you will compare and contrast ideas in primary and secondary sources.

- In this lesson, you will evaluate how ideas in a primary source might differ from ideas in a secondary source.
- In this lesson, you will choose a book to read.

16. Humans Help Out

1. Humans Help Out: Genre
 - In this lesson, you will read stories and talk about how people are different.
 - In this lesson, you will identify the perspective of each author after listening to two texts on the same topic.
 - In this lesson, you will identify key words and phrases in an informational text.
 - In this lesson, you will revise your research report to strengthen your writing.
2. Humans Help Out: Comprehension
 - In this lesson, you will add an audio recording to a presentation of your report.
 - In this lesson, you will use a chart to manage information from multiple sources.
 - In this lesson, you will use context clues to determine the meanings of key words and phrases in an informational text.
 - In this lesson, you will edit your research report and identify an audio recording that can be added to a presentation of your report.
3. Humans Help Out: Speak/Listen
 - In this lesson, you will find information from a variety of print and non-print sources.
 - In this lesson, you will use print or non-print sources in your research.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will add visuals to the presentation of your research report.
4. Humans Help Out: Fluency
 - In this lesson, you will answer literal questions to integrate new information from print and non-print sources.
 - In this lesson, you will ask literal questions about print and non-print sources to integrate new information.
 - In this lesson, you will use reference materials to determine the spellings, pronunciations, and meanings of key words and phrases in an informational text.
 - In this lesson, you will present the information you have learned from research.
5. Humans Help Out: Write
 - In this lesson, you will publish your research report.
6. Help the Planet Unit Test

Language Arts 5

Language Arts 5 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing narrative and explanatory texts. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester A Outline

1. Shared Interests

1. Shared Interests: Genre

- In this lesson, you will explain how to deal with some upsetting emotions.
- In this lesson, you will identify details about characters, setting, and sequence of events in a story.
- In this lesson, you will identify parts of speech in sentences, including nouns, verbs, and adjectives.
- In this lesson, you will identify words with the short a, e, i, o, and u vowel patterns.
- In this lesson, you will practice writing print uppercase and lowercase letters, punctuation marks, and the numbers 0–10.

2. Shared Interests: Comprehension

- In this lesson, you will predict the plot of a story.
- In this lesson, you will read a story for the purpose of understanding other cultures.
- In this lesson, you will identify parts of speech in sentences, including pronouns, adverbs, and prepositions.
- In this lesson, you will fluently print sentences using correct spacing.
- In this lesson, you will pronounce words with the short a, e, i, o, and u sounds.

3. Shared Interests: Speak/Listen

- In this lesson, you will analyze relationships and conflicts between characters in a story.
- In this lesson, you will express values and attitudes.

- In this lesson, you will identify the differences between declarative, interrogative, imperative, and exclamatory sentences.
 - In this lesson, you will choose a book to read.
4. Shared Interests: Fluency
 - In this lesson, you will use a chart to identify causes and effects in a story.
 - In this lesson, you will identify the theme of a story.
 - In this lesson, you will explain the process of choosing a book to read.
 - In this lesson, you will spell words with the short a, e, i, o, and u vowel patterns.
 - In this lesson, you will choose a book to read.
 5. Shared Interests: Synthesize
 - In this lesson, you will identify the theme of a story.
 - In this lesson, you will explain the theme of learning from failure.
 - In this lesson, you will choose a book to read.

2. Family Relationships

1. Family Relationships: Genre
 - In this lesson, you will recognize the factors that contribute to mood changes.
 - In this lesson, you will identify the plot events after listening to a story.
 - In this lesson, you will use context clues to find the meanings of words.
 - In this lesson, you will identify words with long a, e, i, o, and u vowel patterns.
 - In this lesson, you will read uppercase and lowercase cursive writing.
2. Family Relationships: Comprehension
 - In this lesson, you will compare and contrast story characters.
 - In this lesson, you will identify inferences about story characters.
 - In this lesson, you will use context clues to find the meanings of multiple-meaning words.
 - In this lesson, you will write the numbers 0–10 and punctuation marks in cursive.
 - In this lesson, you will pronounce words with long a, e, i, o, and u vowel patterns.
3. Family Relationships: Speak/Listen
 - In this lesson, you will summarize the information in story visuals.
 - In this lesson, you will use visuals that support text to better understand a story.
 - In this lesson, you will use context clues to find the meanings of academic vocabulary.
 - In this lesson, you will choose a book to read.
4. Family Relationships: Fluency
 - In this lesson, you will compare and contrast story events.
 - In this lesson, you will use expression to perform a retelling of a story.
 - In this lesson, you will compare events in a story.
 - In this lesson, you will spell words with long a, e, i, o, and u vowel patterns.
5. Family Relationships: Synthesize
 - In this lesson, you will compare and contrast story settings.
 - In this lesson, you will use reflection to discover meaning in a story.
 - In this lesson, you will choose and read a book.

3. Open Minds

1. Open Minds: Genre
 - In this lesson, you will describe ways that people can resolve a conflict.
 - In this lesson, you will identify key events in a story.
 - In this lesson, you will identify how verb tenses show time and sequence.

- In this lesson, you will identify words with the long u vowel sound, the long oo vowel sound, and the short oo vowel sound.
 - In this lesson, you will practice writing lowercase i and l in cursive.
2. Open Minds: Comprehension
 - In this lesson, you will visualize story details and events in your mind to find the story's main idea.
 - In this lesson, you will learn how to learn from people from different backgrounds.
 - In this lesson, you will identify how verb tenses show states and conditions.
 - In this lesson, you will practice writing lowercase e and t in cursive.
 - In this lesson, you will pronounce words with the long u vowel sound, the long oo vowel sound, and the short oo vowel sound.
 3. Open Minds: Speak/Listen
 - In this lesson, you will summarize a text you heard read aloud.
 - In this lesson, you will manage your study time well by summarizing the stories you read.
 - In this lesson, you will identify shifts in verb tense.
 - In this lesson, you will choose a book to read.
 4. Open Minds: Fluency
 - In this lesson, you will summarize the key details in a story to identify the main idea.
 - In this lesson, you will reflect on your oral reading skills.
 - In this lesson, you will use your own words to summarize a story.
 - In this lesson, you will spell words with the long u vowel sound, the long oo vowel sound, and the short oo vowel sound.
 5. Open Minds: Synthesize
 - In this lesson, you will differentiate how summaries and paraphrases are similar and different.
 - In this lesson, you will determine how to deal positively with setbacks.
 - In this lesson, you will choose and a book to read.

4. Good Leaders

1. Good Leaders: Genre
 - In this lesson, you will identify the steps needed to perform a routine task.
 - In this lesson, you will explain what a story says explicitly.
 - In this lesson, you will use perfect verb tenses.
 - In this lesson, you will identify words with the r-controlled vowel sounds *ar*, *air*, *ur*, and *or* spelled in various ways.
 - In this lesson, you will practice writing lowercase o and a in cursive.
2. Good Leaders: Comprehension
 - In this lesson, you will infer meaning to understand a message of a text.
 - In this lesson, you will use reasoning to infer meaning.
 - In this lesson, you will use perfect verb tenses correctly when speaking.
 - In this lesson, you will practice writing lowercase c and d in cursive.
 - In this lesson, you will pronounce words with the *ar*, *air*, *ur*, and *or* vowel sounds.
3. Good Leaders: Speak/Listen
 - In this lesson, you will identify explicit and implicit text evidence in a story.
 - In this lesson, you will identify explicit and implicit ideas in a story.
 - In this lesson, you will write using perfect verb tenses correctly.
 - In this lesson, you will choose a book to read.

4. Good Leaders: Fluency
 - In this lesson, you will quote accurately when you explain what a text says.
 - In this lesson, you will read unfamiliar words accurately by breaking them into patterns.
 - In this lesson, you will spell words with the *ar*, *air*, *ur*, and *or* vowel sounds.
 - In this lesson, you will participate in a group discussion about a text.
5. Good Leaders: Fluency Discussion
6. Good Leaders: Read
 - In this lesson, you will choose a book to read.
7. Relationships Matter Unit Test

5. Characters Who Are Kind

1. Kind Characters: Genre
 - In this lesson, you will identify the ways to behave in a cooperative group.
 - In this lesson, you will identify the descriptive language in a story.
 - In this lesson, you will interpret similes in context.
 - In this lesson, you will determine how a writer begins a narrative.
2. Kind Characters: Comprehension
 - In this lesson, you will determine the meanings of words and phrases by rereading parts of a story.
 - In this lesson, you will determine language that is appropriate for different purposes and audiences.
 - In this lesson, you will interpret metaphors in context.
 - In this lesson, you will plan the characters, setting, and major events of your narrative.
3. Kind Characters: Speak/Listen
 - In this lesson, you will contrast literal and figurative language.
 - In this lesson, you will summarize ideas for a younger audience.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will write a draft of the beginning of your story.
4. Kind Characters: Fluency
 - In this lesson, you will identify similes and metaphors in a story.
 - In this lesson, you will read a scene with expression.
 - In this lesson, you will create similes and metaphors.
 - In this lesson, you will recognize how a writer uses pacing to develop parts of a narrative or characters.
5. Kind Characters: Synthesize
 - In this lesson, you will explain the meaning of figurative language in a story.
 - In this lesson, you will brainstorm a series of creative similes.
 - In this lesson, you will apply the elements of narrative writing you have learned as you write a draft of the events in the middle of your story.

6. Family Values

1. Family Values: Genre
 - In this lesson, you will list positive strategies for handling conflict.
 - In this lesson, you will listen to identify descriptive words in a story.
 - In this lesson, you will interpret hyperboles in context.
2. Family Values: Comprehension
 - In this lesson, you will describe ways a writer can adjust narrative pacing.
 - In this lesson, you will identify what is being compared in similes and metaphors.

- In this lesson, you will use creativity to convey your ideas.
 - In this lesson, you will explain the meaning of adages and puns.
 - In this lesson, you will use concrete words and sensory details to clearly describe experiences and events.
3. Family Values: Speak/Listen
 - In this lesson, you will identify how figurative language sets the tone in a story.
 - In this lesson, you will use tone and language to communicate with others.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use dialogue and description to tell about story events and experiences or show how characters act and react.
 4. Family Values: Fluency
 - In this lesson, you will examine an author's word choices.
 - In this lesson, you will explain how to give and receive feedback.
 - In this lesson, you will interpret personification.
 - In this lesson, you will write a conclusion to your narrative.
 5. Family Values: Synthesize
 - In this lesson, you will explain how and why authors use figurative language in stories.
 - In this lesson, you will make judgments about an author's word choices.
 - In this lesson, you will finalize the rough draft of your narrative by making last-minute tweaks and typing the story.

7. Characters and Their Values

1. Characters and Values: Genre
 - In this lesson, you will explain ways to practice progressive relaxation.
 - In this lesson, you will create a visual that represents the story after listening to a story.
 - In this lesson, you will explain the meaning of common idioms.
 - In this lesson, you will define homographs.
 - In this lesson, you will write cursive lowercase letters while joining the same and different letters in a series.
2. Characters and Values: Comprehension
 - In this lesson, you will visualize a story to understand its meaning and tone.
 - In this lesson, you will analyze the best ways to interact with others.
 - In this lesson, you will explain the meaning of common adages.
 - In this lesson, you will write words legibly while joining letters in cursive.
 - In this lesson, you will spell homographs in and out of context, using references as needed.
3. Characters and Values: Speak/Listen
 - In this lesson, you will explain how visuals and multimedia affect the mood of a story.
 - In this lesson, you will use visuals and multimedia to retell the story "Three Aunties."
 - In this lesson, you will explain the meaning of common proverbs.
 - In this lesson, you will choose a book to read.
4. Characters and Values: Fluency
 - In this lesson, you will tell how a story's visuals add to its tone, meaning, and beauty.
 - In this lesson, you will read with expression and accuracy after listening to a story.

- In this lesson, you will use homographs correctly in context.

8. Reactions Show Character

1. Reactions and Character: Genre

- In this lesson, you will describe how someone feels when they are bullied.
- In this lesson, you will summarize the plot of a story.
- In this lesson, you will identify examples of synonyms, antonyms, and homographs in writing.
- In this lesson, you will examine how other authors tell stories.

2. Reactions and Character: Comprehension

- In this lesson, you will support a theme with evidence from the text, using a graphic organizer.
- In this lesson, you will identify text details about another culture that supports the story's theme.
- In this lesson, you will explain the function of phrases and clauses.
- In this lesson, you will revise your narrative by adding transitions that help readers understand the sequence of events.

3. Reactions and Character: Speak/Listen

- In this lesson, you will determine the theme of a story based on the story's details.
- In this lesson, you will identify formal and informal ways of speaking.
- In this lesson, you will choose a book to read.
- In this lesson, you will use a checklist to revise your draft.

4. Reactions and Character: Fluency

- In this lesson, you will compare stories with similar themes.
- In this lesson, you will use expression to read a text aloud.
- In this lesson, you will use the relationships between words to better understand each of the words.
- In this lesson, you will proofread your narrative by making sure you have included descriptive details, a clear sequence of events, and correct spelling, grammar, and punctuation.

5. Reactions and Character: Write

- In this lesson, you will use technology to publish a final draft of your narrative.

6. Developing Character Unit Test

9. Stronger Together

1. Stronger Together: Genre

- In this lesson, you will explain how your present goals build on goals you have achieved in the past.
- In this lesson, you will identify key details in an informational text.
- In this lesson, you will identify when to underline titles of work.
- In this lesson, you will identify words with the vowel sound spelled *aw*, *au*, *al*, *all*, *a*, *o*, *ough*, and *ough*.
- In this lesson, you will fluently write lowercase n and m in cursive

2. Stronger Together: Comprehension

- In this lesson, you will use a graphic organizer to identify the main idea and details in a text.
- In this lesson, you will use inductive reasoning to conclude a main idea from details.
- In this lesson, you will identify when to italicize titles of work.
- In this lesson, you will fluently write lowercase u and w in cursive.

- In this lesson, you will pronounce words with the vowel sound spelled *aw, au, al, all, a, o, augh, and ough*.
3. Stronger Together: Speak/Listen
 - In this lesson, you will paraphrase details to find main ideas of a text.
 - In this lesson, you will recognize that people may interpret what they read and watch in different ways.
 - In this lesson, you will identify when to underline or italicize titles of work.
 - In this lesson, you will choose a book to read.
 4. Stronger Together: Fluency
 - In this lesson, you will use text features to gain meaning.
 - In this lesson, you will use text features to expand your knowledge of civics.
 - In this lesson, you will paraphrase the arguments presented in two videos.
 - In this lesson, you will spell words with the vowel sound spelled *aw, au, al, all, a, o, augh, and ough*.
 5. Stronger Together: Synthesize
 - In this lesson, you will evaluate supporting details in a text.
 - In this lesson, you will make judgments about the relevance and importance of details in a text.
 - In this lesson, you will choose a book to read.
- 10. Influencers Making a Difference**
1. Making a Difference: Genre
 - In this lesson, you will use I-statements to let others know that you have heard them.
 - In this lesson, you will summarize information after listening to an informational text.
 - In this lesson, you will identify when to use quotation marks to show titles of work.
 - In this lesson, you will identify words with a vowel team in a syllable.
 - In this lesson, you will fluently write lowercase b and f in cursive.
 2. Making a Difference: Comprehension
 - In this lesson, you will summarize a text by asking and answering questions about the main idea and key details.
 - In this lesson, you will identify details that support a main idea.
 - In this lesson, you will identify when to use quotation marks to indicate titles of work.
 - In this lesson, you will write lowercase h and k in cursive.
 - In this lesson, you will pronounce words with a vowel team syllable.
 3. Making a Difference: Speak/Listen
 - In this lesson, you will identify important details to summarize the main ideas in a text.
 - In this lesson, you will identify details in persuasive communication.
 - In this lesson, you will use underlining, italics, or quotation marks to show the titles of works.
 - In this lesson, you will choose a book to read.
 4. Making a Difference: Fluency
 - In this lesson, you will summarize a speaker's main points and the support for their claims.
 - In this lesson, you will evaluate a text.
 - In this lesson, you will review summarizing key ideas in speaking and writing.

- In this lesson, you will spell words with vowel teams in a syllable.

5. Making a Difference: Synthesize

- In this lesson, you will analyze media and determine how it relates to culture.
- In this lesson, you will create a piece of media for a text.
- In this lesson, you will choose a book to read.

11. Showing the World

1. Showing the World: Genre

- In this lesson, you will describe steps you can take to make a decision.
- In this lesson, you will identify a purpose for reading an informational text.
- In this lesson, you will identify when to use commas to separate items in a series.
- In this lesson, you will identify words with a consonant + /e syllable.
- In this lesson, you will fluently write lowercase g and q in cursive.

2. Showing the World: Comprehension

- In this lesson, you will use logical inferences about an informational text.
- In this lesson, you will describe strategies for being open to new ideas and perspectives.
- In this lesson, you will identify when to use semicolons to separate items in a series.
- In this lesson, you will fluently write lowercase j and p in cursive.
- In this lesson, you will pronounce words with a consonant + /e syllable.

3. Showing the World: Speak/Listen

- In this lesson, you will determine whether details in an informational text are explicit or inferred.
- In this lesson, you will explain what you learn about civic life to your Learning Coach.
- In this lesson, you will use commas and semicolons to separate items in a series.
- In this lesson, you will choose a book to read.

4. Showing the World: Fluency

- In this lesson, you will evaluate an inference you made by asking, "How accurate was my thinking?"
- In this lesson, you will ask questions to reflect on your reading comprehension.
- In this lesson, you will analyze inferences in informational text.
- In this lesson, you will spell words with a consonant + /e syllable.

5. Showing the World: Synthesize

- In this lesson, you will quote accurately from a text.
- In this lesson, you will think about how to use information accurately to solve a problem.
- In this lesson, you will choose a book to read.

12. Call to Action

1. Call to Action: Genre

- In this lesson, you will recognize when it is appropriate to give a compliment.
- In this lesson, you will draw conclusions about an informational text after listening to a text.
- In this lesson, you will use commas to separate introductions from the rest of the sentence.
- In this lesson, you will identify words with an r-controlled vowel syllable.
- In this lesson, you will fluently write lowercase r and s in cursive.

2. Call to Action: Comprehension

- In this lesson, you will ask questions about a text.
 - In this lesson, you will brainstorm ideas about issues.
 - In this lesson, you will use a commas correctly in sentences.
 - In this lesson, you will fluently write lowercase y and z in cursive.
 - In this lesson, you will pronounce words with an r-controlled vowel syllable.
3. Call to Action: Speak/Listen
 - In this lesson, you will evaluate a media message.
 - In this lesson, you will explain why city council should take action.
 - In this lesson, you will explain the meaning of direct address.
 - In this lesson, you will choose a book to read.
 4. Call to Action: Fluency
 - In this lesson, you will evaluate the way that you think about inference.
 - In this lesson, you will use feedback to improve your reading accuracy.
 - In this lesson, you will spell words with r-controlled vowels.
 - In this lesson, you will discuss a current issue.
 5. Call to Action: Fluency Discussion
 6. Call to Action: Read
 - In this lesson, you will choose a book to read.
 7. Get Involved Unit Test

13. What Makes You Unique?

1. What Makes You Unique?: Genre
 - In this lesson, you will identify others' feelings based on what they say and what their body language shows.
 - In this lesson, you will identify the key points an author makes in an informational text.
 - In this lesson, you will expand sentences to make their meaning clear.
 - In this lesson, you will use details to support the central idea of an explanatory text.
2. What Makes You Unique?: Comprehension
 - In this lesson, you will provide supporting reasons in an informational text.
 - In this lesson, you will analyze media to find reasons that support a choice.
 - In this lesson, you will expand sentences to make them more interesting to your audience.
 - In this lesson, you will use a web to collect evidence for your statement.
3. What Makes You Unique?: Speak/Listen
 - In this lesson, you will analyze points that support a claim.
 - In this lesson, you will use text to give reasons and examples to support a claim with an open mind.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use an outline to plan your essay.
4. What Makes You Unique?: Fluency
 - In this lesson, you will identify supporting reasons in an informational text.
 - In this lesson, you will learn about some legal issues related to technology.
 - In this lesson, you will expand sentences for style.
 - In this lesson, you will select language that describes concepts related to your topic in a clear and precise way.
5. What Makes You Unique?: Synthesize
 - In this lesson, you will identify evidence in a text.

- In this lesson, you will evaluate arguments presented in a text.
- In this lesson, you will use a computer to type a rough draft of your introduction and body paragraphs for your explanatory essay

14. Protecting Data

1. Protecting the Data: Genre
 - In this lesson, you will identify factors that make a situation unsafe.
 - In this lesson, you will identify key points and the reasons that support them in a text.
 - In this lesson, you will combine sentences for meaning.
 - In this lesson, you will strengthen your essay by using words, phrases, and clauses to connect your ideas and evidence.
2. Protecting the Data: Comprehension
 - In this lesson, you will use a graphic organizer to list support for the author's ideas.
 - In this lesson, you will examine how to use the visuals in a text to better understand key ideas.
 - In this lesson, you will combine sentences to interest a reader or listener.
 - In this lesson, you will use information and examples to develop the topic of your explanatory essay.
3. Protecting the Data: Speak/Listen
 - In this lesson, you will identify support for its key points after listening to a text.
 - In this lesson, you will create an oral summary of a text.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will improve your explanatory rough draft to make sure it will be informative to a reader.
4. Protecting the Data: Fluency
 - In this lesson, you will identify reasons an author gives to support points in a text.
 - In this lesson, you will read actively and better understand texts.
 - In this lesson, you will combine sentences for style.
 - In this lesson, you will write a draft of the conclusion to your explanatory text.
5. Protecting the Data: Synthesize
 - In this lesson, you will identify evidence that supports key points in a text.
 - In this lesson, you will provide an explanation to an audience.
 - In this lesson, you will improve the rough draft of your explanatory essay.

15. Information in Social Media

1. Social Media: Genre
 - In this lesson, you will recall different ways to make sure you complete assignments on time.
 - In this lesson, you will compare two ideas and information from two informational texts.
 - In this lesson, you will improve sentences while keeping their meaning the same.
 - In this lesson, you will identify words with prefix patterns *dis-*, *mis-*, *in-*, *pre-*, *un-*, and *re-*.
 - In this lesson, you will write lowercase v and x in cursive.
2. Social Media: Comprehension
 - In this lesson, you will paraphrase two informational texts to compare and contrast the author's points of view.
 - In this lesson, you will analyze social media messages for their message, point of view, and impact.

- In this lesson, you will improve sentences to better keep the reader’s or listener’s interest.
 - In this lesson, you will write words with cursive lowercase letters fluently.
 - In this lesson, you will pronounce words with the prefix patterns *dis-*, *mis-*, *in-*, *pre-*, *un-*, and *re-*.
3. Social Media: Speak/Listen
 - In this lesson, you will compare and contrast the information in two texts by summarizing the main ideas and details.
 - In this lesson, you will read two informational texts about the same topic.
 - In this lesson, you will edit sentences to improve style.
 - In this lesson, you will choose a book to read.
 4. Social Media: Fluency
 - In this lesson, you will compare and contrast the overall structure of events in two informational texts.
 - In this lesson, you will evaluate the information you find in a text by asking questions and doing research.
 - In this lesson, you will compare and contrast the structure of texts.
 - In this lesson, you will spell words with the prefix patterns *dis-*, *mis-*, *in-*, *pre-*, *un-*, and *re-*.
 5. Social Media: Synthesize
 - In this lesson, you will compare and contrast the overall structure of ideas in two informational texts.
 - In this lesson, you will ask questions about the content of online messages.
 - In this lesson, you will choose a book to read.

16. Robot Helpers

1. Robot Helpers: Genre
 - In this lesson, you will tell why it is important to choose friends wisely.
 - In this lesson, you will identify facts and opinions in an informational text.
 - In this lesson, you will expand sentences to improve meaning, interest, and style.
 - In this lesson, you will revise your essay by using formatting to make it easier for a reader to understand.
2. Robot Helpers: Comprehension
 - In this lesson, you will use context clues to determine the meanings of words and phrases.
 - In this lesson, you will use technology to find details about the topic of a text.
 - In this lesson, you will modify sentences to improve meaning, interest, and style.
 - In this lesson, you will edit your essay.
3. Robot Helpers: Speak/Listen
 - In this lesson, you will use context clues to determine the meanings of science words and phrases.
 - In this lesson, you will create an entertaining video to explain a science topic in an informational text.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will implement feedback you have received on your explanatory essay.
4. Robot Helpers: Fluency
 - In this lesson, you will compare and contrast the structures of two informational texts.

- In this lesson, you will compare text structures so that you can use them to learn a new skill.
 - In this lesson, you will modify sentences to improve meaning, interest, and style.
 - In this lesson, you will add visual elements to your explanatory essay.
5. Robot Helpers: Write
 - In this lesson, you will use technology to publish a final draft of your explanatory essay.
 6. Tech Takes Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing an opinion text and generating a research report from topical investigation. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester B Outline

1. Say it With Poetry

1. Say it With Poetry: Genre
 - In this lesson, you will describe how not being able to manage anger can make a conflict worse.
 - In this lesson, you will identify descriptive details in a poem.
 - In this lesson, you will use prefixes as clues to the meaning of words.
 - In this lesson, you will identify words with a connection to Greek or Roman mythology.
 - In this lesson, you will write uppercase A and O in cursive.
2. Say it With Poetry: Comprehension
 - In this lesson, you will apply what you know about theme to find theme in poetry.
 - In this lesson, you will examine a poem to connect it to an important American right.
 - In this lesson, you will use suffixes as clues to the meaning of words.
 - In this lesson, you will write uppercase C and E in cursive.
 - In this lesson, you will pronounce words with a connection to Greek or Roman mythology.
3. Say it With Poetry: Speak/Listen
 - In this lesson, you will use details to determine a theme of a story.

- In this lesson, you will use your understanding of theme to prepare a recording of a poem.
 - In this lesson, you will use affixes as clues to the meaning of words.
 - In this lesson, you will choose a book to read.
4. Say it With Poetry: Fluency
 - In this lesson, you will differentiate among types of poetry.
 - In this lesson, you will use details to determine a theme of a poem.
 - In this lesson, you will identify poetic forms and themes.
 - In this lesson, you will spell words with a connection to Greek or Roman mythology.
 - In this lesson, you will choose a book to read.
 5. Say it with Poetry: Synthesize
 - In this lesson, you will use details to determine a theme of a poem.
 - In this lesson, you will analyze how parts of a poem fit together to form a whole.
 - In this lesson, you will choose a book to read.

2. Funny and Inspiring

1. Funny and Inspiring: Genre
 - In this lesson, you will list ways families can support students in their learning.
 - In this lesson, you will identify a poem's speaker and their perspective.
 - In this lesson, you will identify roots in words.
 - In this lesson, you will identify words with the Latin roots: *port, tract, spec/spect,* and *miss/mit.*
 - In this lesson, you will write uppercase L and D in cursive.
2. Funny and Inspiring: Comprehension
 - In this lesson, you will compare the features of poems, dramas, and stories.
 - In this lesson, you will create a scene or short story based on a poem.
 - In this lesson, you will use vocabulary words with Greek roots.
 - In this lesson, you will write uppercase B and R in cursive.
 - In this lesson, you will pronounce words with the Latin roots *port, tract, spec/spect,* and *miss/mit.*
3. Funny and Inspiring: Speak/Listen
 - In this lesson, you will identify poetic devices.
 - In this lesson, you will create a literary review.
 - In this lesson, you will identify the meaning of vocabulary with Greek roots.
 - In this lesson, you will choose a book to read.
4. Funny and Inspiring: Fluency
 - In this lesson, you will analyze how the speakers in two poems connect to a topic.
 - In this lesson, you will read a poem aloud with meaning and expression.
 - In this lesson, you will review poetic devices and speakers in poetry.
 - In this lesson, you will spell words with the Latin roots *port, tract, spec/spect,* and *miss/mit.*
5. Funny and Inspiring: Synthesize
 - In this lesson, you will analyze the structure of a poem.
 - In this lesson, you will organize your ideas about two different texts.
 - In this lesson, you will choose a book to read.

3. Plays Can Tell a Message

1. Plays Can Tell a Message: Genre
 - In this lesson, you will discuss what you might have done differently to have better success in achieving a recent goal.

- In this lesson, you will explain the use of figurative language in a poem.
 - In this lesson, you will use Greek roots as clues to determine the meaning of a word.
 - In this lesson, you will identify words with Greek roots.
 - In this lesson, you will write uppercase T and F in cursive.
2. Plays Can Tell a Message: Comprehension
 - In this lesson, you will determine the meanings of similes, metaphors, and other figurative language in a poem.
 - In this lesson, you will use think-aloud strategies to understand a poem’s figurative language.
 - In this lesson, you will identify Latin roots to determine the meanings of words.
 - In this lesson, you will write uppercase S and G in cursive.
 - In this lesson, you will pronounce words with Greek roots.
 3. Plays Can Tell a Message: Speak/Listen
 - In this lesson, you will read aloud a prose passage with accuracy, expression, and at a suitable rate.
 - In this lesson, you will assess your oral reading skills after reading aloud a prose passage.
 - In this lesson, you will compare and contrast the varieties of English in poetry.
 - In this lesson, you will choose a book to read.
 4. Plays Can Tell a Message: Fluency
 - In this lesson, you will explain the meaning of adages and proverbs used in a play.
 - In this lesson, you will explain an adage or a proverb in a play.
 - In this lesson, you will identify figurative language in poetry and plays.
 - In this lesson, you will identify words with Greek roots.
 5. Plays Can Tell a Message: Synthesize
 - In this lesson, you will use details in a play to determine its theme.
 - In this lesson, you will explain how to give and receive feedback.
 - In this lesson, you will choose a book to read.

4. Unsung Heroes

1. Unsung Heroes: Genre
 - In this lesson, you will explain how you can care about the feelings of others.
 - In this lesson, you will identify the text as drama, poetry, or prose.
 - In this lesson, you will use Greek and Latin roots and context clues to understand unfamiliar words in a text.
 - In this lesson, you will identify words with the number prefixes *uni-*, *bi-*, *tri*, and *cent(i)-*.
 - In this lesson, you will write uppercase I and J in cursive.
2. Unsung Heroes: Comprehension
 - In this lesson, you will visualize a play and its elements.
 - In this lesson, you will use a concept web to record the facts and details you find about Native American culture.
 - In this lesson, you will use Greek and Latin roots as clues to determine the meaning of a word.
 - In this lesson, you will write uppercase M and N in cursive.
 - In this lesson, you will pronounce words with the number prefixes *uni-*, *bi-*, *tri*, *cent*, and *cent(i)*.
3. Unsung Heroes: Speak/Listen

- In this lesson, you will analyze elements of a drama.
- In this lesson, you will use correct verb tenses to talk about elements of a drama.
- In this lesson, you will compare and contrast the varieties of English in dramas.
- In this lesson, you will choose a book to read.

4. Unsung Heroes: Fluency

- In this lesson, you will explain how a series of scenes form the structure of a play.
- In this lesson, you will use expression to show how the feelings of characters change in a series of scenes.
- In this lesson, you will spell words with the number prefixes *uni-*, *bi-*, *tri-*, and *cent(i)-*.
- In this lesson, you will discuss a text in a group setting.

5. Unsung Heroes: Fluency Discussion

6. Unsung Heroes: Read

- In this lesson, you will choose a book to read.

7. Filling Your Heart Unit Test

5. Believe in Yourself

1. Believe in Yourself: Genre

- In this lesson, you will identify factors you cannot change that can keep you from reaching a goal.
- In this lesson, you will identify a narrator's or speaker's perspective in a literary text.
- In this lesson, you will explain the function of conjunctions.
- In this lesson, you will identify the features of an opinion text that help the writer convey their opinion to readers.

2. Believe in Yourself: Comprehension

- In this lesson, you will explain how an author uses words and phrases to show meaning.
- In this lesson, you will explain facts about languages other than English.
- In this lesson, you will explain the function of prepositions.
- In this lesson, you will identify how opinion writers introduce their topic in a clear, precise way.

3. Believe in Yourself: Speak/Listen

- In this lesson, you will differentiate between perspective and point of view in a story.
- In this lesson, you will discuss perspectives on an event in a story.
- In this lesson, you will choose a book to read.
- In this lesson, you will write an opinion statement for the introduction of your essay.

4. Believe in Yourself: Fluency

- In this lesson, you will identify an author's purpose and perspective.
- In this lesson, you will incorporate feedback while reading a story aloud.
- In this lesson, you will use conjunctions and prepositions in sentences.
- In this lesson, you will organize reasons for your opinion into paragraphs.

5. Believe in Yourself: Synthesize

- In this lesson, you will analyze perspectives in a story using examples and evidence.
- In this lesson, you will develop perspective on a topic using technology as a tool.
- In this lesson, you will write a draft of the introduction for your opinion text.

6. Dare to Dream

1. Dare to Dream: Genre
 - In this lesson, you will identify how bullying behavior affects people.
 - In this lesson, you will identify a poet's purpose and tone.
 - In this lesson, you will identify interjections.
 - In this lesson, you will evaluate your chosen reasons for your opinion essay.
2. Dare to Dream: Comprehension
 - In this lesson, you will analyze word choices and perspective in a poem.
 - In this lesson, you will make inferences about a poem.
 - In this lesson, you will explain the function of interjections.
 - In this lesson, you will support reasons with details as you begin to draft your body paragraphs.
3. Dare to Dream: Speak/Listen
 - In this lesson, you will analyze influences on perspective in literature.
 - In this lesson, you will create a story review.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use language to link your opinion and reasons within and across paragraphs of your opinion essay.
4. Dare to Dream: Fluency
 - In this lesson, you will analyze how the narrator's perspective affects how events are described in a story.
 - In this lesson, you will create a story scene from a different perspective.
 - In this lesson, you will explain the function of interjections in particular sentences.
 - In this lesson, you will draft a conclusion for your opinion essay.
5. Dare to Dream: Synthesize
 - In this lesson, you will analyze how the speaker's perspective affects how events are described in a poem.
 - In this lesson, you will analyze visuals in poems and stories.
 - In this lesson, you will write the rough draft of your opinion essay.

7. Don't Give Up!

1. Don't Give Up!: Genre
 - In this lesson, you will explain what happens when a conflict is not resolved.
 - In this lesson, you will identify similarities and differences in two passages from a story.
 - In this lesson, you will identify examples of correlative conjunctions in writing.
 - In this lesson, you will identify words that are contractions.
 - In this lesson, you will write uppercase H and K in cursive.
2. Don't Give Up!: Comprehension
 - In this lesson, you will compare and contrast details in stories from different genres.
 - In this lesson, you will compare and contrast the details to find the genres of the two stories.
 - In this lesson, you will identify the correct use of correlative conjunctions.
 - In this lesson, you will write uppercase P and Q in cursive.
 - In this lesson, you will pronounce words that are contractions.
3. Don't Give Up!: Speak/Listen
 - In this lesson, you will compare and contrast the ideas in two stories to find how they are the same and different.

- In this lesson, you will ask questions to build a discussion about how two stories are alike and different.
 - In this lesson, you will use correlative conjunctions correctly when writing.
 - In this lesson, you will choose a book to read.
4. Don't Give Up!: Fluency
- In this lesson, you will compare the text structures in two stories.
 - In this lesson, you will identify goals for reading.
 - In this lesson, you will compare and contrast genres of literary texts.
 - In this lesson, you will spell words that are contractions.

8. Follow Your Heart

1. Follow Your Heart: Genre
- In this lesson, you will analyze the consequences of lying.
 - In this lesson, you will identify the theme of a story.
 - In this lesson, you will use correlative conjunctions correctly when speaking.
 - In this lesson, you will revise your opinion essay to address task, purpose, and audience.
2. Follow Your Heart: Comprehension
- In this lesson, you will ask questions to identify ideas and the structure of a story.
 - In this lesson, you will ask questions to help you create an advertisement.
 - In this lesson, you will identify correlative conjunctions used when combining sentences.
 - In this lesson, you will edit your opinion essay.
3. Follow Your Heart: Speak/Listen
- In this lesson, you will compare and contrast two stories in the same genre.
 - In this lesson, you will compare two stories about the process of voting.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use feedback to improve your opinion essay work.
4. Follow Your Heart: Fluency
- In this lesson, you will compare and contrast pictures in two stories from the same genre.
 - In this lesson, you will compare how pictures and texts present ideas in a story.
 - In this lesson, you will compare and contrast the varieties of English in stories.
 - In this lesson, you will use your computer to type a final draft.
5. Follow Your Heart: Write
- In this lesson, you will use cursive writing to publish your opinion essay.
6. Being Your Best Unit Test

9. Starting a New Life

1. Starting a New Life: Genre
- In this lesson, you will describe some conflicts you have experienced.
 - In this lesson, you will identify individuals, ideas, and events in an informational text.
 - In this lesson, you will write sentences with correct subject–verb agreement.
 - In this lesson, you will identify words with a suffix pattern.
 - In this lesson, you will write uppercase V and U in cursive.
2. Starting a New Life: Comprehension
- In this lesson, you will explain how individuals, ideas, or events are connected in an informational text.

- In this lesson, you will identify some reasons for emigrating that connect immigrant groups.
 - In this lesson, you will write compound sentences with correct subject–verb agreement.
 - In this lesson, you will write uppercase W and X in cursive.
 - In this lesson, you will pronounce words with a suffix pattern.
3. Starting a New Life: Speak/Listen
 - In this lesson, you will explain how a writer introduces and develops details about individuals, ideas, and events.
 - In this lesson, you will determine how ideas connect based on questions from a citizenship test.
 - In this lesson, you will use pronoun–antecedent agreement.
 - In this lesson, you will choose a book to read.
 4. Starting a New Life: Fluency
 - In this lesson, you will identify the relationships and interactions between individuals in a text.
 - In this lesson, you will choose a verse to read aloud accurately.
 - In this lesson, you will determine the relationships between individuals in informational texts.
 - In this lesson, you will spell words with a suffix pattern.
 5. Starting a New Life: Synthesize
 - In this lesson, you will identify the relationships and interactions between events in a text.
 - In this lesson, you will create a timeline to show relationships among events.
 - In this lesson, you will choose a book to read.

10. Unearthing the Past

1. Unearthing the Past: Genre
 - In this lesson, you will identify the three conflict resolution behaviors.
 - In this lesson, you will identify the key ideas and concepts in an informational text.
 - In this lesson, you will use verb tenses to show various expressions of time when writing.
 - In this lesson, you will identify words with suffixes *-ence* or *-ance*.
 - In this lesson, you will write uppercase Y in cursive.
2. Unearthing the Past: Comprehension
 - In this lesson, you will use a graphic organizer to show how elements in an informational text are related.
 - In this lesson, you will make judgments about ideas in a text.
 - In this lesson, you will use verb tenses to show various expressions of time and sequences when writing.
 - In this lesson, you will write uppercase Z in cursive.
 - In this lesson, you will pronounce words with suffixes *-ance* or *-ence*.
3. Unearthing the Past: Speak/Listen
 - In this lesson, you will identify how text structures connect ideas and convey messages in informational text.
 - In this lesson, you will analyze how a speaker’s message is supported.
 - In this lesson, you will use verb tenses to show expressions of time and sequences when speaking.
 - In this lesson, you will choose a book to read.

4. Unearthing the Past: Fluency
 - In this lesson, you will explain relationships between key ideas in an informational text.
 - In this lesson you will summarize a text’s ideas.
 - In this lesson, you will determine text structures and relationships among ideas in informational texts.
 - In this lesson, you will spell words with suffixes *-ence* or *-ance*.
5. Unearthing the Past: Synthesize
 - In this lesson, you will explain relationships between concepts in an informational text.
 - In this lesson, you will synthesize to understand common ideas in themes in two texts.
 - In this lesson, you will choose a book to read.

11. Learning from Our Ancestors

1. Learning from Our Ancestors: Genre
 - In this lesson, you will identify what it means to take responsibility for your actions when it comes to schoolwork.
 - In this lesson, you will describe an event from an informational text in your own words.
 - In this lesson, you will use verb tenses to show various states when writing.
 - In this lesson, you will identify words with suffixes *-less* and *-ness*.
 - In this lesson, you will write numbers 0, 1, and 2 in cursive.
2. Learning from Our Ancestors: Comprehension
 - In this lesson, you will use a chart to collect information about primary and secondary sources.
 - In this lesson, you will evaluate a primary and secondary source to draw your own conclusion.
 - In this lesson, you will use verb tenses to express various conditions when writing.
 - In this lesson, you will write numbers 3, 4, and 5 in cursive.
 - In this lesson, you will pronounce words with suffixes *-less* and *-ness*.
3. Learning from Our Ancestors: Speak/Listen
 - In this lesson, you will compare and contrast information you learn about the same event from reading a primary source and a secondary source.
 - In this lesson, you will compare and contrast primary and secondary accounts.
 - In this lesson, you will use verb tenses to express various states and conditions when speaking.
 - In this lesson, you will choose a book to read.
4. Learning from Our Ancestors: Fluency
 - In this lesson, you will compare accounts of the same event.
 - In this lesson, you will compare accounts of the same event, interpret the information, and draw your own conclusion.
 - In this lesson, you will examine perspectives in multiple accounts of events.
 - In this lesson, you will spell words with suffixes *-less* and *-ness*.
5. Learning from Our Ancestors: Synthesize
 - In this lesson, you will identify the differences in the perspectives of the same event.
 - In this lesson, you will identify ways to understand different perspectives on the same event or issue.

- In this lesson, you will choose a book to read.

12. Immigrant Stories

1. Immigrant Stories: Genre

- In this lesson, you will apply a decision-making model to academic challenges.
- In this lesson, you will describe the topic and main ideas of an informational text.
- In this lesson, you will identify the appropriate shifts in verb tenses.
- In this lesson, you will identify words with the suffixes *-ion*, *-able*, and *-ible*.
- In this lesson, you will write numbers 6, 7, and 8 in cursive.

2. Immigrant Stories: Comprehension

- In this lesson, you will compare and contrast primary and secondary accounts of the same topic.
- In this lesson, you will compare and contrast primary and secondary accounts about a health topic.
- In this lesson, you will describe the appropriate shifts in verb tenses.
- In this lesson, you will write numbers 9 and 10 in cursive.
- In this lesson, you will pronounce words with the suffixes *-ion*, *-able*, and *-ible*.

3. Immigrant Stories: Speak/Listen

- In this lesson, you will ask questions about comparing perspectives to prepare for a discussion.
- In this lesson, you will show that you understand how to prepare for a discussion and listen well.
- In this lesson, you will identify ways to correct inappropriate shifts in verb tense.
- In this lesson, you will choose a book to read.

4. Immigrant Stories: Fluency

- In this lesson, you will evaluate sources of information to make sure that they are accurate and credible.
- In this lesson, you will evaluate the accuracy and credibility of information found in online sources.
- In this lesson, you will spell words with the suffixes *-ion*, *-able*, and *-ible*.
- In this lesson, you will discuss multiple accounts of a historical event.

5. Immigrant Stories: Fluency Discussion

6. Immigrant Stories: Read

- In this lesson, you will choose a book to read.

7. Coming to America Unit Test

13. Branches of Government

1. Branches of Government: Genre

- In this lesson, you will describe how to stop rumors.
- In this lesson, you will summarize key ideas in an informational text.
- In this lesson, you will use print reference materials to find the pronunciation of words.
- In this lesson, you will identify how writers of research reports use sources and their own knowledge to investigate a topic.

2. Branches of Government: Comprehension

- In this lesson, you will use context clues to understand words related to civics.
- In this lesson, you will use a chart to learn terms connected to governmental processes.
- In this lesson, you will use print reference materials to find the meanings of key words and phrases.

- In this lesson, you will do research to narrow your report topic.
3. Branches of Government: Speak/Listen
 - In this lesson, you will explain how visual or multimedia supports clarify information.
 - In this lesson, you will analyze the messages in political ads.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will examine how to categorize the information from multiple sources within your text.
 4. Branches of Government: Fluency
 - In this lesson, you will use multiple print sources to locate answers and solve problems.
 - In this lesson, you will record printed material to provide information for others.
 - In this lesson, you will use print reference materials to clarify the meanings of key words and phrases.
 - In this lesson, you will organize your ideas that support your purpose and audience.
 5. Branches of Government: Synthesize
 - In this lesson, you will write an effective research question by locating information from a variety of sources.
 - In this lesson, you will identify how to form significant questions for research investigations.
 - In this lesson, you will develop a thesis statement, add to your outline, and write an introduction for your research report.

14. Rights and Freedoms

1. Rights and Freedoms: Genre
 - In this lesson, you will list strategies to support those who are left out or bullied.
 - In this lesson, you will create a visual about a video selection.
 - In this lesson, you will use digital reference materials to find the pronunciation of words.
 - In this lesson, you will identify categories of information you can use to develop a topic of your research report.
2. Rights and Freedoms: Comprehension
 - In this lesson, you will use context to determine word meanings.
 - In this lesson, you will create a poster to teach others about a topic.
 - In this lesson, you will use digital reference materials to find the meanings of key words and phrases.
 - In this lesson, you will use words, phrases, and clauses to signal connections within and among ideas in your research report.
3. Rights and Freedoms: Speak/Listen
 - In this lesson, you will use text, visuals, and multimedia to draw conclusions.
 - In this lesson, you will use multimedia to enhance a presentation.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use precise language and domain-specific terms to accurately explain ideas in your research report.
4. Rights and Freedoms: Fluency
 - In this lesson, you will evaluate a text to gain a new understanding of its ideas.
 - In this lesson, you will analyze different viewpoints on the same issue or topic.
 - In this lesson, you will use print reference materials to clarify the precise meanings of key words and phrases.

- In this lesson, you will write the conclusion to your research report.
5. Rights and Freedoms: Synthesize
 - In this lesson, you will use active reading techniques to engage with a text.
 - In this lesson, you will learn to track and reflect on your reading.
 - In this lesson, you will write the rough draft of your research report, including a list of sources.

15. Get Ready to Vote

1. Get Ready to Vote: Genre
 - In this lesson, you will discuss the consequences of solutions.
 - In this lesson, you will summarize an informational text.
 - In this lesson, you will acquire general academic words and phrases from reading that signal contrast or addition.
 - In this lesson, you will identify words with plural spellings.
 - In this lesson, you will write the uppercase alphabet and your first and last name in cursive.
2. Get Ready to Vote: Comprehension
 - In this lesson, you will organize the information from two texts about the same topic in a chart.
 - In this lesson, you will use a graphic organizer to understand the information from two texts about a topic.
 - In this lesson, you will use general academic words and phrases that signal contrast.
 - In this lesson, you will use appropriate spacing and indents writing in cursive.
 - In this lesson, you will pronounce words with plural spellings.
3. Get Ready to Vote: Speak/Listen
 - In this lesson, you will compare and contrast two informational texts about the same topic.
 - In this lesson, you will summarize texts about the same topic.
 - In this lesson, you will use domain-specific words and words that signal contrast.
 - In this lesson, you will choose a book to read.
4. Get Ready to Vote: Fluency
 - In this lesson, you will collect relevant information about a topic that interests you from primary and secondary sources.
 - In this lesson, you will explain how to make a plan for keeping track of information from different sources.
 - In this lesson, you will integrate information from primary and secondary sources.
 - In this lesson, you will spell words with plural endings.
5. Get Ready to Vote: Synthesize
 - In this lesson, you will evaluate claims made in advertisements.
 - In this lesson, you will analyze media messages.
 - In this lesson, you will choose a book to read.

16. Justice for All

1. Justice for All: Genre
 - In this lesson, you will analyze how people of different groups can help one another and enjoy each other's company.
 - In this lesson, you will create a visual that shows two sources of information.
 - In this lesson, you will use academic and domain-specific words and phrases, including those that signal addition.

- In this lesson, you will revise your research report by adding formatting to make it more understandable.
2. Justice for All: Comprehension
 - In this lesson, you will clarify your understanding of an informational text by putting together information from different sources.
 - In this lesson, you will use information from different sources to learn about personal finances.
 - In this lesson, you will use academic and domain-specific words and phrases that signal logical connections.
 - In this lesson, you will choose images that help your readers understand your research.
 3. Justice for All: Speak/Listen
 - In this lesson, you will use information from various sources.
 - In this lesson, you will present your ideas on how to make your favorite meal healthier.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will select multimedia that helps your readers understand your research.
 4. Justice for All: Fluency
 - In this lesson, you will evaluate informational and social media sources.
 - In this lesson, you will find and use information from sources to make decisions.
 - In this lesson, you will use academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical connections.
 - In this lesson, you will edit the final draft of your research report.
 5. Justice for All: Write
 - In this lesson, you will use technology to finalize and publish your research report.
 6. Civics Unit Test

Language Arts 5 Accelerated

Accelerated Language Arts 5

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing narrative and explanatory texts. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester A Outline

1. Shared Interests

1. Shared Interests: Genre
 - In this lesson, you will explain how to deal with some upsetting emotions.
 - In this lesson, you will identify details about characters, setting, and sequence of events in a story.
 - In this lesson, you will identify parts of speech in sentences, including nouns, verbs, and adjectives.
 - In this lesson, you will identify words with the short a, e, i, o, and u vowel patterns.
 - In this lesson, you will practice writing print uppercase and lowercase letters, punctuation marks, and the numbers 0–10.
2. Shared Interests: Comprehension
 - In this lesson, you will predict the plot of a story.
 - In this lesson, you will read a story for the purpose of understanding other cultures.
 - In this lesson, you will identify parts of speech in sentences, including pronouns, adverbs, and prepositions.
 - In this lesson, you will fluently print sentences using correct spacing.
 - In this lesson, you will pronounce words with the short a, e, i, o, and u sounds.

3. Shared Interests: Speak/Listen
 - In this lesson, you will analyze relationships and conflicts between characters in a story.
 - In this lesson, you will express values and attitudes.
 - In this lesson, you will identify the differences between declarative, interrogative, imperative, and exclamatory sentences.
 - In this lesson, you will choose a book to read.
4. Shared Interests: Fluency
 - In this lesson, you will use a chart to identify causes and effects in a story.
 - In this lesson, you will identify the theme of a story.
 - In this lesson, you will explain the process of choosing a book to read.
 - In this lesson, you will spell words with the short a, e, i, o, and u vowel patterns.
 - In this lesson, you will choose a book to read.

2. Family Relationships

1. Family Relationships: Genre
 - In this lesson, you will recognize the factors that contribute to mood changes.
 - In this lesson, you will identify the plot events after listening to a story.
 - In this lesson, you will use context clues to find the meanings of words.
 - In this lesson, you will identify words with long a, e, i, o, and u vowel patterns.
 - In this lesson, you will read uppercase and lowercase cursive writing.
2. Family Relationships: Comprehension
 - In this lesson, you will compare and contrast story characters.
 - In this lesson, you will identify inferences about story characters.
 - In this lesson, you will use context clues to find the meanings of multiple-meaning words.
 - In this lesson, you will write the numbers 0–10 and punctuation marks in cursive.
 - In this lesson, you will pronounce words with long a, e, i, o, and u vowel patterns.
3. Family Relationships: Speak/Listen
 - In this lesson, you will summarize the information in story visuals.
 - In this lesson, you will use visuals that support text to better understand a story.
 - In this lesson, you will use context clues to find the meanings of academic vocabulary.
 - In this lesson, you will choose a book to read.
4. Family Relationships: Fluency
 - In this lesson, you will compare and contrast story events.
 - In this lesson, you will use expression to perform a retelling of a story.
 - In this lesson, you will compare events in a story.
 - In this lesson, you will spell words with long a, e, i, o, and u vowel patterns.
5. Family Relationships: Synthesize
 - In this lesson, you will compare and contrast story settings.
 - In this lesson, you will use reflection to discover meaning in a story.
 - In this lesson, you will choose and read a book.

3. Open Minds

1. Open Minds: Genre
 - In this lesson, you will describe ways that people can resolve a conflict.
 - In this lesson, you will identify key events in a story.
 - In this lesson, you will identify how verb tenses show time and sequence.
 - In this lesson, you will identify words with the long u vowel sound, the long oo vowel sound, and the short oo vowel sound.
 - In this lesson, you will practice writing lowercase i and l in cursive.
2. Open Minds: Comprehension
 - In this lesson, you will visualize story details and events in your mind to find the story's main idea.
 - In this lesson, you will learn how to learn from people from different backgrounds.
 - In this lesson, you will identify how verb tenses show states and conditions.
 - In this lesson, you will practice writing lowercase e and t in cursive.
 - In this lesson, you will pronounce words with the long u vowel sound, the long oo vowel sound, and the short oo vowel sound.
3. Open Minds: Speak/Listen
 - In this lesson, you will summarize a text you heard read aloud.
 - In this lesson, you will manage your study time well by summarizing the stories you read.
 - In this lesson, you will identify shifts in verb tense.
 - In this lesson, you will choose a book to read.
4. Open Minds: Fluency
 - In this lesson, you will summarize the key details in a story to identify the main idea.
 - In this lesson, you will reflect on your oral reading skills.
 - In this lesson, you will use your own words to summarize a story.
 - In this lesson, you will spell words with the long u vowel sound, the long oo vowel sound, and the short oo vowel sound.
5. Open Minds: Synthesize
 - In this lesson, you will differentiate how summaries and paraphrases are similar and different.
 - In this lesson, you will determine how to deal positively with setbacks.
 - In this lesson, you will choose and a book to read.

4. Good Leaders

1. Good Leaders: Genre
 - In this lesson, you will identify the steps needed to perform a routine task.
 - In this lesson, you will explain what a story says explicitly.
 - In this lesson, you will use perfect verb tenses.
 - In this lesson, you will identify words with the r-controlled vowel sounds *ar*, *air*, *ur*, and *or* spelled in various ways.
 - In this lesson, you will practice writing lowercase o and a in cursive.
2. Good Leaders: Comprehension
 - In this lesson, you will infer meaning to understand a message of a text.

- In this lesson, you will use reasoning to infer meaning.
 - In this lesson, you will use perfect verb tenses correctly when speaking.
 - In this lesson, you will practice writing lowercase c and d in cursive.
 - In this lesson, you will pronounce words with the *ar*, *air*, *ur*, and *or* vowel sounds.
3. Good Leaders: Speak/Listen
 - In this lesson, you will identify explicit and implicit text evidence in a story.
 - In this lesson, you will identify explicit and implicit ideas in a story.
 - In this lesson, you will write using perfect verb tenses correctly.
 - In this lesson, you will choose a book to read.
 4. Good Leaders: Fluency
 - In this lesson, you will quote accurately when you explain what a text says.
 - In this lesson, you will read unfamiliar words accurately by breaking them into patterns.
 - In this lesson, you will spell words with the *ar*, *air*, *ur*, and *or* vowel sounds.
 - In this lesson, you will participate in a group discussion about a text.
 5. Good Leaders: Fluency Discussion
 6. Good Leaders: Read
 - In this lesson, you will choose a book to read.
 7. Relationships Matter Unit Test

5. Characters Who Are Kind

1. Kind Characters: Genre
 - In this lesson, you will identify the ways to behave in a cooperative group.
 - In this lesson, you will identify the descriptive language in a story.
 - In this lesson, you will interpret similes in context.
 - In this lesson, you will determine how a writer begins a narrative.
2. Kind Characters: Comprehension
 - In this lesson, you will determine the meanings of words and phrases by rereading parts of a story.
 - In this lesson, you will determine language that is appropriate for different purposes and audiences.
 - In this lesson, you will interpret metaphors in context.
 - In this lesson, you will plan the characters, setting, and major events of your narrative.
3. Kind Characters: Speak/Listen
 - In this lesson, you will contrast literal and figurative language.
 - In this lesson, you will summarize ideas for a younger audience.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will write a draft of the beginning of your story.
4. Kind Characters: Fluency
 - In this lesson, you will identify similes and metaphors in a story.
 - In this lesson, you will read a scene with expression.
 - In this lesson, you will create similes and metaphors.
 - In this lesson, you will recognize how a writer uses pacing to develop parts of a narrative or characters.

5. Kind Characters: Synthesize
 - In this lesson, you will explain the meaning of figurative language in a story.
 - In this lesson, you will brainstorm a series of creative similes.
 - In this lesson, you will apply the elements of narrative writing you have learned as you write a draft of the events in the middle of your story.

6. Family Values

1. Family Values: Genre
 - In this lesson, you will list positive strategies for handling conflict.
 - In this lesson, you will listen to identify descriptive words in a story.
 - In this lesson, you will interpret hyperboles in context.
2. Family Values: Comprehension
 - In this lesson, you will describe ways a writer can adjust narrative pacing.
 - In this lesson, you will identify what is being compared in similes and metaphors.
 - In this lesson, you will use creativity to convey your ideas.
 - In this lesson, you will explain the meaning of adages and puns.
 - In this lesson, you will use concrete words and sensory details to clearly describe experiences and events.
3. Family Values: Speak/Listen
 - In this lesson, you will identify how figurative language sets the tone in a story.
 - In this lesson, you will use tone and language to communicate with others.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use dialogue and description to tell about story events and experiences or show how characters act and react.
4. Family Values: Fluency
 - In this lesson, you will examine an author's word choices.
 - In this lesson, you will explain how to give and receive feedback.
 - In this lesson, you will interpret personification.
 - In this lesson, you will write a conclusion to your narrative.
5. Family Values: Synthesize
 - In this lesson, you will explain how and why authors use figurative language in stories.
 - In this lesson, you will make judgments about an author's word choices.
 - In this lesson, you will finalize the rough draft of your narrative by making last-minute tweaks and typing the story.

7. Characters and Their Values

1. Characters and Values: Genre
 - In this lesson, you will explain ways to practice progressive relaxation.
 - In this lesson, you will create a visual that represents the story after listening to a story.
 - In this lesson, you will explain the meaning of common idioms.
 - In this lesson, you will define homographs.
 - In this lesson, you will write cursive lowercase letters while joining the same and different letters in a series.

2. Characters and Values: Comprehension
 - In this lesson, you will visualize a story to understand its meaning and tone.
 - In this lesson, you will analyze the best ways to interact with others.
 - In this lesson, you will explain the meaning of common adages.
 - In this lesson, you will write words legibly while joining letters in cursive.
 - In this lesson, you will spell homographs in and out of context, using references as needed.
3. Characters and Values: Speak/Listen
 - In this lesson, you will explain how visuals and multimedia affect the mood of a story.
 - In this lesson, you will use visuals and multimedia to retell the story "Three Aunties."
 - In this lesson, you will explain the meaning of common proverbs.
 - In this lesson, you will choose a book to read.
4. Characters and Values: Fluency
 - In this lesson, you will tell how a story's visuals add to its tone, meaning, and beauty.
 - In this lesson, you will read with expression and accuracy after listening to a story.
 - In this lesson, you will use homographs correctly in context.

8. Reactions Show Character

1. Reactions and Character: Genre
 - In this lesson, you will describe how someone feels when they are bullied.
 - In this lesson, you will summarize the plot of a story.
 - In this lesson, you will identify examples of synonyms, antonyms, and homographs in writing.
 - In this lesson, you will examine how other authors tell stories.
2. Reactions and Character: Comprehension
 - In this lesson, you will support a theme with evidence from the text, using a graphic organizer.
 - In this lesson, you will identify text details about another culture that supports the story's theme.
 - In this lesson, you will explain the function of phrases and clauses.
 - In this lesson, you will revise your narrative by adding transitions that help readers understand the sequence of events.
3. Reactions and Character: Speak/Listen
 - In this lesson, you will determine the theme of a story based on the story's details.
 - In this lesson, you will identify formal and informal ways of speaking.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use a checklist to revise your draft.
4. Reactions and Character: Fluency
 - In this lesson, you will compare stories with similar themes.
 - In this lesson, you will use expression to read a text aloud.

- In this lesson, you will use the relationships between words to better understand each of the words.
- In this lesson, you will proofread your narrative by making sure you have included descriptive details, a clear sequence of events, and correct spelling, grammar, and punctuation.

5. Reactions and Character: Write

- In this lesson, you will use technology to publish a final draft of your narrative.

6. Developing Character Unit Test

9. Stronger Together

1. Stronger Together: Genre

- In this lesson, you will explain how your present goals build on goals you have achieved in the past.
- In this lesson, you will identify key details in an informational text.
- In this lesson, you will identify when to underline titles of work.
- In this lesson, you will identify words with the vowel sound spelled *aw*, *au*, *al*, *all*, *a*, *o*, *augh*, and *ough*.
- In this lesson, you will fluently write lowercase n and m in cursive

2. Stronger Together: Comprehension

- In this lesson, you will use a graphic organizer to identify the main idea and details in a text.
- In this lesson, you will use inductive reasoning to conclude a main idea from details.
- In this lesson, you will identify when to italicize titles of work.
- In this lesson, you will fluently write lowercase u and w in cursive.
- In this lesson, you will pronounce words with the vowel sound spelled *aw*, *au*, *al*, *all*, *a*, *o*, *augh*, and *ough*.

3. Stronger Together: Speak/Listen

- In this lesson, you will paraphrase details to find main ideas of a text.
- In this lesson, you will recognize that people may interpret what they read and watch in different ways.
- In this lesson, you will identify when to underline or italicize titles of work.
- In this lesson, you will choose a book to read.

4. Stronger Together: Fluency

- In this lesson, you will use text features to gain meaning.
- In this lesson, you will use text features to expand your knowledge of civics.
- In this lesson, you will paraphrase the arguments presented in two videos.
- In this lesson, you will spell words with the vowel sound spelled *aw*, *au*, *al*, *all*, *a*, *o*, *augh*, and *ough*.

5. Stronger Together: Synthesize

- In this lesson, you will evaluate supporting details in a text.
- In this lesson, you will make judgments about the relevance and importance of details in a text.
- In this lesson, you will choose a book to read.

10. Influencers Making a Difference

1. Making a Difference: Genre
 - In this lesson, you will use I-statements to let others know that you have heard them.
 - In this lesson, you will summarize information after listening to an informational text.
 - In this lesson, you will identify when to use quotation marks to show titles of work.
 - In this lesson, you will identify words with a vowel team in a syllable.
 - In this lesson, you will fluently write lowercase b and f in cursive.
2. Making a Difference: Comprehension
 - In this lesson, you will summarize a text by asking and answering questions about the main idea and key details.
 - In this lesson, you will identify details that support a main idea.
 - In this lesson, you will identify when to use quotation marks to indicate titles of work.
 - In this lesson, you will write lowercase h and k in cursive.
 - In this lesson, you will pronounce words with a vowel team syllable.
3. Making a Difference: Speak/Listen
 - In this lesson, you will identify important details to summarize the main ideas in a text.
 - In this lesson, you will identify details in persuasive communication.
 - In this lesson, you will use underlining, italics, or quotation marks to show the titles of works.
 - In this lesson, you will choose a book to read.
4. Making a Difference: Fluency
 - In this lesson, you will summarize a speaker's main points and the support for their claims.
 - In this lesson, you will evaluate a text.
 - In this lesson, you will review summarizing key ideas in speaking and writing.
 - In this lesson, you will spell words with vowel teams in a syllable.
5. Making a Difference: Synthesize
 - In this lesson, you will analyze media and determine how it relates to culture.
 - In this lesson, you will create a piece of media for a text.
 - In this lesson, you will choose a book to read.

11. Showing the World

1. Showing the World: Genre
 - In this lesson, you will describe steps you can take to make a decision.
 - In this lesson, you will identify a purpose for reading an informational text.
 - In this lesson, you will identify when to use commas to separate items in a series.
 - In this lesson, you will identify words with a consonant + /e syllable.
 - In this lesson, you will fluently write lowercase g and q in cursive.
2. Showing the World: Comprehension
 - In this lesson, you will use logical inferences about an informational text.

- In this lesson, you will describe strategies for being open to new ideas and perspectives.
 - In this lesson, you will identify when to use semicolons to separate items in a series.
 - In this lesson, you will fluently write lowercase j and p in cursive.
 - In this lesson, you will pronounce words with a consonant + /e syllable.
3. Showing the World: Speak/Listen
 - In this lesson, you will determine whether details in an informational text are explicit or inferred.
 - In this lesson, you will explain what you learn about civic life to your Learning Coach.
 - In this lesson, you will use commas and semicolons to separate items in a series.
 - In this lesson, you will choose a book to read.
 4. Showing the World: Fluency
 - In this lesson, you will evaluate an inference you made by asking, “How accurate was my thinking?”
 - In this lesson, you will ask questions to reflect on your reading comprehension.
 - In this lesson, you will analyze inferences in informational text.
 - In this lesson, you will spell words with a consonant + /e syllable.
 5. Showing the World: Synthesize
 - In this lesson, you will quote accurately from a text.
 - In this lesson, you will think about how to use information accurately to solve a problem.
 - In this lesson, you will choose a book to read.

12. Call to Action

1. Call to Action: Genre
 - In this lesson, you will recognize when it is appropriate to give a compliment.
 - In this lesson, you will draw conclusions about an informational text after listening to a text.
 - In this lesson, you will use commas to separate introductions from the rest of the sentence.
 - In this lesson, you will identify words with an r-controlled vowel syllable.
 - In this lesson, you will fluently write lowercase r and s in cursive.
2. Call to Action: Comprehension
 - In this lesson, you will ask questions about a text.
 - In this lesson, you will brainstorm ideas about issues.
 - In this lesson, you will use a commas correctly in sentences.
 - In this lesson, you will fluently write lowercase y and z in cursive.
 - In this lesson, you will pronounce words with an r-controlled vowel syllable.
3. Call to Action: Speak/Listen
 - In this lesson, you will evaluate a media message.
 - In this lesson, you will explain why city council should take action.
 - In this lesson, you will explain the meaning of direct address.

- In this lesson, you will choose a book to read.
4. Call to Action: Fluency
 - In this lesson, you will evaluate the way that you think about inference.
 - In this lesson, you will use feedback to improve your reading accuracy.
 - In this lesson, you will spell words with r-controlled vowels.
 - In this lesson, you will discuss a current issue.
 5. Call to Action: Fluency Discussion
 6. Call to Action: Read
 - In this lesson, you will choose a book to read.
 7. Get Involved Unit Test
- 13. What Makes You Unique?**
1. What Makes You Unique?: Genre
 - In this lesson, you will identify others' feelings based on what they say and what their body language shows.
 - In this lesson, you will identify the key points an author makes in an informational text.
 - In this lesson, you will expand sentences to make their meaning clear.
 - In this lesson, you will use details to support the central idea of an explanatory text.
 2. What Makes You Unique?: Comprehension
 - In this lesson, you will provide supporting reasons in an informational text.
 - In this lesson, you will analyze media to find reasons that support a choice.
 - In this lesson, you will expand sentences to make them more interesting to your audience.
 - In this lesson, you will use a web to collect evidence for your statement.
 3. What Makes You Unique?: Speak/Listen
 - In this lesson, you will analyze points that support a claim.
 - In this lesson, you will use text to give reasons and examples to support a claim with an open mind.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use an outline to plan your essay.
 4. What Makes You Unique?: Fluency
 - In this lesson, you will identify supporting reasons in an informational text.
 - In this lesson, you will learn about some legal issues related to technology.
 - In this lesson, you will expand sentences for style.
 - In this lesson, you will select language that describes concepts related to your topic in a clear and precise way.
 5. What Makes You Unique?: Synthesize
 - In this lesson, you will identify evidence in a text.
 - In this lesson, you will evaluate arguments presented in a text.
 - In this lesson, you will use a computer to type a rough draft of your introduction and body paragraphs for your explanatory essay
- 14. Protecting Data**
1. Protecting the Data: Genre

- In this lesson, you will identify factors that make a situation unsafe.
 - In this lesson, you will identify key points and the reasons that support them in a text.
 - In this lesson, you will combine sentences for meaning.
 - In this lesson, you will strengthen your essay by using words, phrases, and clauses to connect your ideas and evidence.
2. Protecting the Data: Comprehension
 - In this lesson, you will use a graphic organizer to list support for the author’s ideas.
 - In this lesson, you will examine how to use the visuals in a text to better understand key ideas.
 - In this lesson, you will combine sentences to interest a reader or listener.
 - In this lesson, you will use information and examples to develop the topic of your explanatory essay.
 3. Protecting the Data: Speak/Listen
 - In this lesson, you will identify support for its key points after listening to a text.
 - In this lesson, you will create an oral summary of a text.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will improve your explanatory rough draft to make sure it will be informative to a reader.
 4. Protecting the Data: Fluency
 - In this lesson, you will identify reasons an author gives to support points in a text.
 - In this lesson, you will read actively and better understand texts.
 - In this lesson, you will combine sentences for style.
 - In this lesson, you will write a draft of the conclusion to your explanatory text.
 5. Protecting the Data: Synthesize
 - In this lesson, you will identify evidence that supports key points in a text.
 - In this lesson, you will provide an explanation to an audience.
 - In this lesson, you will improve the rough draft of your explanatory essay.
- 15. Information in Social Media**
1. Social Media: Genre
 - In this lesson, you will recall different ways to make sure you complete assignments on time.
 - In this lesson, you will compare two ideas and information from two informational texts.
 - In this lesson, you will improve sentences while keeping their meaning the same.
 - In this lesson, you will identify words with prefix patterns *dis-*, *mis-*, *in-*, *pre-*, *un-*, and *re-*.
 - In this lesson, you will write lowercase v and x in cursive.
 2. Social Media: Comprehension
 - In this lesson, you will paraphrase two informational texts to compare and contrast the author’s points of view.
 - In this lesson, you will analyze social media messages for their message, point of view, and impact.

- In this lesson, you will improve sentences to better keep the reader’s or listener’s interest.
 - In this lesson, you will write words with cursive lowercase letters fluently.
 - In this lesson, you will pronounce words with the prefix patterns *dis-*, *mis-*, *in-*, *pre-*, *un-*, and *re-*.
3. Social Media: Speak/Listen
 - In this lesson, you will compare and contrast the information in two texts by summarizing the main ideas and details.
 - In this lesson, you will read two informational texts about the same topic.
 - In this lesson, you will edit sentences to improve style.
 - In this lesson, you will choose a book to read.
 4. Social Media: Fluency
 - In this lesson, you will compare and contrast the overall structure of events in two informational texts.
 - In this lesson, you will evaluate the information you find in a text by asking questions and doing research.
 - In this lesson, you will compare and contrast the structure of texts.
 - In this lesson, you will spell words with the prefix patterns *dis-*, *mis-*, *in-*, *pre-*, *un-*, and *re-*.
 5. Social Media: Synthesize
 - In this lesson, you will compare and contrast the overall structure of ideas in two informational texts.
 - In this lesson, you will ask questions about the content of online messages.
 - In this lesson, you will choose a book to read.

16. Robot Helpers

1. Robot Helpers: Genre
 - In this lesson, you will tell why it is important to choose friends wisely.
 - In this lesson, you will identify facts and opinions in an informational text.
 - In this lesson, you will expand sentences to improve meaning, interest, and style.
 - In this lesson, you will revise your essay by using formatting to make it easier for a reader to understand.
2. Robot Helpers: Comprehension
 - In this lesson, you will use context clues to determine the meanings of words and phrases.
 - In this lesson, you will use technology to find details about the topic of a text.
 - In this lesson, you will modify sentences to improve meaning, interest, and style.
 - In this lesson, you will edit your essay.
3. Robot Helpers: Speak/Listen
 - In this lesson, you will use context clues to determine the meanings of science words and phrases.
 - In this lesson, you will create an entertaining video to explain a science topic in an informational text.
 - In this lesson, you will choose a book to read.

- In this lesson, you will implement feedback you have received on your explanatory essay.
4. Robot Helpers: Fluency
 - In this lesson, you will compare and contrast the structures of two informational texts.
 - In this lesson, you will compare text structures so that you can use them to learn a new skill.
 - In this lesson, you will modify sentences to improve meaning, interest, and style.
 - In this lesson, you will add visual elements to your explanatory essay.
 5. Robot Helpers: Write
 - In this lesson, you will use technology to publish a final draft of your explanatory essay.
 6. Tech Takes Unit Test

Semester B Summary:

In this course, the student will learn, practice, and apply the skills and strategies intrinsic to becoming a stronger, more fluent reader and writer. The course presents reading, writing, and language instruction in close alignment with the Common Core State Standards (CCSS). In daily core reading instruction, the student will have the opportunity to read texts in a variety of literary and nonfiction genres. Instruction is presented in two modes: Peer Model, in which the student will view a video of a peer learning how to use and apply the target skill, and 21st Century, in which the student will gain proficiency in the skills, knowledge, and expertise they must master to succeed in work and life. Throughout the core reading block, engaging and thought-provoking activities allow the student to master a variety of related disciplines, including fluency, vocabulary, and speaking and listening. The course also provides the student with a thorough understanding of the writing process, from planning to drafting to revision, editing, and publishing, and includes instruction in developing an opinion text and generating a research report from topical investigation. The focus on reading and writing is supplemented with instruction in grammar, spelling, and handwriting—skill areas vital to the student’s overall development as a reader, writer, and communicator.

Semester B Outline

1. Say it With Poetry

1. Say it With Poetry: Genre
 - In this lesson, you will describe how not being able to manage anger can make a conflict worse.
 - In this lesson, you will identify descriptive details in a poem.
 - In this lesson, you will use prefixes as clues to the meaning of words.
 - In this lesson, you will identify words with a connection to Greek or Roman mythology.

- In this lesson, you will write uppercase A and O in cursive.
2. Say it With Poetry: Comprehension
 - In this lesson, you will apply what you know about theme to find theme in poetry.
 - In this lesson, you will examine a poem to connect it to an important American right.
 - In this lesson, you will use suffixes as clues to the meaning of words.
 - In this lesson, you will write uppercase C and E in cursive.
 - In this lesson, you will pronounce words with a connection to Greek or Roman mythology.
 3. Say it With Poetry: Speak/Listen
 - In this lesson, you will use details to determine a theme of a story.
 - In this lesson, you will use your understanding of theme to prepare a recording of a poem.
 - In this lesson, you will use affixes as clues to the meaning of words.
 - In this lesson, you will choose a book to read.
 4. Say it With Poetry: Fluency
 - In this lesson, you will differentiate among types of poetry.
 - In this lesson, you will use details to determine a theme of a poem.
 - In this lesson, you will identify poetic forms and themes.
 - In this lesson, you will spell words with a connection to Greek or Roman mythology.
 - In this lesson, you will choose a book to read.
 5. Say it With Poetry: Synthesize
 - In this lesson, you will use details to determine a theme of a poem.
 - In this lesson, you will analyze how parts of a poem fit together to form a whole.
 - In this lesson, you will choose a book to read.

2. Funny and Inspiring

1. Funny and Inspiring: Genre
 - In this lesson, you will list ways families can support students in their learning.
 - In this lesson, you will identify a poem's speaker and their perspective.
 - In this lesson, you will identify roots in words.
 - In this lesson, you will identify words with the Latin roots: *port*, *tract*, *spec/spect*, and *miss/mit*.
 - In this lesson, you will write uppercase L and D in cursive.
2. Funny and Inspiring: Comprehension
 - In this lesson, you will compare the features of poems, dramas, and stories.
 - In this lesson, you will create a scene or short story based on a poem.
 - In this lesson, you will use vocabulary words with Greek roots.
 - In this lesson, you will write uppercase B and R in cursive.
 - In this lesson, you will pronounce words with the Latin roots *port*, *tract*, *spec/spect*, and *miss/mit*.
3. Funny and Inspiring: Speak/Listen
 - In this lesson, you will identify poetic devices.
 - In this lesson, you will create a literary review.

- In this lesson, you will identify the meaning of vocabulary with Greek roots.
- In this lesson, you will choose a book to read.

4. Funny and Inspiring: Fluency

- In this lesson, you will analyze how the speakers in two poems connect to a topic.
- In this lesson, you will read a poem aloud with meaning and expression.
- In this lesson, you will review poetic devices and speakers in poetry.
- In this lesson, you will spell words with the Latin roots *port*, *tract*, *spec/spect*, and *miss/mit*.

5. Funny and Inspiring: Synthesize

- In this lesson, you will analyze the structure of a poem.
- In this lesson, you will organize your ideas about two different texts.
- In this lesson, you will choose a book to read.

3. Plays Can Tell a Message

1. Plays Can Tell a Message: Genre

- In this lesson, you will discuss what you might have done differently to have better success in achieving a recent goal.
- In this lesson, you will explain the use of figurative language in a poem.
- In this lesson, you will use Greek roots as clues to determine the meaning of a word.
- In this lesson, you will identify words with Greek roots.
- In this lesson, you will write uppercase T and F in cursive.

2. Plays Can Tell a Message: Comprehension

- In this lesson, you will determine the meanings of similes, metaphors, and other figurative language in a poem.
- In this lesson, you will use think-aloud strategies to understand a poem's figurative language.
- In this lesson, you will identify Latin roots to determine the meanings of words.
- In this lesson, you will write uppercase S and G in cursive.
- In this lesson, you will pronounce words with Greek roots.

3. Plays Can Tell a Message: Speak/Listen

- In this lesson, you will read aloud a prose passage with accuracy, expression, and at a suitable rate.
- In this lesson, you will assess your oral reading skills after reading aloud a prose passage.
- In this lesson, you will compare and contrast the varieties of English in poetry.
- In this lesson, you will choose a book to read.

4. Plays Can Tell a Message: Fluency

- In this lesson, you will explain the meaning of adages and proverbs used in a play.
- In this lesson, you will explain an adage or a proverb in a play.
- In this lesson, you will identify figurative language in poetry and plays.
- In this lesson, you will identify words with Greek roots.

5. Plays Can Tell a Message: Synthesize

- In this lesson, you will use details in a play to determine its theme.
- In this lesson, you will explain how to give and receive feedback.
- In this lesson, you will choose a book to read.

4. Unsung Heroes

1. Unsung Heroes: Genre

- In this lesson, you will explain how you can care about the feelings of others.
- In this lesson, you will identify the text as drama, poetry, or prose.
- In this lesson, you will use Greek and Latin roots and context clues to understand unfamiliar words in a text.
- In this lesson, you will identify words with the number prefixes *uni-*, *bi-*, *tri-*, and *cent(i)-*.
- In this lesson, you will write uppercase I and J in cursive.

2. Unsung Heroes: Comprehension

- In this lesson, you will visualize a play and its elements.
- In this lesson, you will use a concept web to record the facts and details you find about Native American culture.
- In this lesson, you will use Greek and Latin roots as clues to determine the meaning of a word.
- In this lesson, you will write uppercase M and N in cursive.
- In this lesson, you will pronounce words with the number prefixes *uni-*, *bi-*, *tri-*, *cent*, and *cent(i)*.

3. Unsung Heroes: Speak/Listen

- In this lesson, you will analyze elements of a drama.
- In this lesson, you will use correct verb tenses to talk about elements of a drama.
- In this lesson, you will compare and contrast the varieties of English in dramas.
- In this lesson, you will choose a book to read.

4. Unsung Heroes: Fluency

- In this lesson, you will explain how a series of scenes form the structure of a play.
- In this lesson, you will use expression to show how the feelings of characters change in a series of scenes.
- In this lesson, you will spell words with the number prefixes *uni-*, *bi-*, *tri-*, and *cent(i)-*.
- In this lesson, you will discuss a text in a group setting.

5. Unsung Heroes: Fluency Discussion

6. Unsung Heroes: Read

- In this lesson, you will choose a book to read.

7. Filling Your Heart Unit Test

5. Believe in Yourself

1. Believe in Yourself: Genre

- In this lesson, you will identify factors you cannot change that can keep you from reaching a goal.

- In this lesson, you will identify a narrator’s or speaker’s perspective in a literary text.
 - In this lesson, you will explain the function of conjunctions.
 - In this lesson, you will identify the features of an opinion text that help the writer convey their opinion to readers.
2. Believe in Yourself: Comprehension
 - In this lesson, you will explain how an author uses words and phrases to show meaning.
 - In this lesson, you will explain facts about languages other than English.
 - In this lesson, you will explain the function of prepositions.
 - In this lesson, you will identify how opinion writers introduce their topic in a clear, precise way.
 3. Believe in Yourself: Speak/Listen
 - In this lesson, you will differentiate between perspective and point of view in a story.
 - In this lesson, you will discuss perspectives on an event in a story.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will write an opinion statement for the introduction of your essay.
 4. Believe in Yourself: Fluency
 - In this lesson, you will identify an author’s purpose and perspective.
 - In this lesson, you will incorporate feedback while reading a story aloud.
 - In this lesson, you will use conjunctions and prepositions in sentences.
 - In this lesson, you will organize reasons for your opinion into paragraphs.
 5. Believe in Yourself: Synthesize
 - In this lesson, you will analyze perspectives in a story using examples and evidence.
 - In this lesson, you will develop perspective on a topic using technology as a tool.
 - In this lesson, you will write a draft of the introduction for your opinion text.

6. Dare to Dream

1. Dare to Dream: Genre
 - In this lesson, you will identify how bullying behavior affects people.
 - In this lesson, you will identify a poet’s purpose and tone.
 - In this lesson, you will identify interjections.
 - In this lesson, you will evaluate your chosen reasons for your opinion essay.
2. Dare to Dream: Comprehension
 - In this lesson, you will analyze word choices and perspective in a poem.
 - In this lesson, you will make inferences about a poem.
 - In this lesson, you will explain the function of interjections.
 - In this lesson, you will support reasons with details as you begin to draft your body paragraphs.
3. Dare to Dream: Speak/Listen

- In this lesson, you will analyze influences on perspective in literature.
- In this lesson, you will create a story review.
- In this lesson, you will choose a book to read.
- In this lesson, you will use language to link your opinion and reasons within and across paragraphs of your opinion essay.

4. Dare to Dream: Fluency

- In this lesson, you will analyze how the narrator's perspective affects how events are described in a story.
- In this lesson, you will create a story scene from a different perspective.
- In this lesson, you will explain the function of interjections in particular sentences.
- In this lesson, you will draft a conclusion for your opinion essay.

5. Dare to Dream: Synthesize

- In this lesson, you will analyze how the speaker's perspective affects how events are described in a poem.
- In this lesson, you will analyze visuals in poems and stories.
- In this lesson, you will write the rough draft of your opinion essay.

7. Don't Give Up!

1. Don't Give Up!: Genre

- In this lesson, you will explain what happens when a conflict is not resolved.
- In this lesson, you will identify similarities and differences in two passages from a story.
- In this lesson, you will identify examples of correlative conjunctions in writing.
- In this lesson, you will identify words that are contractions.
- In this lesson, you will write uppercase H and K in cursive.

2. Don't Give Up!: Comprehension

- In this lesson, you will compare and contrast details in stories from different genres.
- In this lesson, you will compare and contrast the details to find the genres of the two stories.
- In this lesson, you will identify the correct use of correlative conjunctions.
- In this lesson, you will write uppercase P and Q in cursive.
- In this lesson, you will pronounce words that are contractions.

3. Don't Give Up!: Speak/Listen

- In this lesson, you will compare and contrast the ideas in two stories to find how they are the same and different.
- In this lesson, you will ask questions to build a discussion about how two stories are alike and different.
- In this lesson, you will use correlative conjunctions correctly when writing.
- In this lesson, you will choose a book to read.

4. Don't Give Up!: Fluency

- In this lesson, you will compare the text structures in two stories.
- In this lesson, you will identify goals for reading.

- In this lesson, you will compare and contrast genres of literary texts.
- In this lesson, you will spell words that are contractions.

8. Follow Your Heart

1. Follow Your Heart: Genre

- In this lesson, you will analyze the consequences of lying.
- In this lesson, you will identify the theme of a story.
- In this lesson, you will use correlative conjunctions correctly when speaking.
- In this lesson, you will revise your opinion essay to address task, purpose, and audience.

2. Follow Your Heart: Comprehension

- In this lesson, you will ask questions to identify ideas and the structure of a story.
- In this lesson, you will ask questions to help you create an advertisement.
- In this lesson, you will identify correlative conjunctions used when combining sentences.
- In this lesson, you will edit your opinion essay.

3. Follow Your Heart: Speak/Listen

- In this lesson, you will compare and contrast two stories in the same genre.
- In this lesson, you will compare two stories about the process of voting.
- In this lesson, you will choose a book to read.
- In this lesson, you will use feedback to improve your opinion essay work.

4. Follow Your Heart: Fluency

- In this lesson, you will compare and contrast pictures in two stories from the same genre.
- In this lesson, you will compare how pictures and texts present ideas in a story.
- In this lesson, you will compare and contrast the varieties of English in stories.
- In this lesson, you will use your computer to type a final draft.

5. Follow Your Heart: Write

- In this lesson, you will use cursive writing to publish your opinion essay.

6. Being Your Best Unit Test

9. Starting a New Life

1. Starting a New Life: Genre

- In this lesson, you will describe some conflicts you have experienced.
- In this lesson, you will identify individuals, ideas, and events in an informational text.
- In this lesson, you will write sentences with correct subject–verb agreement.
- In this lesson, you will identify words with a suffix pattern.
- In this lesson, you will write uppercase V and U in cursive.

2. Starting a New Life: Comprehension

- In this lesson, you will explain how individuals, ideas, or events are connected in an informational text.
- In this lesson, you will identify some reasons for emigrating that connect immigrant groups.

- In this lesson, you will write compound sentences with correct subject–verb agreement.
 - In this lesson, you will write uppercase W and X in cursive.
 - In this lesson, you will pronounce words with a suffix pattern.
3. Starting a New Life: Speak/Listen
 - In this lesson, you will explain how a writer introduces and develops details about individuals, ideas, and events.
 - In this lesson, you will determine how ideas connect based on questions from a citizenship test.
 - In this lesson, you will use pronoun–antecedent agreement.
 - In this lesson, you will choose a book to read.
 4. Starting a New Life: Fluency
 - In this lesson, you will identify the relationships and interactions between individuals in a text.
 - In this lesson, you will choose a verse to read aloud accurately.
 - In this lesson, you will determine the relationships between individuals in informational texts.
 - In this lesson, you will spell words with a suffix pattern.
 5. Starting a New Life: Synthesize
 - In this lesson, you will identify the relationships and interactions between events in a text.
 - In this lesson, you will create a timeline to show relationships among events.
 - In this lesson, you will choose a book to read.

10. Unearthing the Past

1. Unearthing the Past: Genre
 - In this lesson, you will identify the three conflict resolution behaviors.
 - In this lesson, you will identify the key ideas and concepts in an informational text.
 - In this lesson, you will use verb tenses to show various expressions of time when writing.
 - In this lesson, you will identify words with suffixes *-ence* or *-ance*.
 - In this lesson, you will write uppercase Y in cursive.
2. Unearthing the Past: Comprehension
 - In this lesson, you will use a graphic organizer to show how elements in an informational text are related.
 - In this lesson, you will make judgments about ideas in a text.
 - In this lesson, you will use verb tenses to show various expressions of time and sequences when writing.
 - In this lesson, you will write uppercase Z in cursive.
 - In this lesson, you will pronounce words with suffixes *-ance* or *-ence*.
3. Unearthing the Past: Speak/Listen
 - In this lesson, you will identify how text structures connect ideas and convey messages in informational text.

- In this lesson, you will analyze how a speaker’s message is supported.
 - In this lesson, you will use verb tenses to show expressions of time and sequences when speaking.
 - In this lesson, you will choose a book to read.
4. Unearthing the Past: Fluency
 - In this lesson, you will explain relationships between key ideas in an informational text.
 - In this lesson you will summarize a text’s ideas.
 - In this lesson, you will determine text structures and relationships among ideas in informational texts.
 - In this lesson, you will spell words with suffixes *-ence* or *-ance*.
 5. Unearthing the Past: Synthesize
 - In this lesson, you will explain relationships between concepts in an informational text.
 - In this lesson, you will synthesize to understand common ideas in themes in two texts.
 - In this lesson, you will choose a book to read.

11. Learning from Our Ancestors

1. Learning from Our Ancestors: Genre
 - In this lesson, you will identify what it means to take responsibility for your actions when it comes to schoolwork.
 - In this lesson, you will describe an event from an informational text in your own words.
 - In this lesson, you will use verb tenses to show various states when writing.
 - In this lesson, you will identify words with suffixes *-less* and *-ness*.
 - In this lesson, you will write numbers 0, 1, and 2 in cursive.
2. Learning from Our Ancestors: Comprehension
 - In this lesson, you will use a chart to collect information about primary and secondary sources.
 - In this lesson, you will evaluate a primary and secondary source to draw your own conclusion.
 - In this lesson, you will use verb tenses to express various conditions when writing.
 - In this lesson, you will write numbers 3, 4, and 5 in cursive.
 - In this lesson, you will pronounce words with suffixes *-less* and *-ness*.
3. Learning from Our Ancestors: Speak/Listen
 - In this lesson, you will compare and contrast information you learn about the same event from reading a primary source and a secondary source.
 - In this lesson, you will compare and contrast primary and secondary accounts.
 - In this lesson, you will use verb tenses to express various states and conditions when speaking.
 - In this lesson, you will choose a book to read.
4. Learning from Our Ancestors: Fluency

- In this lesson, you will compare accounts of the same event.
 - In this lesson, you will compare accounts of the same event, interpret the information, and draw your own conclusion.
 - In this lesson, you will examine perspectives in multiple accounts of events.
 - In this lesson, you will spell words with suffixes *-less* and *-ness*.
5. Learning from Our Ancestors: Synthesize
- In this lesson, you will identify the differences in the perspectives of the same event.
 - In this lesson, you will identify ways to understand different perspectives on the same event or issue.
 - In this lesson, you will choose a book to read.

12. Immigrant Stories

1. Immigrant Stories: Genre
- In this lesson, you will apply a decision-making model to academic challenges.
 - In this lesson, you will describe the topic and main ideas of an informational text.
 - In this lesson, you will identify the appropriate shifts in verb tenses.
 - In this lesson, you will identify words with the suffixes *-ion*, *-able*, and *-ible*.
 - In this lesson, you will write numbers 6, 7, and 8 in cursive.
2. Immigrant Stories: Comprehension
- In this lesson, you will compare and contrast primary and secondary accounts of the same topic.
 - In this lesson, you will compare and contrast primary and secondary accounts about a health topic.
 - In this lesson, you will describe the appropriate shifts in verb tenses.
 - In this lesson, you will write numbers 9 and 10 in cursive.
 - In this lesson, you will pronounce words with the suffixes *-ion*, *-able*, and *-ible*.
3. Immigrant Stories: Speak/Listen
- In this lesson, you will ask questions about comparing perspectives to prepare for a discussion.
 - In this lesson, you will show that you understand how to prepare for a discussion and listen well.
 - In this lesson, you will identify ways to correct inappropriate shifts in verb tense.
 - In this lesson, you will choose a book to read.
4. Immigrant Stories: Fluency
- In this lesson, you will evaluate sources of information to make sure that they are accurate and credible.
 - In this lesson, you will evaluate the accuracy and credibility of information found in online sources.
 - In this lesson, you will spell words with the suffixes *-ion*, *-able*, and *-ible*.
 - In this lesson, you will discuss multiple accounts of a historical event.
5. Immigrant Stories: Fluency Discussion
6. Immigrant Stories: Read

- In this lesson, you will choose a book to read.

7. Coming to America Unit Test

13. **Branches of Government**

1. Branches of Government: Genre

- In this lesson, you will describe how to stop rumors.
- In this lesson, you will summarize key ideas in an informational text.
- In this lesson, you will use print reference materials to find the pronunciation of words.
- In this lesson, you will identify how writers of research reports use sources and their own knowledge to investigate a topic.

2. Branches of Government: Comprehension

- In this lesson, you will use context clues to understand words related to civics.
- In this lesson, you will use a chart to learn terms connected to governmental processes.
- In this lesson, you will use print reference materials to find the meanings of key words and phrases.
- In this lesson, you will do research to narrow your report topic.

3. Branches of Government: Speak/Listen

- In this lesson, you will explain how visual or multimedia supports clarify information.
- In this lesson, you will analyze the messages in political ads.
- In this lesson, you will choose a book to read.
- In this lesson, you will examine how to categorize the information from multiple sources within your text.

4. Branches of Government: Fluency

- In this lesson, you will use multiple print sources to locate answers and solve problems.
- In this lesson, you will record printed material to provide information for others.
- In this lesson, you will use print reference materials to clarify the meanings of key words and phrases.
- In this lesson, you will organize your ideas that support your purpose and audience.

5. Branches of Government: Synthesize

- In this lesson, you will write an effective research question by locating information from a variety of sources.
- In this lesson, you will identify how to form significant questions for research investigations.
- In this lesson, you will develop a thesis statement, add to your outline, and write an introduction for your research report.

14. **Rights and Freedoms**

1. Rights and Freedoms: Genre

- In this lesson, you will list strategies to support those who are left out or bullied.
- In this lesson, you will create a visual about a video selection.

- In this lesson, you will use digital reference materials to find the pronunciation of words.
 - In this lesson, you will identify categories of information you can use to develop a topic of your research report.
2. Rights and Freedoms: Comprehension
 - In this lesson, you will use context to determine word meanings.
 - In this lesson, you will create a poster to teach others about a topic.
 - In this lesson, you will use digital reference materials to find the meanings of key words and phrases.
 - In this lesson, you will use words, phrases, and clauses to signal connections within and among ideas in your research report.
 3. Rights and Freedoms: Speak/Listen
 - In this lesson, you will use text, visuals, and multimedia to draw conclusions.
 - In this lesson, you will use multimedia to enhance a presentation.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will use precise language and domain-specific terms to accurately explain ideas in your research report.
 4. Rights and Freedoms: Fluency
 - In this lesson, you will evaluate a text to gain a new understanding of its ideas.
 - In this lesson, you will analyze different viewpoints on the same issue or topic.
 - In this lesson, you will use print reference materials to clarify the precise meanings of key words and phrases.
 - In this lesson, you will write the conclusion to your research report.
 5. Rights and Freedoms: Synthesize
 - In this lesson, you will use active reading techniques to engage with a text.
 - In this lesson, you will learn to track and reflect on your reading.
 - In this lesson, you will write the rough draft of your research report, including a list of sources.

15. Get Ready to Vote

1. Get Ready to Vote: Genre
 - In this lesson, you will discuss the consequences of solutions.
 - In this lesson, you will summarize an informational text.
 - In this lesson, you will acquire general academic words and phrases from reading that signal contrast or addition.
 - In this lesson, you will identify words with plural spellings.
 - In this lesson, you will write the uppercase alphabet and your first and last name in cursive.
2. Get Ready to Vote: Comprehension
 - In this lesson, you will organize the information from two texts about the same topic in a chart.
 - In this lesson, you will use a graphic organizer to understand the information from two texts about a topic.

- In this lesson, you will use general academic words and phrases that signal contrast.
 - In this lesson, you will use appropriate spacing and indents writing in cursive.
 - In this lesson, you will pronounce words with plural spellings.
3. Get Ready to Vote: Speak/Listen
 - In this lesson, you will compare and contrast two informational texts about the same topic.
 - In this lesson, you will summarize texts about the same topic.
 - In this lesson, you will use domain-specific words and words that signal contrast.
 - In this lesson, you will choose a book to read.
 4. Get Ready to Vote: Fluency
 - In this lesson, you will collect relevant information about a topic that interests you from primary and secondary sources.
 - In this lesson, you will explain how to make a plan for keeping track of information from different sources.
 - In this lesson, you will integrate information from primary and secondary sources.
 - In this lesson, you will spell words with plural endings.
 5. Get Ready to Vote: Synthesize
 - In this lesson, you will evaluate claims made in advertisements.
 - In this lesson, you will analyze media messages.
 - In this lesson, you will choose a book to read.

16. Justice for All

1. Justice for All: Genre
 - In this lesson, you will analyze how people of different groups can help one another and enjoy each other's company.
 - In this lesson, you will create a visual that shows two sources of information.
 - In this lesson, you will use academic and domain-specific words and phrases, including those that signal addition.
 - In this lesson, you will revise your research report by adding formatting to make it more understandable.
2. Justice for All: Comprehension
 - In this lesson, you will clarify your understanding of an informational text by putting together information from different sources.
 - In this lesson, you will use information from different sources to learn about personal finances.
 - In this lesson, you will use academic and domain-specific words and phrases that signal logical connections.
 - In this lesson, you will choose images that help your readers understand your research.
3. Justice for All: Speak/Listen
 - In this lesson, you will use information from various sources.

- In this lesson, you will present your ideas on how to make your favorite meal healthier.
 - In this lesson, you will choose a book to read.
 - In this lesson, you will select multimedia that helps your readers understand your research.
4. Justice for All: Fluency
- In this lesson, you will evaluate informational and social media sources.
 - In this lesson, you will find and use information from sources to make decisions.
 - In this lesson, you will use academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical connections.
 - In this lesson, you will edit the final draft of your research report.
5. Justice for All: Write
- In this lesson, you will use technology to finalize and publish your research report.
6. Civics Unit Test

Language Arts 6

Language Arts 6 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, students will sharpen and strengthen their skills in reading, writing, listening, and speaking. The student is exposed to a wide variety of writing styles to create a sense of curiosity and excitement.

During this course, the student will learn to make connections between readings, podcasts, radio clips, videos, and the world. The student will also expand an academic vocabulary and build confidence through independent reading, peer model videos, and practice opportunities. The student will write expository and creative compositions and employ test-taking strategies that are effective for different types of learners.

Semester A Outline

1. Literary Analysis

1. Literary Context Clues

- In this section, you will explain how clues in nearby words and phrases (context clues) help you figure out the meaning of an unfamiliar word or phrase.

2. Poetry

- In this section, you will discuss rhythm in poetry. You will also determine the actual or figurative meanings of words and phrases in poetry and the feelings or ideas that they suggest (connotations).

3. Literary Analysis

- In this section, you will identify poetic elements in odes, ballads, epic poetry, and science fiction.

In this section, you will identify differences among odes, ballads, epic poetry, and science fiction.

- In this section, you will evaluate literary devices, such as similes and metaphors, and find textual evidence as you analyze and interpret literary texts.

4. Figures of Speech

- In this section, you will use clues in nearby words and phrases (context clues) to interpret figures of speech.

5. Making Inferences

- In this section, you will identify evidence that supports implied ideas (inferences) in a literary text, including ideas about the author's purpose for writing.

6. Analyzing Theme

- In this section, you will explain the theme or central idea of a literary text. You will also identify text details that point to that theme or central idea.

7. Summarizing

- In this section, you will summarize a literary text without including your opinion of the text.

8. Character's Responses
 - In this section, you will describe how characters in a story or drama react to plot events.
9. Point of View
 - In this section, you will explain how an author creates and uses a narrator's point of view in a story or poem.
10. Versions
 - In this section, you will compare and contrast reading a literary text to watching or listening to an audio, video, or live version of the text.
11. Genres
 - In this section, you will identify the main features of various kinds (genres) of literary texts.
12. Comparing Genres
 - In this section, you will compare and contrast ways in which various kinds (genres) of literary texts treat similar themes or topics.
13. Narrative Introductions
 - In this section, you will discuss how well a narrative's introduction attracts the reader, introduces the narrator and/or characters, and sets the scene for further reading.
14. Dialogue and Descriptions
 - In this section, you will evaluate how well the dialogue and descriptions in a narrative develop experiences and plot events, and keep characters clear and interesting.
15. Organizing a Narrative
 - In this section, you will create a natural, logical order of plot events for a narrative.
16. Portfolio: Introducing A Narrative
 - In this section, you will write a narrative introduction that attracts the reader, introduces the narrator and/or characters, and sets the scene for further reading.
 - In this section, you will create a narrative outline that presents a natural, logical order of plot events.
 - In this section, you will use dialogue, pacing, and description to develop a narrative's experiences, events, and/or characters.
17. Literary Analysis: Apply
 - In this section, you will analyze a short narrative text.
18. Literary Analysis Review
19. Literary Analysis Unit Test

2. Informational Text Analysis

1. Relationships Between Words
 - In this section, you will use the relationship between words in an informational text to help your understanding of the text.
2. Learning New Words
 - In this section you will identify general and specialized meanings in informational text.
3. Technical Definitions and Reading Fluency
 - In this section, you will define words and phrases with literal and technical meanings in an informational text.
 - In this section, you will read high-frequency words and words with irregular spellings.

- In this section, you will read a text out loud at an appropriate rate with accuracy and expression.
4. Figurative and Connotative Meanings
 - In this section, you will interpret figurative words and phrases in an informational text. You will also determine the feelings or ideas (connotations) suggested by words or phrases in the text.
 5. Explicit Details and Inferences
 - In this section, you will identify explicit details and inferences.
 6. Identifying Central Ideas
 - In this section, you will identify central ideas in informational text.
 7. Effective Summaries
 - In this section, you will summarize informational text.
 - In this section, you will identify the parts of an effective summary.
 8. Author's Purpose
 - In this section, you will identify the author's point of view.
 9. Text Structure
 - In this section, you will explain how specific parts of an informational text relate to the text's structure and presentation of ideas.
 10. Analyzing Details
 - In this section, you will explain how an important person, event, or idea is presented in an informational text.
 11. Varying Media/Formats
 - In this section, you will identify media and formats in informational text.
 12. Comparing Texts
 - In this section, you will compare and contrast two authors' presentations on the same topic.
 13. Portfolio: Informational Text Analysis
 - In this section, you will identify and analyze the central ideas in informational texts.
 14. Portfolio: Informational Text Analysis 2
 - In this section, you will analyze the structure of informational texts.
 - In this section, you will determine authors' purposes for writing informational texts.
 15. Portfolio: Informational Text Analysis 3
 - In this section, you will identify an author's point of view in an informational text. You also will explain how the point of view is conveyed.
 - In this section, you will analyze point of view in informational texts.
 16. Informational Text Analysis Review
 17. Informational Text Analysis Unit Test

3. Standard English

1. Subject-Verb Agreement
 - In this section, you will analyze meter and structural elements, such as line breaks, in poetry.
 - In this section, you will use subject and verb agreement when a prepositional phrase is between the subject and the verb in a sentence.
 - In this section, you will use subject and verb agreement when the verb comes before the subject in a sentence.
 - In this section, you will use subject and verb agreement when an indefinite pronoun, such as *everyone*, is the subject of a sentence.
 - In this section, you will identify subject and verb agreement in sentences.
2. Verb Tense

- In this section, you will identify verb tenses that show different times, sequences, states, and conditions in a text.
 - In this section, you will use a consistent verb tense in sentences and correct errors in sentences with shifts in verb tense.
 - In this section, you will identify verb tense in speech and correct shifts in verb tense.
 - In this section, you will form and use the perfect verb tense in sentences.
3. Sentence Structure
- In this section, you will identify and correct sentence fragments when writing.
 - In this section, you will identify and correct run-on sentences when writing.
- In this section, you will write complex sentences with a variety of dependent clauses.
4. Phrases and Clauses
- In this section, you will identify phrases and clauses in sentences. You will also explain the function of phrases and clauses and describe how they are different.
 - In this section, you will explain how phrases and clauses are used to express a specific meaning in a sentence.
- In this section, you will correctly place and rearrange phrases and clauses in sentences. You will also correct misplaced phrases and clauses in sentences.
- In this section, you will use correct punctuation when writing.
5. Types of Sentences
- In this section, you will define, identify, and use simple sentences.
 - In this section, you will define, identify, and use compound sentences.
 - In this section, you will define, identify, and use complex sentences.
- In this section, you will identify simple and compound sentences that show different relationships among ideas.
6. Pronouns
- In this section, you will identify subjective, objective, and possessive pronouns and the words to which they refer (their antecedents) in sentences. You will also use those pronouns correctly.
7. Intensive Pronouns
- In this section, you will identify and use pronouns that add emphasis to a sentence (intensive pronouns).
8. Correct Spelling
- In this section, you will correct spelling errors.
9. Spelling Patterns
- In this section, you will identify word elements (morphemes) in spelling.
 - In this section, you will identify patterns in the spelling of words.
- In this section, you will use spelling patterns as clues to the meaning of a word or phrase.
10. Using References
- In this section, you will identify a word's pronunciation, part of speech, and precise meaning.
11. Parenthetical Elements
- In this section, you will compose sentences with correct comma usage.
12. Affixes and Roots
- In this section, you will differentiate roots, prefixes, and suffixes.
13. Context Confirmed
- In this section, you will use clues in nearby words and phrases (context clues) and a dictionary to confirm the meaning of a word or phrase.

14. Pronoun Number and Vague Pronouns
 - In this section, you will use pronouns that change when the words to which they refer (their antecedents) change. You will also identify and correct changes that make pronouns no longer match the words to which they refer.
 - In this section, you will identify and correct pronouns that are unclear and confusing.
15. Using Standard English
 - In this section, you will differentiate standard and nonstandard English.
16. Word Relationships
 - In this section, you will explain relationships between certain words.
17. Word Connotations
 - In this section, you will determine how words with similar meanings (denotations) suggest different feelings or ideas (connotations).
18. Standard English Apply
19. Standard English Review
20. Standard English Unit Test

4. Informative Writing

1. Organizational Strategies
 - In this section, you will identify characteristics of various ways to organize an informative or explanatory text.
2. Effective Organization
 - In this section, you will explain effective organizational strategies.
3. Effective Text
 - In this section, you will compose the body paragraph of an informational text.
4. Choosing Vocabulary
 - In this section, you will contrast general and domain-specific vocabulary.
5. Using Transitions
 - In this section, you will use transitions to show how ideas about a topic are related.
6. Evaluating Formal Writing
 - In this section, you will evaluate formal writing rules.
7. Concluding a Text
 - In this section, you will compose a logical conclusion based on an informative passage.
8. Portfolio: Informative Essay I
 - In this section, you will identify and use strategies for spelling correctly when writing an informative essay.
 - In this section, you will use technology and work with others to plan an informative essay.
9. Portfolio: Informative Essay II
 - In this section, you will write an informative essay using effective organization, development, and style. You will also demonstrate your skill at keyboarding as you type your essay.
 - In this section, you will revise your informative essay.
10. Portfolio: Informative Essay III
 - In this section, you will use technology and peer review to revise and edit your informative essay.
 - In this section, you will use technology to publish the final version of your informative essay.
11. Informative Writing: Apply

- In this section, you will create an informational presentation on your favorite topic.
12. Informative Writing Review
 13. Informative Writing Unit Test

5. Writing a Narrative

1. Narrative Context Clues
 - In this section, you will use context clues to figure out the meanings of unfamiliar words and phrases.
2. Connotative Meanings
 - In this section, you will interpret figurative words and phrases in a literary text. You will also describe the feelings or ideas (connotations) suggested by words or phrases in the text.
3. Word Choice
 - In this section, you will discuss how certain word choices affect the meaning and tone of a literary text.
4. Transition Words
 - In this section, you will use transitions to show the order of plot events and changes of time or place in a narrative.
5. Details
 - In this section, you will use precise words and phrases, and effective description to present experiences and events in a narrative.
6. Sensory Language
 - In this section, you will use language that appeals to the senses (sensory language) to develop experiences, events, and characters in a narrative.
7. Pacing
 - In this section, you will use pacing to develop experiences, events, and characters in a narrative.
8. Purpose and Audience
 - In this section, you will write in a clear, well-connected (coherent) way. You will also write in a way that shows effective organization, development, and style and that meets a given task, purpose, and audience.
9. Writing Process
 - In this section, you will use planning, peer review, editing, and rewriting (including trying a new approach) to develop and strengthen your writing.
10. Concluding a Story
 - In this section, you will create a narrative conclusion that follows logically from the narrative's experiences and events.
11. Portfolio: Writing a Narrative I
 - In this section, you will identify and use strategies for spelling correctly when writing a narrative.
 - In this section, you will use technology and work with others to plan a narrative essay.
12. Portfolio: Writing a Narrative II
 - In this section, you will write a clear, effective narrative essay for a given task, purpose, and audience. You will also demonstrate your skill at keyboarding as you type your essay.
 - In this section, you will assess and revise your writing by trying a new approach.
13. Portfolio: Writing a Narrative III
 - In this section, you will use technology and peer review to help you revise and edit your narrative essay.

- In this section, you will use technology to publish the final version of your narrative essay.
14. Writing a Narrative: Apply
 - In this section, you will create your own narrative story, which will include all elements of the plot, dialogue, detailed descriptions, and transition words.
 15. Writing a Narrative Review
 16. Writing A Narrative Unit Test

Semester B Summary:

In this course, students will sharpen and strengthen their skills in reading, writing, listening, and speaking. The student is exposed to a wide variety of writing styles to create a sense of curiosity and excitement.

During this course, the student will learn how to identify credible sources as well as compose argumentative and narrative essays using formal writing techniques. Students will also compare different types of media used to tell stories. These methods include textual, audio, and visual media types.

Semester B Outline

1. Course Overview

1. Language Arts 6 B Course Overview

2. Novel Study Introduction

1. Novel Lesson: Introduction
 - In this section, you will review character, setting, and plot in a novel.

3. Argument Analysis

1. Argument Analysis Introduction
2. Identifying a Claim
 - In this section, you will differentiate a claim, reason, and evidence.
3. Table and a Text
 - In this section, you will deduce the meaning of text through media formats.
4. Evaluating Claims
 - In this section, you will identify claims in arguments.
5. Reviewing Argument
 - In this section, you will identify evidence to support a claim.
6. Audio Argument Summaries
 - In this section, you will outline a speaker's argument. You will also discuss the speaker's claims and the way in which they are or are not supported by reasons and evidence.
7. Introducing a Claim
 - In this section, you will identify evidence to support a claim.
8. Clear Organization
 - In this section, you will identify the components of an essay.
9. Formal vs. Informal
 - In this section, you will evaluate whether formal English is appropriate in various speaking situations.
10. Portfolio: Present a Claim
 - In this section, you will record facts to support a claim.
 - In this section, you will organize descriptions, details and facts to support a claim.

- In this section, you will present your claim.
11. Presenting Claims
 - In this section, you will present claims and findings in a class debate. You will also present your ideas in a logical order, provide facts and details to emphasize main ideas and themes, and make eye contact and speak clearly while presenting.
 12. Presenting Claims Discussion
 13. Portfolio: Debate and Reflection
 - In this section, you will determine key ideas of a debate. You will also paraphrase (restate in your own words) claims, counterclaims, and evidence presented in the debate.
 14. Argumentative Analysis: Apply
 - In this section, you will create an argumentative paragraph that includes a claim, reasons, and evidence.
 15. Argument Analysis Review
 16. Argument Analysis Unit Test

4. Argumentative Essay

1. Argumentative Essay Introduction
2. Counter Claims
 - In this section, you will evaluate the claims and evidence in an argument. You will also discuss counterclaims in an argument.
3. Portfolio: Argument Plan
 - In this section, you will create the claim for an argument. You will also present reasons and evidence to develop the claim.
4. Credible Sources
 - In this section, you will identify sources that are credible and effective in supporting claims in arguments.
5. Relationships
 - In this section, you will determine how claims and reasons in an argument are related. You will also use words, phrases, and clauses that make the relationships clear.
6. Formal Writing
 - In this section, you will identify and evaluate a formal style for an argument.
7. Concluding Statement
 - In this section, you will write a concluding statement for an argument.
8. Portfolio: Argument Essay I
 - In this section, you will correct spelling in an argumentative essay.
 - In this section, you will use technology and work with others to develop and strengthen your writing as you plan your argumentative essay.
9. Portfolio: Argument Essay II
 - In this section, you will write a clear and coherent argumentative essay. You will also use keyboarding skills to type your essay.
 - In this section, you will try a new approach as you write an argumentative essay to develop and strengthen your writing.
10. Portfolio: Argument Essay III
 - In this section, you will use technology and peer reviews to revise and edit an argumentative essay.
 - In this section, you will use technology to write and publish a final version of an argumentative essay.
11. Argumentative Essay: Apply

- In this section, you will create an argument to present to members of a town council to convince them to build a park at an abandoned gas station.

12. Argumentative Essay Review

13. Argumentative Essay Unit Test

5. Research and Present

1. Research and Present Introduction

2. Parentheses and Dashes

- In this section, you will compose sentences with proper punctuation including, commas, parentheses, and dashes.

3. Credibility of Sources

- In this section, you will explain what describing a source as credible means. You will also assess the credibility of various sources.

4. Quoting and Paraphrasing

- In this section, you will identify the difference between quoting and paraphrasing. You will also quote or paraphrase a source without plagiarizing.

5. Understanding a Topic

- In this section, you will gather information using media formats.

6. Source Effectiveness

- In this section, you will evaluate the effectiveness of research sources.

7. Using Sources

- In this section, you will classify research questions.

8. Bibliographic Information

- In this section, you will define bibliographies.

9. Interpreting Information

- In this section, you will interpret information presented in various media and explain how it adds to the study of a topic, text, or issue.

10. Evaluating Visuals

- In this section, you will discuss how well examples of multimedia and visuals make a topic clear.

11. English to Context

- In this section, you will adjust your manner of speaking to various situations, including using formal English when appropriate.

12. Portfolio: Research and Present

- In this section, you will research several sources to learn about a topic or issue. You will also create and present an informative research project, using the sources and creating a bibliography of them.
- In this section, you will research at least three print and digital sources to learn about a topic or issue.

13. Research and Present: Apply

- In this section, you will research a topic of your choosing.

14. Research and Present Review

15. Research and Present Unit Test

6. Comparisons

1. Comparisons Introduction

2. Style and Tone

- In this section, you will evaluate the language, style, and tone in a variety of texts.

3. Point of View in a Story

- In this section, you will evaluate how an author develops the narrator's point of view in a story.
4. Portfolio: Comparing Texts 1
 - In this section, you will compare the style and tone of stories.
 - In this section, you will compare the plot structure of stories.
 5. Portfolio: Comparing Texts 2
 - In this section, you will compare the development of characters in stories.
 6. Point of View in a Poem
 - In this section, you will evaluate how an author develops a speaker's point of view in a poem.
 7. Informative Point of View
 - In this section, you will determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.
 8. Different Forms: Informative
 - In this section, you will compare and contrast information presented in different media and formats.
 9. Comparing Informational Texts
 - In this section, you will compare and contrast how different authors present events in their writing.
 10. Compare Video and Text
 - In this section, you will identify how reading a story is similar to and different from watching a video of the story.
 11. Compare Media
 - In this section, you will identify similarities and differences in reading a story, listening to an audio version of the story, or watching a video of the story.
 12. Comparisons: Apply
 13. Comparisons Review
 14. Comparisons Unit Test

7. Debate

1. Debate Introduction
2. Collegial Discussion
 - In this section, you will identify goals, deadlines, roles, and rules for group discussions.
3. Active Listening
 - In this section, you will listen actively and speak clearly during a discussion.
4. Active Listening Discussion
5. Language in Speeches
 - In this section, you will evaluate the language, style, and tone of speeches.
6. Collaborative Discussion
 - In this section, you will prepare for and participate in a collaborative group discussion by referring to evidence from the reading.
7. Collaborative Discussion Discussion
8. Portfolio: Discussion Reflection
 - In this section, you will identify the key ideas of a group discussion. You will also paraphrase (restate in your own words) details of the discussion and provide a reflection to show your understanding of other people's views and ideas.
9. Standard English Debate

- In this section, you will recognize differences between standard and nonstandard English in speech. You will also identify ways to add expression in the language you use as you speak.

10. Discussion Strategies

- In this section, you will prepare for and participate in a group discussion by asking and answering questions, making comments that add to the topic of discussion, and referring to evidence from the reading.

11. Discussion Strategies Discussion

12. Portfolio: Reflecting on Debate

- In this section, you will identify the key ideas in a group discussion. You will also paraphrase (restate in your own words) details of the discussion and provide a reflection to show your understanding of other people's views and ideas.

13. Speaker's Claims and Reasons

- In this section, you will identify a speaker's argument and claims. You will also determine which claims are supported by reasons and evidence.

14. Interpret and Clarify a Speaker's Message

- In this section, you will actively listen to a speaker and interpret the speaker's messages. You will also ask questions to clarify the speaker's purpose and perspective on a topic.

15. Interpret and Clarify a Speaker's Message Discuss

16. Debate: Apply and Review

- In this section, you will develop an argument about a topic that you would want to debate with someone.

17. Debate Unit Test

8. Novel Study

1. Narration and Point of View

- In this section, you will identify and describe the narrator and point of view of a novel.

9. Novel Study

1. Setting and Plot

- In this section, you will decide how scenes from the text develop the novel's setting.
- In this section, you will decide how parts of the text help to develop the novel's plot.

10. Novel Study

1. Theme

- In this section, you will determine the theme of a novel.
- In this section, you will decide how a sentence, chapter, or scene develops a novel's theme.

11. Novel Study

1. Compare and Contrast Genres

- In this section, you will compare and contrast texts in different genres.
- In this section, you will identify evidence of literary devices, such as similes and metaphors, to support your interpretation of literary texts.

12. Novel Study

1. Summarize a Novel

- In this section, you will learn how to summarize a text.

2. Portfolio: Evaluate a Novel

- In this section, you will write an evaluation of a novel.

Language Arts 6 Accelerated

Accelerated Language Arts 6 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, students will sharpen and strengthen their skills in reading, writing, listening, and speaking. The student is exposed to a wide variety of writing styles to create a sense of curiosity and excitement.

During this course, the student will learn to make connections between readings, podcasts, radio clips, videos, and the world. The student will also expand an academic vocabulary and build confidence through independent reading, peer model videos, and practice opportunities. The student will write expository and creative compositions and employ test-taking strategies that are effective for different types of learners.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Unit 1: Unit Title

1. Language Arts 6 A Course Overview

2. Standard English

1. Standard English Introduction

2. Subject-Verb Agreement

- In this section, you will use subject and verb agreement when a prepositional phrase is between the subject and the verb in a sentence.
- In this section, you will use subject and verb agreement when the verb comes before the subject in a sentence.
- In this section, you will use subject and verb agreement when an indefinite pronoun, such as *everyone*, is the subject of a sentence.

3. Verb Tense

- In this section, you will identify verb tenses that show different times, sequences, states, and conditions in a text.
- In this section, you will use a consistent verb tense in sentences and correct errors in sentences with shifts in verb tense.
- In this section, you will identify verb tense in speech and correct shifts in verb tense.
In this section, you will form and use the perfect verb tense in sentences.

4. Sentence Structure

- In this section, you will identify and correct sentence fragments when writing.

- In this section, you will identify and correct run-on sentences when writing.
 - In this section, you will write complex sentences with a variety of dependent clauses.
5. Phrases and Clauses
- In this section, you will identify phrases and clauses in sentences. You will also explain the function of phrases and clauses and describe how they are different.
 - In this section, you will explain how phrases and clauses are used to express a specific meaning in a sentence.
 - In this section, you will correctly place and rearrange phrases and clauses in sentences. You will also correct misplaced phrases and clauses in sentences.
 - In this section, you will use correct punctuation when writing.
6. Types of Sentences
- In this section, you will define, identify, and use simple sentences.
 - In this section, you will define, identify, and use compound sentences.
 - In this section, you will define, identify, and use complex sentences.
 - In this section, you will identify simple and compound sentences that show different relationships among ideas.
7. Pronouns
- In this section, you will identify subjective, objective, and possessive pronouns and the words to which they refer (their antecedents) in sentences. You will also use those pronouns correctly.
 - In this section, you will use the proper case of subjective, objective, and possessive pronouns when writing.
8. Intensive Pronouns
- In this section, you will identify and use pronouns that add emphasis to a sentence (intensive pronouns).
9. Correct Spelling
- In this section, you will correct spelling errors.
 - In this section, you will correct spelling errors when reading and spell words correctly when writing.
10. Spelling Patterns
- In this section, you will identify word elements (morphemes) in spelling.
 - In this section, you will identify patterns in the spelling of words.
 - In this section, you will use spelling patterns as clues to the meaning of a word or phrase.
11. Using References
- In this section, you will identify a word's pronunciation, part of speech, and precise meaning.
12. Parenthetical Elements
- In this section, you will compose sentences with correct comma usage.
 - In this section, you will explain the functions of commas, parentheses, and dashes and use them correctly in sentences.
13. Affixes and Roots
- In this section, you will differentiate roots, prefixes, and suffixes.
14. Context Confirmed
- In this section, you will use clues in nearby words and phrases (context clues) and a dictionary to confirm the meaning of a word or phrase.
15. Pronoun Number

- In this section, you will use pronouns that change when the words to which they refer (their antecedents) change. You will also identify and correct changes that make pronouns no longer match the words to which they refer.

16. Vague Pronouns

- In this section, you will identify and correct pronouns that are unclear and confusing.

17. Using Standard English

- In this section, you will differentiate standard and nonstandard English.

18. Word Relationships

- In this section, you will explain relationships between certain words.

19. Word Connotations

- In this section, you will determine how words with similar meanings (denotations) suggest different feelings or ideas (connotations).

20. Standard English Apply

21. Standard English Review

22. Standard English Unit Test

3. Informational Text Analysis

1. Informational Text Analysis Intro

2. Relationships Between Words

- In this section, you will use the relationship between words in an informational text to help your understanding of the text.

3. Learning New Words

- In this section you will identify general and specialized meanings in informational text.

4. Technical Definitions

- In this section, you will define words and phrases with literal and technical meanings in an informational text.

5. Reading Fluency

6. Figurative and Connotative Meanings

- In this section, you will interpret figurative words and phrases in an informational text. You will also determine the feelings or ideas (connotations) suggested by words or phrases in the text.

7. Explicit Details and Inferences

- In this section, you will identify explicit details and inferences.

8. Identifying Central Ideas

- In this section, you will identify central ideas in informational text.

9. Effective Summaries

- In this section, you will summarize informational text.
- In this section, you will identify the parts of an effective summary.

10. Author's Purpose

- In this section, you will identify the author's point of view.

11. Text Structure

- In this section, you will explain how specific parts of an informational text relate to the text's structure and presentation of ideas.

12. Analyzing Details

- In this section, you will explain how an important person, event, or idea is presented in an informational text.

13. Varying Media/Formats

- In this section, you will identify media and formats in informational text.

14. Comparing Texts

- In this section, you will compare and contrast two authors' presentations on the same topic.
15. Portfolio: Informational Text Analysis 1
 - In this section, you will identify and analyze the central ideas in informational texts.
 16. Portfolio: Informational Text Analysis 2
 - In this section, you will analyze the structure of informational texts.
 - In this section, you will determine authors' purposes for writing informational texts.
 17. Portfolio: Informational Text Analysis 3
 - In this section, you will identify an author's point of view in an informational text. You also will explain how the point of view is conveyed.
 - In this section, you will analyze point of view in informational texts.
 18. Informational Text Analysis Review
 19. Informational Text Analysis Unit Test

4. Informative Writing

1. Informative Writing Introduction
2. Organizational Strategies
 - In this section, you will identify characteristics of various ways to organize an informative or explanatory text.
3. Effective Organization
 - In this section, you will explain effective organizational strategies.
4. Effective Text
 - In this section, you will compose the body paragraph of an informational text.
5. Choosing Vocabulary
 - In this section, you will contrast general and domain-specific vocabulary.
6. Using Transitions
 - In this section, you will use transitions to show how ideas about a topic are related.
7. Evaluating Formal Writing
 - In this section, you will evaluate formal writing rules.
8. Concluding a Text
 - In this section, you will compose a logical conclusion based on an informative passage.
9. Portfolio: Informative Essay I
 - In this section, you will identify and use strategies for spelling correctly when writing an informative essay.
 - In this section, you will use technology and work with others to plan an informative essay.
10. Portfolio: Informative Essay II
 - In this section, you will write an informative essay using effective organization, development, and style. You will also demonstrate your skill at keyboarding as you type your essay.
 - In this section, you will revise your informative essay.
11. Portfolio: Informative Essay III
 - In this section, you will use technology and peer review to revise and edit your informative essay.
 - In this section, you will use technology to publish the final version of your informative essay.
12. Informative Writing: Apply
 - In this section, you will create an informational presentation on your favorite topic.
13. Informative Writing Review
14. Informative Writing Unit Test

5. Research and Present

1. Research and Present Introduction
2. Parentheses and Dashes
 - In this section, you will compose sentences with proper punctuation including, commas, parentheses, and dashes.
3. Credibility of Sources
 - In this section, you will explain what describing a source as credible means. You will also assess the credibility of various sources.
4. Quoting and Paraphrasing
 - In this section, you will identify the difference between quoting and paraphrasing. You will also quote or paraphrase a source without plagiarizing.
5. Understanding a Topic
 - In this section, you will gather information using media formats.
6. Source Effectiveness
 - In this section, you will evaluate the effectiveness of research sources.
7. Using Sources
 - In this section, you will classify research questions.
8. Bibliographic Information
 - In this section, you will define bibliographies.
9. Interpreting Information
 - In this section, you will interpret information presented in various media and explain how it adds to the study of a topic, text, or issue.
10. Evaluating Visuals
 - In this section, you will discuss how well examples of multimedia and visuals make a topic clear.
11. English to Context
 - In this section, you will adjust your manner of speaking to various situations, including using formal English when appropriate.
12. Portfolio: Research and Present
 - In this section, you will research several sources to learn about a topic or issue. You will also create and present an informative research project, using the sources and creating a bibliography of them.
 - In this section, you will research at least three print and digital sources to learn about a topic or issue.
13. Research and Present: Apply
 - In this section, you will research a topic of your choosing.
14. Research and Present Review
15. Research and Present Unit Test

6. Argument Analysis

1. Argument Analysis Introduction
2. Identifying a Claim
 - In this section, you will differentiate a claim, reason, and evidence.
3. Table and a Text
 - In this section, you will deduce the meaning of text through media formats.
4. Evaluating Claims
 - In this section, you will identify claims in arguments.
5. Reviewing Argument
 - In this section, you will identify evidence to support a claim.
6. Audio Argument Summaries

- In this section, you will outline a speaker's argument. You will also discuss the speaker's claims and the way in which they are or are not supported by reasons and evidence.
7. Introducing a Claim
 - In this section, you will identify evidence to support a claim.
 8. Clear Organization
 - In this section, you will identify the components of an essay.
 9. Formal vs. Informal
 - In this section, you will evaluate whether formal English is appropriate in various speaking situations.
 10. Portfolio: Present a Claim
 - In this section, you will record facts to support a claim.
 - In this section, you will organize descriptions, details and facts to support a claim.
 - In this section, you will present your claim.
 11. Presenting Claims
 - In this section, you will present claims and findings in a class debate. You will also present your ideas in a logical order, provide facts and details to emphasize main ideas and themes, and make eye contact and speak clearly while presenting.
 12. Presenting Claims Discussion
 13. Portfolio: Debate and Reflection
 - In this section, you will determine key ideas of a debate. You will also paraphrase (restate in your own words) claims, counterclaims, and evidence presented in the debate.
 14. Argumentative Analysis: Apply
 - In this section, you will create an argumentative paragraph that includes a claim, reasons, and evidence.
 15. Argument Analysis Review
 16. Argument Analysis Unit Test

Semester B Summary: In this course, students will sharpen and strengthen their skills in reading, writing, listening, and speaking. The student is exposed to a wide variety of writing styles to create a sense of curiosity and excitement. During this course, the student will learn how to identify credible sources as well as compose argumentative and narrative essays using formal writing techniques. Students will also compare different types of media used to tell stories. These methods include textual, audio, and visual media types.

Semester B Outline

1. Course Overview

1. Language Arts 6 B Course Overview

2. Novel Study Introduction

1. Novel Lesson Introduction

- In this section, you will review character, setting, and plot in a novel.

3. Argumentative Essay

1. Argumentative Essay Introduction
2. Counter Claims

- In this section, you will evaluate the claims and evidence in an argument. You will also discuss counterclaims in an argument.

3. Portfolio: Planning an Argument
 - In this section, you will create the claim for an argument. You will also present reasons and evidence to develop the claim.
4. Credible Sources
 - In this section, you will identify sources that are credible and effective in supporting claims in arguments.
5. Relationships
 - In this section, you will determine how claims and reasons in an argument are related. You will also use words, phrases, and clauses that make the relationships clear.
6. Formal Writing
 - In this section, you will identify and evaluate a formal style for an argument.
7. Concluding Statement
 - In this section, you will write a concluding statement for an argument.
8. Portfolio: Argument Essay I
 - In this section, you will correct spelling in an argumentative essay.
 - In this section, you will use technology and work with others to develop and strengthen your writing as you plan your argumentative essay.
9. Portfolio: Argument Essay II
 - In this section, you will write a clear and coherent argumentative essay. You will also use keyboarding skills to type your essay.
 - In this section, you will try a new approach as you write an argumentative essay to develop and strengthen your writing.
10. Portfolio: Argument Essay III
 - In this section, you will use technology and peer reviews to revise and edit an argumentative essay.
 - In this section, you will use technology to write and publish a final version of an argumentative essay.
11. Argumentative Essay: Apply
 - In this section, you will create an argument to present to members of a town council to convince them to build a park at an abandoned gas station.
12. Argumentative Essay Review
13. Argumentative Essay Unit Test

4. Novel Study

1. Narration and Point of View
 - In this section, you will identify and describe the narrator and point of view of a novel.

5. Literary Analysis

1. Literary Analysis Introduction
2. Literary Context Clues
 - In this section, you will explain how clues in nearby words and phrases (context clues) help you figure out the meaning of an unfamiliar word or phrase.
3. Poetry
 - In this section, you will discuss rhythm in poetry. You will also determine the actual or figurative meanings of words and phrases in poetry and the feelings or ideas that they suggest (connotations).
4. Literary Analysis
 - In this section, you will identify poetic elements in odes, ballads, epic poetry, and science fiction.

- In this section, you will identify differences among odes, ballads, epic poetry, and science fiction.
In this section, you will evaluate literary devices, such as similes and metaphors, and find textual evidence as you analyze and interpret literary texts.
5. Figures of Speech
 - In this section, you will use clues in nearby words and phrases (context clues) to interpret figures of speech.
 6. Making Inferences
 - In this section, you will identify evidence that supports implied ideas (inferences) in a literary text, including ideas about the author's purpose for writing.
 7. Analyzing Theme
 - In this section, you will explain the theme or central idea of a literary text. You will also identify text details that point to that theme or central idea.
 8. Summarizing
 - In this section, you will summarize a literary text without including your opinion of the text.
 9. Character's Responses
 - In this section, you will describe how characters in a story or drama react to plot events.
 10. Point of View
 - In this section, you will explain how an author creates and uses a narrator's point of view in a story or poem.
 11. Versions
 - In this section, you will compare and contrast reading a literary text to watching or listening to an audio, video, or live version of the text.
 12. Genres
 - In this section, you will identify the main features of various kinds (genres) of literary texts.
 13. Comparing Genres
 - In this section, you will compare and contrast ways in which various kinds (genres) of literary texts treat similar themes or topics.
 14. Narrative Introductions
 - In this section, you will discuss how well a narrative's introduction attracts the reader, introduces the narrator and/or characters, and sets the scene for further reading.
 15. Dialogue and Descriptions
 - In this section, you will evaluate how well the dialogue and descriptions in a narrative develop experiences and plot events, and keep characters clear and interesting.
 16. Organizing a Narrative
 - In this section, you will create a natural, logical order of plot events for a narrative.
 17. Portfolio: Introducing A Narrative
 - In this section, you will write a narrative introduction that attracts the reader, introduces the narrator and/or characters, and sets the scene for further reading.
 - In this section, you will create a narrative outline that presents a natural, logical order of plot events.
 - In this section, you will use dialogue, pacing, and description to develop a narrative's experiences, events, and/or characters.
 18. Literary Analysis: Apply
 - In this section, you will analyze a short narrative text.

19. Literary Analysis Review
20. Literary Analysis Unit Test

6. Novel Study

1. Setting and Plot
 - In this section, you will decide how scenes from the text develop the novel's setting.
 - In this section, you will decide how parts of the text help to develop the novel's plot.

7. Writing a Narrative

1. Writing a Narrative Introduction
2. Narrative Context Clues
 - In this section, you will use context clues to figure out the meanings of unfamiliar words and phrases.
3. Connotative Meanings
 - In this section, you will interpret figurative words and phrases in a literary text. You will also describe the feelings or ideas (connotations) suggested by words or phrases in the text.
4. Word Choice
 - In this section, you will discuss how certain word choices affect the meaning and tone of a literary text.
5. Transition Words
 - In this section, you will use transitions to show the order of plot events and changes of time or place in a narrative.
6. Details
 - In this section, you will use precise words and phrases, and effective description to present experiences and events in a narrative.
7. Sensory Language
 - In this section, you will use language that appeals to the senses (sensory language) to develop experiences, events, and characters in a narrative.
8. Pacing
 - In this section, you will use pacing to develop experiences, events, and characters in a narrative.
9. Purpose and Audience
 - In this section, you will write in a clear, well-connected (coherent) way. You will also write in a way that shows effective organization, development, and style and that meets a given task, purpose, and audience.
10. Writing Process
 - In this section, you will use planning, peer review, editing, and rewriting (including trying a new approach) to develop and strengthen your writing.
11. Concluding a Story
 - In this section, you will create a narrative conclusion that follows logically from the narrative's experiences and events.
12. Portfolio: Writing a Narrative I
 - In this section, you will identify and use strategies for spelling correctly when writing a narrative.
 - In this section, you will use technology and work with others to plan a narrative essay.
13. Portfolio: Writing a Narrative II

- In this section, you will write a clear, effective narrative essay for a given task, purpose, and audience. You will also demonstrate your skill at keyboarding as you type your essay.
 - In this section, you will assess and revise your writing by trying a new approach.
14. Portfolio: Writing a Narrative III
- In this section, you will use technology and peer review to help you revise and edit your narrative essay.
 - In this section, you will use technology to publish the final version of your narrative essay.
15. Writing a Narrative: Apply
- In this section, you will create your own narrative story, which will include all elements of the plot, dialogue, detailed descriptions, and transition words.
16. Writing a Narrative Review
17. Writing A Narrative Unit Test

8. Novel Study

1. Theme

- In this section, you will determine the theme of a novel.
- In this section, you will decide how a sentence, chapter, or scene develops a novel's theme.

9. Comparisons

1. Comparisons Introduction

2. Style and Tone

- In this section, you will evaluate the language, style, and tone in a variety of texts.

3. Point of View in a Story

- In this section, you will evaluate how an author develops the narrator's point of view in a story.

4. Portfolio: Comparing Texts 1

- In this section, you will compare the style and tone of stories.
- In this section, you will compare the plot structure of stories.

5. Portfolio: Comparing Texts 2

- In this section, you will compare the development of characters in stories.

6. Point of View in a Poem

- In this section, you will evaluate how an author develops a speaker's point of view in a poem.

7. Informative Point of View

- In this section, you will determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.

8. Different Forms: Informative

- In this section, you will compare and contrast information presented in different media and formats.

9. Comparing Informational Texts

- In this section, you will compare and contrast how different authors present events in their writing.

10. Compare Video and Text

- In this section, you will identify how reading a story is similar to and different from watching a video of the story.

11. Compare Media

- In this section, you will identify similarities and differences in reading a story, listening to an audio version of the story, or watching a video of the story.

12. Comparisons: Apply

13. Comparisons Review
14. Comparisons Unit Test

10. Novel Study

1. Compare and Contrast Genres
 - In this section, you will compare and contrast texts in different genres.

11. Debate

1. Debate Introduction
2. Collegial Discussion
 - In this section, you will identify goals, deadlines, roles, and rules for group discussions.
3. Active Listening
 - In this section, you will listen actively and speak clearly during a discussion.
4. Active Listening Discussion
5. Language in Speeches
 - In this section, you will evaluate the language, style, and tone of speeches.
6. Collaborative Discussion
 - In this section, you will prepare for and participate in a collaborative group discussion by referring to evidence from the reading.
7. Collaborative Discussion Discussion
8. Portfolio: Discussion Reflection
 - In this section, you will identify the key ideas of a group discussion. You will also paraphrase (restate in your own words) details of the discussion and provide a reflection to show your understanding of other people's views and ideas.
9. Standard English Debate
 - In this section, you will recognize differences between standard and nonstandard English in speech. You will also identify ways to add expression in the language you use as you speak.
10. Discussion Strategies
 - In this section, you will prepare for and participate in a group discussion by asking and answering questions, making comments that add to the topic of discussion, and referring to evidence from the reading.
11. Discussion Strategies Discussion
12. Portfolio: Reflecting on Debate
 - In this section, you will identify the key ideas in a group discussion. You will also paraphrase (restate in your own words) details of the discussion and provide a reflection to show your understanding of other people's views and ideas.
13. Speaker's Claims and Reasons
 - In this section, you will identify a speaker's argument and claims. You will also determine which claims are supported by reasons and evidence.
14. Interpret and Clarify a Speaker's Message
 - In this section, you will actively listen to a speaker and interpret the speaker's messages. You will also ask questions to clarify the speaker's purpose and perspective on a topic.
15. Interpret and Clarify a Speaker's Message Discuss
16. Debate: Apply
 - In this section, you will develop an argument about a topic that you would want to debate with someone.
17. Debate Review
18. Debate Unit Test

12. Novel Study

1. Summarize a Novel

- In this section, you will learn how to summarize a text.

Accelerated Literature Study 6

Accelerated Literature Study 6

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Junior Great Books® program involves a student in reading engaging literature and participating in rich discussion. The literature included in the Junior Great Books program is chosen to spark a high level of thinking and expose the student to rich language and vocabulary. The teacher and Learning Coach use the Shared Inquiry™ method to help a student acquire the qualities and strategies of effective readers and thinkers. The student learns to read actively, noticing thoughts and questions that come to mind during the act of reading. They will also learn to use the text, their own experiences, prior knowledge, and critical and creative thinking to participate in discussions about the text. These discussions help the student answer their own questions, satisfy their curiosity, and think more deeply about the content and process of his reading.

The student reads and rereads each Junior Great Books selection. Through modeling and direct instruction, they learn to note questions and reactions to text information during these readings. These questions and reactions form the foundation for the Shared Inquiry discussion. The student also chooses writing projects as another way to understand and extend what they have read.

Course Outline

1. The Scholarship Jacket

1. The Scholarship Jacket: Lesson 1

- Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
- Determine and analyze the theme or central idea of a literary text to describe how it is conveyed through particular details.

2. The Scholarship Jacket: Lesson 2

- Describe how characters respond as a story's or drama's plot moves toward a resolution.
- Evaluate how an author develops the point of view of the narrator of a story.

2. Repulsive Dinners: A Memoir

1. Repulsive Dinners: A Memoir: Lesson 1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details.

2. Repulsive Dinners: A Memoir: Lesson 2

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine an author’s point of view or purpose in a text.

3. **Eating Poetry**

1. Eating Poetry: Lesson 1

- Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
- Analyze the theme or central idea of a literary text to describe how it is conveyed through particular details.

2. Eating Poetry: Lesson 2

- Evaluate poetry for rhythm to determine the literal, figurative, and connotative meanings of words and phrases as they are used in a poem.
- Provide an explanation of how an author develops the point of view of the narrator of a story or a poem.

4. **The Hero of the Story**

1. The Hero of the Story : Lesson 1

- Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
- Determine the theme or central idea of a literary text to describe how it is conveyed through particular details.

2. The Hero of the Story: Lesson 2

- Describe how characters respond as a story's or drama's plot moves toward a resolution.
- Evaluate how an author develops the point of view of the narrator of a story.

5. **SWISH: A Basketball Story**

1. SWISH: A Basketball Story: Lesson 1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a 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.

2. SWISH: A Basketball Story: Lesson 2

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6. **Mother Nature's Youngest Daughter**

1. Mother Nature's Youngest Daughter: Lesson 1

- Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
- Analyze the theme or central idea of a literary text to describe how it is conveyed through particular details.

2. Mother Nature's Youngest Daughter: Lesson 2

- Describe how characters respond as a story's or drama's plot moves toward a resolution.
- Evaluate how an author develops the point of view of the narrator of a story.

7. **What Do Fish Have to Do with Anything?**

1. What Do Fish Have to Do with Anything?: Lesson 1
 - Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
 - Determine the theme or central idea of a literary text to describe how it is conveyed through particular details.
2. What Do Fish Have to Do with Anything?: Lesson 2
 - Describe how characters respond as a story's or drama's plot moves toward a resolution.
 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting.

8. \in-glish\

1. \in-glish\ Lesson 1
 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine a central idea of a text and how it is conveyed through particular details.
2. \in-glish\ Lesson 2
 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - Determine an author's point of view or purpose in a text to explain how it is conveyed in the text.

9. Amicae Aeternum

1. Amicae Aeternum
 - Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
 - Analyze the theme or central idea of a literary text to describe how it is conveyed through particular details.
2. Amicae Aeternum
 - Describe how characters respond as a story's or drama's plot moves toward a resolution.
 - Evaluate how an author develops the point of view of the narrator of a story.

10. At work with my father

1. At work with my father: Lesson 1
 - Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
 - Analyze the theme or central idea of a literary text to describe how it is conveyed through particular details.
2. At work with my father: Lesson 2
 - Determine the literal, figurative, and connotative meanings of words and phrases as they are used in a poem.
 - Provide an explanation of how an author develops the point of view of the narrator of a story or a poem.

11. Miss Awful

1. Miss Awful: Lesson 1
 - Provide cited textual evidence to support analysis of inferences drawn from a literary text, including the author's purpose and how it is conveyed.
 - Determine the theme or central idea of a literary text to describe how it is conveyed through particular details.

2. Miss Awful: Lesson 2

- Describe how characters respond as a story's or drama's plot moves toward a resolution.
- Evaluate how an author develops the point of view of the narrator of a story.

12.All-Ball

1. All-Ball: Lesson 1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Provide a summary of the text distinct from personal opinions or judgments.

2. All-Ball: Lesson 2

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Language Arts 7

Language Arts 7 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will focus on reading, writing, and analyzing informational and narrative texts, as well as developing their vocabulary and grammatical knowledge. The student will read poetry by Lewis Carroll and Daniel Beatty, short stories, and informational texts on Rose Parks and Army Code.

Semester A Outline

1. Course Overview

1. ELA 7 A Course Overview

2. Speaking and Listening

1. Discussion Evidence

- In this section, you will collaborate using technology.
- In this section, you will identify ways to prepare for a discussion.
- In this section, you will defend your ideas and opinions in a discussion.

2. Discussion Protocols

- In this section, you will identify rules for discussion.
- In this section, you will identify questions that clarify comments made in a discussion.
- In this section, you will explain how to effectively respond to questions and comments during a discussion.

3. Speaking and Listening Apply

- In this section, you will formulate an opinion about how an 1865 news account of the assassination of President Lincoln might be presented in today's 24-hour news cycle and discuss it with your peers.

4. Speaking and Listening Apply Discussion

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3. Reading Informational Text

1. Reading Informational Text Introduction

2. Two or More Central Ideas

- In this section, you will identify two or more central ideas in a text.

3. Analyzing Central Ideas

- In this section, you will explain how authors use evidence to develop two or more central ideas in a text.

4. Determining Genre

- In this section, you will identify a variety of informational/nonfiction genres, and then analyze details of a text to identify its genre.

5. Summarizing Text

- In this section, you will summarize the facts in a text, without including your opinion.

6. Analyzing Interactions

- In this section, you will discuss cause and effect relationships between people, events, and ideas in an informational text.

7. Meaning and Word Choice

- In this section, you will define words and phrases in an informational text using context clues.
- In this section, you will explain the effect of word choices defined through the use of context clues.

8. Identifying Evidence

- In this section, you will locate evidence to support an analysis in an informational text.
- In this section, you will select evidence to support an analysis of an informational paragraph.
- In this section, you will identify evidence to support a contradictory analysis.

9. Providing Evidence

- In this section, you will identify evidence that supports a statement in an informational text.

10. Supporting Inferences

- In this section, you will identify evidence that supports an implied idea (an inference) in an informational text.

11. Reading Informational Text Apply

- In this section, you will analyze an informational article about Jackie Robinson.

12. Reading Informational Review/Reflect

13. Reading Informational Text Unit Test

4. Grammar and Punctuation

1. Grammar and Punctuation Introduction

2. Subject and Verb Agreement

- In this section, you will identify subject-verb agreement when a prepositional phrase comes between the subject and the verb.
- In this section, you will identify subject-verb agreement when the subject follows the verb (inverted word order) and when the subject is an indefinite pronoun.
- In this section, you will identify subject-verb agreement when the subject names a group of people or things (a collective noun).

3. Adjectives and Adverbs

- In this section, you will construct compound adjectives.
- In this section, you will select adverbs that modify adjectives.

4. Using Pronouns

- In this section, you will identify pronouns that agree with their antecedents in number and person.
- In this section, you will compose sentences with the relative pronouns whose, who, and whom correctly.
- In this section, you will compose sentences with the relative pronouns which and that correctly.

5. Direct and Indirect Objects

- In this section, you will identify and use indirect and direct objects.

6. Using Correct Punctuation

- In this section, you will demonstrate correct comma usage in sentence writing.
- In this section, you will demonstrate correct apostrophe usage in contractions to show ownership when writing sentences.
- In this section, you will use quotation marks correctly in sentences to identify titles

and spoken words.

7. Using a Comma

- In this section, you will select correct comma usage when separating coordinate adjectives.

8. Using Semicolons

- In this section, you will write sentences, replacing commas with semicolons in a series.
- In this section, you will compose sentences with colons and semicolons.

9. Grammar and Punctuation Apply

- In this section, you will compose a funny paragraph about grammar and punctuation that includes specific types of sentences.

10. Grammar and Punctuation Review

11. Grammar and Punctuation Unit Test

5. Writing Informative Text

1. Writing Informative Text Introduction

2. Writing an Introduction

- In this section, you will write an interesting introduction that follows a model.

3. Organizing Informational Text

- In this section, you will identify four ways of organizing an informative or explanatory text.
- In this section, you will compose a paragraph using time order structure.

4. Adding Graphics and Multimedia

- In this section, you will select graphics or multimedia elements to improve an informative or explanatory text.

5. Developing a Topic

- In this section, you will select definitions or facts to develop a topic for an informative or explanatory text.

6. Using Transitions

- In this section, you will select transitions to connect ideas in an informative or explanatory text.
- In this section, you will identify how transitions change the meaning of a sentence.

7. Using Precise and Formal Language

- In this section, you will compose sentences with precise, formal language.

8. Writing an Effective Conclusion

- In this section, you will compose a conclusion to an informative or explanatory text using a model.

9. Writing Informative Text Portfolio 1

- In this section, you will create a writing plan for an informative or explanatory essay of your own.
- In this section, you will rewrite a paragraph so that the writing is concise.

10. Writing Informative Text Portfolio 2

- In this section, you will select words that express your ideas concisely and precisely.
- In this section, you will correct your draft using a revising and editing checklist.
- In this section, you will correct misspelled words when editing your draft.

11. Writing Informative Text Portfolio 3

- In this section, you will create a bibliography of online sources for your essay.
- In this section, you will assess how well your essay fulfills its purpose and meets the needs of your audience.

12. Writing Informative Text Text Review

13. Writing Informative Text Unit Test

6. **Building Vocabulary**

1. Building Vocabulary Introduction

2. Understanding Context Clues

- In this section, you will identify the meaning of an unfamiliar word using context clues.
- In this section, you will interpret context clues to determine the meaning of an unfamiliar word.

3. Using Context Clues

- In this section, you will identify the meaning of an unfamiliar word using context clues, including synonyms.

4. Using Affixes and Roots

- In this section, you will identify the meaning of roots, prefixes, and suffixes.
- In this section, you will identify the meaning of words using prefixes and suffixes.
- In this section, you will identify the meaning of words using roots and affixes.

5. Purpose of Reference Materials

- In this section, you will explain the purpose of dictionaries, glossaries, and thesauruses.
- In this section, you will select the appropriate reference material to complete a task.

6. Using Reference Materials

- In this section, you will identify syllabication, parts of speech, and pronunciation with reference materials.
- In this section, you will determine the translation and pronunciation of a word using an online dictionary.

7. Etymological Spelling Patterns

- In this section, you will apply Greek and Latin etymologies to determine the meaning of words.

8. Building Vocabulary Apply

- In this section, you will determine the meaning of an unfamiliar word or phrase using a variety of strategies.

9. Building Vocabulary Review and Reflect

10. Building Vocabulary Unit Test

7. **Analyzing Informational Text**

1. Analyzing Informational Text Introduction

2. Analyzing Info Text Portfolio 1

- In this section, you will analyze the organizational structure an author uses in an informational text, including how the major sections of an informational text contribute to the development of ideas in the text, and contribute to the whole.

3. Analyzing Info Text Portfolio 2

- In this section, you will determine an author's purpose and point of view in an informational text.

4. Analyzing Info Text Portfolio 3

- In this section, you will analyze how an author distinguishes his or her position from that of others in an informational text.

5. Comparing Print and Media

- In this section, you will compare a printed informational text to an audio or video version of the text.

6. Tracing an Argument

- In this section, you will identify the author's claim, reasons, and evidence in an

informational text.

7. Assessing Reasoning

- In this section, you will assess the effectiveness of an author’s reasoning in an informational text.

8. Evaluating Evidence

- In this section, you will assess whether the supporting evidence in an argument is logical and sufficient.

9. Emphasizing Different Evidence

- In this section, you will compare the ways in which different authors present evidence in an informational text.

10. Interpreting Facts

- In this section, you will interpret facts in an informational presentation.

11. Analyzing Informational Text Apply

- In this section, you will contrast the positions, claims, and evidence in two informational texts.

12. Analyzing Informational Text Review

13. Analyzing Informational Text Unit Test

8. Writing an Argument

1. Writing an Argument Introduction

2. Developing Claims

- In this section, you will write supported claims.

3. Opposing Claims

- In this section, you will create an opposing claim.
- In this section, you will create two opposing claims.

4. Organizing Reasons and Evidence

- In this section, you will identify evidence that supports a reason. You also will write organized reasons to support a claim.

5. Identifying Credible Sources

- In this section, you will evaluate credibility of a source using the CUES system.

6. Claims, Reasons and Evidence

- In this section, you will differentiate between claims, reasons, and evidence.
- In this section, you will explain how a claim, reasons, and evidence in an argument are related.

7. Cohesion

- In this section, you will write a paragraph with clarifying words that connect ideas.

8. Concluding an Argument

- In this section, you will compose a strong conclusion.

9. Writing an Argument: Portfolio 1

- In this section, you will create a writing plan for an argument of your own.
- In this section, you will revise a paragraph to combine or vary sentences.

10. Writing an Argument: Portfolio 2

- In this section, you will use language that expresses the ideas in your argument concisely and precisely. You also will recognize other points of view.
- In this section, you will identify revisions and edits in an argument.
- In this section, you will correct spelling mistakes in a draft using reference materials as needed.

11. Writing an Argument: Portfolio 3

- In this section, you will write a works cited list of online sources.
- In this section, you will assess how well your argument fulfills its purpose and meets the needs of your audience.

12. Writing an Argument Review
13. Writing an Argument Unit Test

9. Cultural Literacy

1. Cultural Literacy Introduction
2. Understanding Oral Tradition
 - In this section, you will identify features in an oral tradition tale told by one culture.
 - In this section, you will explain how the theme, plot, and characters in a literary tale reflect a culture's customs and attitudes.
3. Structure of Cultural Literature
 - In this section, you will explain how the structure of a literary tale presents a problem and a solution that affects the culture in some way.
 - In this section, you will identify heritage language and its effects on English speech patterns.
4. Recognizing Heritage
 - In this section, you will explain how a folktale reflects a culture's heritage or attitudes.
 - In this section, you will explain how a literary tale reflects a culture's values.
5. Comparing Events and Texts
 - In this section, you will identify how different accounts of the same event are similar and how they are different.
 - In this section, you will compare and contrast different people's accounts of the same text.
6. Cultural Literacy Apply
 - In this section, you will analyze a cultural work of literature.
7. Cultural Literacy Review and Reflect
8. Cultural Literacy Unit Test

Semester B Summary: In this course, the student will focus on reading, writing, and analyzing informational and narrative texts, as well as developing their vocabulary and grammatical knowledge. The student will read classics including Great Expectations and Peter Pan, as well as non-fiction historical texts.

Semester B Outline

1. Course Overview

1. Language Arts 7 B Course Overview

2. Speaking and Listening

1. Discussion Evidence
 - In this section, you will collaborate using technology.
 - In this section, you will identify ways to prepare for a discussion.
 - In this section, you will defend your ideas and opinions in a discussion.
2. Discussion Protocols
 - In this section, you will identify rules for discussion.
 - In this section, you will identify questions that clarify comments made in a discussion.
 - In this section, you will explain how to effectively respond to questions and comments during a discussion.
3. Speaking and Listening Apply
 - In this section, you will interpret how hype or propaganda may bias reporting today, based on analyzing a 1912 article about the Titanic and media bias.
4. Semester B: Speaking and Listening Apply

3. Novel Study Introduction

1. Elements of Fiction

- In this section, you will identify ways in which an author develops characters in a novel.
- In this section, you will describe the basic elements that give structure to the plot of a literary text (a novel).
- In this section, you will describe details of time and place that provide the setting for a literary text (a novel).

2. Choosing a Novel

- In this section, you will identify strategies for choosing a novel appropriate to your reading level.
- In this section, you will identify information learned about a book by previewing the front matter.
- In this section, you will predict the central idea of the novel before reading it.

4. Reading Literary Text

1. Reading Literary Text Introduction

2. Determining Genre

- In this section, you will identify a variety of literary genres using characteristics.
- In this section, you will create a story that contains characteristics of a specific literary genre.

3. Inferential and Explicit Evidence

- In this section, you will identify explicit and implicit details using text evidence.

4. Central Idea or Theme

- In this section, you will locate text evidence to determine the central idea of a text.
- In this section, you will explain how details of character, plot, setting, and symbol develop the theme or central idea of a literary text.

5. Summarizing Literary Text

- In this section, you will summarize the main points of a literary text, without including your opinion.

6. Interaction of Story Elements

- In this section, you will explain how the plot, characters, and setting in a story or drama affect each other.

7. Figurative and Connotative Meaning

- In this section, you will determine the meaning of figurative language and the feelings or ideas suggested by a word or phrase (connotations).

8. Rhyme and Alliteration

- In this section, you will explain how rhyme and repeated sounds affect meaning in a literary text.

9. Reading Literary Text Apply

- In this section, you will compose an analytical paragraph that identifies a theme of a short story.

10. Reading Literary Text Review

11. Reading Literary Text Unit Test

5. Novel Study 2

1. Novel Study 2

- In this section, you will analyze story elements to determine the central idea of a novel.
- In this section, you will explain how an author develops a novel's central idea.
- In this section, you will summarize a chapter of a novel.

6. Language and Style

1. Language and Style Introduction
2. Allusions and Figures of Speech
 - In this section, you will identify allusions and other figures of speech.
3. Synonyms and Antonyms
 - In this section, you will identify the relationship between words, such as synonyms and antonyms, to better understand their meanings.
4. Analogies
 - In this section, you will recognize that the relationship between words in an analogy helps you understand their meanings.
5. Connotations vs. Denotations
 - In this section, you will distinguish between the emotional and literal meanings of similar words.
6. Stylistic Techniques
 - In this section, you will identify stylistic techniques in a poem that add interest and meaning.
 - In this section, you will identify figurative language, such as similes, metaphors, and personification.
7. Language and Style Apply
 - In this section, you will write a descriptive paragraph about a favorite person, place, or possession.
8. Language and Style Review and Reflect
9. Language and Style Unit Test

7. Novel Study 3

1. Novel Study 3
 - In this section, you will use text details to identify and describe the narrator of a novel.
 - In this section, you will use text details to identify and describe main characters (protagonists) and characters who oppose them (antagonists) in a novel.
 - In this section, you will compare and contrast the points of view of characters in a novel.

8. Writing a Narrative

1. Writing a Narrative Introduction
2. Introducing a Narrative
 - In this section, you will analyze the introductions of stories and then write an engaging introduction of your own.
3. Sequencing and Transitions
 - In this section, you will organize a logical sequence of events in a story.
 - In this section, you will use transition words, phrases, and clauses to show a sequence of events and shifts in setting and time as you write a story.
4. Using Dialogue
 - In this section, you will write dialogue to develop the characters and events in a story.
5. Pacing and Description
 - In this section, you will write descriptions and use pacing to develop the characters and events in a story.
6. Description and Sensory Language
 - In this section, you will use precise sensory language to describe actions and events as you write a story.
7. Language and Style

- In this section, you will use figurative language, such as similes, metaphors, and personification, in your writing.
- In this section, you will identify and analyze ways that writers use language to add interest in and meaning to their writing, and use these stylistic techniques in your writing.

8. Writing a Conclusion

- In this section, you will write an effective conclusion to a narrative.

9. Writing a Narrative Portfolio 1

- In this section, you will analyze a sample writing plan and then complete a writing plan to develop your ideas for a story.
- In this section, you will identify and remove wordiness and repeated details in your writing.

10. Writing a Narrative Portfolio 2

- In this section, you will refine your word choices to express the ideas in your writing more precisely.
- In this section, you will correct spelling errors in your writing.
- In this section, you will revise and edit your story to improve your writing.

11. Writing a Narrative Portfolio 3

- In this section, you will use technology to create a final copy of your story.
- In this section, you will assess how well your writing addresses its purpose and audience.

12. Writing a Narrative Review and Reflect

13. Writing a Narrative Unit Test

9. **Novel Study 4**

1. Novel Study 4

- In this section, you will explain how details of setting affect the characters and plot of a novel.
- In this section, you will explain how characters' traits and actions affect the plot and theme of a novel.
- In this section, you will explain how plot events affect the characters and theme of a novel.

10. **Analyzing Literary Text**

1. Analyzing Literary Text Introduction

2. Drama Form and Structure

- In this section, you will analyze how the structure of a drama affects its meaning.

3. Poem Form and Structure

- In this section, you will analyze how the form of a poem affects its meaning.

4. Analyzing Literary Text Portfolio 1

- In this section, you will analyze how an author develops and contrasts the points of view of different characters in a text.
- In this section, you will analyze the points of view of different characters in stories.

5. Analyzing Literary Text Portfolio 2

- In this section, you will identify plot elements, such as conflict and climax, in stories.
- In this section, you will identify how conflict, characters, and setting affect the plots of stories.
- In this section, you will evaluate figurative language in stories.

6. Analyzing Literary Text Portfolio 3

- In this section, you will evaluate the use of literary devices to support your interpretations of stories.

- In this section, you will analyze the effects of repeated images in stories.
- In this section, you will write a story from two different points of view.

7. Comparing Text and Media

- In this section, you will analyze how the experience of reading a poem is similar to and different from the experience of listening to an audio version of the poem.

8. Analyzing Literary Text Apply

- In this section, you will summarize a short story, drama, or narrative poem and identify its main characters, setting, and plot.

9. Analyzing Literary Text Review

10. Analyzing Literary Text Unit Test

11. **Novel Study 5**

1. Novel Study 5

- In this section, you will compare and contrast fictional and historical portrayals of the same time period.
- In this section, you will compare and contrast the fictional description of a place with historical information about the same place.
- In this section, you will compare and contrast the fictional portrayal of a character with historical information about the same character.

12. **Grammar and Punctuation II**

1. Grammar and Punctuation II Introduction

2. Phrases and Clauses

- In this section, you will identify and explain the function of phrases and clauses in sentences.

3. Simple, Compound, Complex Sentences

- In this section, you will identify simple, compound, complex, and compound-complex sentences.

4. Sentence Structure Signals

- In this section, you will explain how sentence structures show relationships between ideas.

5. Choosing Sentence Structure

- In this section, you will choose sentence structures that best express specific relationships between ideas.

6. More Phrases and Clauses

- In this section, you will use modifiers, such as descriptive phrases and clauses, correctly within a sentence. You will also identify and correct modifiers and pronouns that are not used correctly in sentences.
- In this section, you will use commas correctly in sentences with dependent/subordinate clauses.
- In this section, you will explain how changing the placement of a phrase or clause can affect the meaning of a sentence and add variety to your writing.

7. Grammar and Punctuation II Apply

- In this section, you will write a paragraph about your favorite free-time activity.

8. Grammar and Punctuation II Review

9. Grammar and Punctuation II Unit Test

13. **Novel Study 6**

1. Novel Study 6

- In this section, you will identify and use ways to determine the theme of a novel.
- In this section, you will explain how plot events, details of setting, and characters' experiences help to shape a novel's theme.

- In this section, you will write a literary analysis of a novel, focusing on the novel's plot, characters, and setting, and theme.

14. **Research and Presentation**

1. Research and Presentation Introduction

2. Conducting Research

- In this section, you will conduct a research project to answer a question and gather information from several sources.

3. Search Terms

- In this section, you will create and use search terms to find information on the internet.

4. Research Sources

- In this section, you will gather information from at least three sources. You will also assess sources of information and provide citations for the sources of information that you use in your writing.

5. Avoiding Plagiarism

- In this section, you will provide citations to avoid plagiarism when quoting and paraphrasing information in your writing.

6. Clarifying the Topic

- In this section, you will explain how ideas presented in different media and formats can help you better understand a topic.

7. Sound Reasoning

- In this section, you will identify the intended audience of a speaker's argument.
- In this section, you will evaluate the reasoning that a speaker uses to support an argument.

8. Evidence

- In this section, you will evaluate the evidence that a speaker uses to support claims in an argument.

9. Research and Presentation Portfolio 1

- In this section, you will identify a claim for a research project and create an outline for a presentation of your claim and research findings.
- In this section, you will create an outline for a presentation based on your claim and research findings.
- In this section, you will use facts, details, and examples to support and emphasize claims in a presentation.
- In this section, you will identify ways to change and improve your presentation based on its purpose, context, and audience.

10. Research and Presentation Portfolio 2

- In this section, you will identify and remove wordiness and repeated details to improve a presentation.
- In this section, you will evaluate the language in a presentation and improve the presentation by using a thesaurus to replace imprecise words and phrases.
- In this section, you will add a multimedia component, such as a video, to support the claims and findings in your presentation.
- In this section, you will add visuals, such as photographs or charts, to clarify the claims in your presentation.

11. Research and Presentation Portfolio 3

- In this section, you will make eye contact, speak loudly, and pronounce words clearly as you deliver a presentation.
- In this section, you will identify examples of informal and formal language and make revisions to use formal English in your presentation.

12. Research and Presentation Review
13. Research and Presentation Unit Test

15. **Media Literacy**

1. Media Literacy Introduction
2. Mass Media
 - In this section, you will define mass media and explain the purposes of different types of media.
 - In this section, you will evaluate information presented in different types of mass media.
 - In this section, you will evaluate the purpose of different types of mass media and the messages they provide.
3. Propaganda and Bias
 - In this section, you will identify techniques that are used by the media to influence people's opinions and behaviors
 - In this section, you will define bias and stereotyping and describe how the media uses bias and stereotyping to influence people's opinions and behaviors.
4. Point of View
 - In this section, you will analyze the messages and points of view expressed in advertising.
 - In this section, you will analyze the messages and points of view expressed in news programs and documentaries.
 - In this section, you will analyze the messages and points of view expressed in websites, video games, and blogs.
5. Safe Practices, Ethics, and Fair Use
 - In this section, you will identify ethical standards and explain why they are important to people who use social media.
 - In this section, you will identify ways to stay safe when using social media sites.
 - In this section, you will explain the principles of fair use and identify factors that affect how people can use a copyrighted work.
6. Citations and Attributions
 - In this section, you will define *copyright* and *attribution* and identify when you should use an attribution to give credit to an author or source of information.
 - In this section, you will provide citations when using information from sources in your writing.
 - In this section, you will describe the types of licenses that Creative Commons provides and how the licenses affect how materials can be used.
7. Media Literacy: Apply
 - In this section, you will explain how to identify, evaluate, and use information from media sources.
8. Media Literacy Review and Reflect
9. Media Literacy Unit Test

Language Arts 7 Accelerated

Accelerated Language Arts 7 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will focus on reading, writing, and analyzing informational and narrative texts, as well as developing their vocabulary and grammatical knowledge. The student will read poetry by Lewis Carroll and Daniel Beatty, short stories, and informational texts on Rosa Parks and Army Code. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Course Overview

1. ELA 7 A Course Overview

2. Speaking and Listening

1. Discussion Evidence
 - In this section, you will collaborate using technology.
 - In this section, you will identify ways to prepare for a discussion.
 - In this section, you will defend your ideas and opinions in a discussion.
2. Discussion Protocols
 - In this section, you will identify rules for discussion.
 - In this section, you will identify questions that clarify comments made in a discussion.
 - In this section, you will explain how to effectively respond to questions and comments during a discussion.
3. Speaking and Listening Apply
 - In this section, you will formulate an opinion about how an 1865 news account of the assassination of President Lincoln might be presented in today's 24-hour news cycle and discuss it with your peers.
4. Speaking and Listening Apply Discussion

3. Reading Informational Text

1. Reading Informational Text Introduction
2. Two or More Central Ideas
 - In this section, you will identify two or more central ideas in a text.
3. Analyzing Central Ideas
 - In this section, you will explain how authors use evidence to develop two or more central ideas in a text.
4. Determining Genre
 - In this section, you will identify a variety of informational/nonfiction genres, and

then analyze details of a text to identify its genre.

5. Summarizing Text

- In this section, you will summarize the facts in a text, without including your opinion.

6. Analyzing Interactions

- In this section, you will discuss cause and effect relationships between people, events, and ideas in an informational text.

7. Meaning and Word Choice

- In this section, you will define words and phrases in an informational text using context clues.
- In this section, you will explain the effect of word choices defined through the use of context clues.

8. Identifying Evidence

- In this section, you will locate evidence to support an analysis in an informational text.
- In this section, you will select evidence to support an analysis of an informational paragraph.
- In this section, you will identify evidence to support a contradictory analysis.

9. Providing Evidence

- In this section, you will identify evidence that supports a statement in an informational text.

10. Supporting Inferences

- In this section, you will identify evidence that supports an implied idea (an inference) in an informational text.

11. Reading Informational Text Apply

- In this section, you will analyze an informational article about Jackie Robinson.

12. Reading Informational Review/Reflect

13. Reading Informational Text Unit Test

4. Grammar and Punctuation

1. Grammar and Punctuation Introduction

2. Subject and Verb Agreement

- In this section, you will identify subject-verb agreement when a prepositional phrase comes between the subject and the verb.
- In this section, you will identify subject-verb agreement when the subject follows the verb (inverted word order) and when the subject is an indefinite pronoun.
- In this section, you will identify subject-verb agreement when the subject names a group of people or things (a collective noun).

3. Adjectives and Adverbs

- In this section, you will construct compound adjectives.
- In this section, you will select adverbs that modify adjectives.

4. Using Pronouns

- In this section, you will identify pronouns that agree with their antecedents in number and person.
- In this section, you will compose sentences with the relative pronouns whose, who, and whom correctly.
- In this section, you will compose sentences with the relative pronouns which and that correctly.

5. Direct and Indirect Objects

- In this section, you will identify and use indirect and direct objects.

6. Using Correct Punctuation
 - In this section, you will demonstrate correct comma usage in sentence writing.
 - In this section, you will demonstrate correct apostrophe usage in contractions to show ownership when writing sentences.
 - In this section, you will use quotation marks correctly in sentences to identify titles and spoken words.
7. Using a Comma
 - In this section, you will select correct comma usage when separating coordinate adjectives.
8. Using Semicolons
 - In this section, you will write sentences, replacing commas with semicolons in a series.
 - In this section, you will compose sentences with colons and semicolons.
9. Grammar and Punctuation Apply
 - In this section, you will compose a funny paragraph about grammar and punctuation that includes specific types of sentences.
10. Grammar and Punctuation Review
11. Grammar and Punctuation Unit Test

5. Writing Informative Text

1. Writing Informative Text Introduction
2. Writing an Introduction
 - In this section, you will write an interesting introduction that follows a model.
3. Organizing Informational Text
 - In this section, you will identify four ways of organizing an informative or explanatory text.
 - In this section, you will compose a paragraph using time order structure.
4. Adding Graphics and Multimedia
 - In this section, you will select graphics or multimedia elements to improve an informative or explanatory text.
5. Developing a Topic
 - In this section, you will select definitions or facts to develop a topic for an informative or explanatory text.
6. Using Transitions
 - In this section, you will select transitions to connect ideas in an informative or explanatory text.
 - In this section, you will identify how transitions change the meaning of a sentence.
7. Using Precise and Formal Language
 - In this section, you will compose sentences with precise, formal language.
8. Writing an Effective Conclusion
 - In this section, you will compose a conclusion to an informative or explanatory text using a model.
9. Writing Informative Text Portfolio 1
 - In this section, you will create a writing plan for an informative or explanatory essay of your own.
 - In this section, you will rewrite a paragraph so that the writing is concise.
10. Writing Informative Text Portfolio 2
 - In this section, you will select words that express your ideas concisely and precisely.
 - In this section, you will correct your draft using a revising and editing checklist.

- In this section, you will correct misspelled words when editing your draft.
11. Writing Informative Text Portfolio 3
 - In this section, you will create a bibliography of online sources for your essay.
 - In this section, you will assess how well your essay fulfills its purpose and meets the needs of your audience.
 12. Writing Informative Text Text Review
 13. Writing Informative Text Unit Test

6. Building Vocabulary

1. Building Vocabulary Introduction
2. Understanding Context Clues
 - In this section, you will identify the meaning of an unfamiliar word using context clues.
 - In this section, you will interpret context clues to determine the meaning of an unfamiliar word.
3. Using Context Clues
 - In this section, you will identify the meaning of an unfamiliar word using context clues, including synonyms.
4. Using Affixes and Roots
 - In this section, you will identify the meaning of roots, prefixes, and suffixes.
 - In this section, you will identify the meaning of words using prefixes and suffixes.
 - In this section, you will identify the meaning of words using roots and affixes.
5. Purpose of Reference Materials
 - In this section, you will explain the purpose of dictionaries, glossaries, and thesauruses.
 - In this section, you will select the appropriate reference material to complete a task.
6. Using Reference Materials
 - In this section, you will identify syllabication, parts of speech, and pronunciation with reference materials.
 - In this section, you will determine the translation and pronunciation of a word using an online dictionary.
7. Etymological Spelling Patterns
 - In this section, you will apply Greek and Latin etymologies to determine the meaning of words.
8. Building Vocabulary Apply
 - In this section, you will determine the meaning of an unfamiliar word or phrase using a variety of strategies.
9. Building Vocabulary Review and Reflect
10. Building Vocabulary Unit Test

7. Analyzing Informational Text

1. Analyzing Informational Text Introduction
2. Analyzing Info Text Portfolio 1
 - In this section, you will analyze the organizational structure an author uses in an informational text, including how the major sections of an informational text contribute to the development of ideas in the text, and contribute to the whole.
3. Analyzing Info Text Portfolio 2
 - In this section, you will determine an author's purpose and point of view in an informational text.

4. Analyzing Info Text Portfolio 3
 - In this section, you will analyze how an author distinguishes his or her position from that of others in an informational text.
5. Comparing Print and Media
 - In this section, you will compare a printed informational text to an audio or video version of the text.
6. Tracing an Argument
 - In this section, you will identify the author's claim, reasons, and evidence in an informational text.
7. Assessing Reasoning
 - In this section, you will assess the effectiveness of an author's reasoning in an informational text.
8. Evaluating Evidence
 - In this section, you will assess whether the supporting evidence in an argument is logical and sufficient.
9. Emphasizing Different Evidence
 - In this section, you will compare the ways in which different authors present evidence in an informational text.
10. Interpreting Facts
 - In this section, you will interpret facts in an informational presentation.
11. Analyzing Informational Text Apply
 - In this section, you will contrast the positions, claims, and evidence in two informational texts.
12. Analyzing Informational Text Review
13. Analyzing Informational Text Unit Test

8. Writing an Argument

1. Writing an Argument Introduction
2. Developing Claims
 - In this section, you will write supported claims.
3. Opposing Claims
 - In this section, you will create an opposing claim.
 - In this section, you will create two opposing claims.
4. Organizing Reasons and Evidence
 - In this section, you will identify evidence that supports a reason. You also will write organized reasons to support a claim.
5. Identifying Credible Sources
 - In this section, you will evaluate credibility of a source using the CUES system.
6. Claims, Reasons and Evidence
 - In this section, you will differentiate between claims, reasons, and evidence.
 - In this section, you will explain how a claim, reasons, and evidence in an argument are related.
7. Cohesion
 - In this section, you will write a paragraph with clarifying words that connect ideas.
8. Concluding an Argument
 - In this section, you will compose a strong conclusion.
9. Writing an Argument: Portfolio 1
 - In this section, you will create a writing plan for an argument of your own.
 - In this section, you will revise a paragraph to combine or vary sentences.
10. Writing an Argument: Portfolio 2

- In this section, you will use language that expresses the ideas in your argument concisely and precisely. You also will recognize other points of view.
- In this section, you will identify revisions and edits in an argument.
- In this section, you will correct spelling mistakes in a draft using reference materials as needed.

11. Writing an Argument: Portfolio 3

- In this section, you will write a works cited list of online sources.
- In this section, you will assess how well your argument fulfills its purpose and meets the needs of your audience.

12. Writing an Argument Review

13. Writing an Argument Unit Test

9. Cultural Literacy

1. Cultural Literacy Introduction

2. Understanding Oral Tradition

- In this section, you will identify features in an oral tradition tale told by one culture.
- In this section, you will explain how the theme, plot, and characters in a literary tale reflect a culture's customs and attitudes.

3. Structure of Cultural Literature

- In this section, you will explain how the structure of a literary tale presents a problem and a solution that affects the culture in some way.
- In this section, you will identify heritage language and its effects on English speech patterns.

4. Recognizing Heritage

- In this section, you will explain how a folktale reflects a culture's heritage or attitudes.
- In this section, you will explain how a literary tale reflects a culture's values.

5. Comparing Events and Texts

- In this section, you will identify how different accounts of the same event are similar and how they are different.
- In this section, you will compare and contrast different people's accounts of the same text.

6. Cultural Literacy Apply

- In this section, you will analyze a cultural work of literature.

7. Cultural Literacy Review and Reflect

8. Cultural Literacy Unit Test

Semester B Summary: In this course, the student will focus on reading, writing, and analyzing informational and narrative texts, as well as developing their vocabulary and grammatical knowledge. The student will read classics including *Great Expectations* and *Peter Pan*, as well as non-fiction historical texts. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester B Outline

1. Course Overview

1. Language Arts 7 B Course Overview

2. Speaking and Listening

1. Discussion Evidence

- In this section, you will collaborate using technology.

- In this section, you will identify ways to prepare for a discussion.
 - In this section, you will defend your ideas and opinions in a discussion.
2. Discussion Protocols
 - In this section, you will identify rules for discussion.
 - In this section, you will identify questions that clarify comments made in a discussion.
 - In this section, you will explain how to effectively respond to questions and comments during a discussion.
 3. Speaking and Listening Apply
 - In this section, you will interpret how hype or propaganda may bias reporting today, based on analyzing a 1912 article about the Titanic and media bias.
 4. Speaking and Listening Apply Discussion

3. Novel Study Introduction

1. Elements of Fiction
 - In this section, you will identify ways in which an author develops characters in a novel.
 - In this section, you will describe the basic elements that give structure to the plot of a literary text (a novel).
 - In this section, you will describe details of time and place that provide the setting for a literary text (a novel).
2. Choosing a Novel
 - In this section, you will identify strategies for choosing a novel appropriate to your reading level.
 - In this section, you will identify information learned about a book by previewing the front matter.
 - In this section, you will predict the central idea of the novel before reading it.

4. Reading Literary Text

1. Reading Literary Text Introduction
2. Determining Genre
 - In this section, you will identify a variety of literary genres using characteristics.
 - In this section, you will create a story that contains characteristics of a specific literary genre.
3. Inferential and Explicit Evidence
 - In this section, you will identify explicit and implicit details using text evidence.
4. Central Idea or Theme
 - In this section, you will locate text evidence to determine the central idea of a text.
 - In this section, you will explain how details of character, plot, setting, and symbol develop the theme or central idea of a literary text.
5. Summarizing Literary Text
 - In this section, you will summarize the main points of a literary text, without including your opinion.
6. Interaction of Story Elements
 - In this section, you will explain how the plot, characters, and setting in a story or drama affect each other.
7. Figurative and Connotative Meaning
 - In this section, you will determine the meaning of figurative language and the feelings or ideas suggested by a word or phrase (connotations).
8. Rhyme and Alliteration

- In this section, you will explain how rhyme and repeated sounds affect meaning in a literary text.
9. Reading Literary Text Apply
 - In this section, you will compose an analytical paragraph that identifies a theme of a short story.
 10. Reading Literary Text Review
 11. Reading Literary Text Unit Test

5. Novel Study 2

1. Novel Study 2
 - In this section, you will analyze story elements to determine the central idea of a novel.
 - In this section, you will explain how an author develops a novel's central idea.
 - In this section, you will summarize a chapter of a novel.

6. Language and Style

1. Language and Style Introduction
2. Allusions and Figures of Speech
 - In this section, you will identify allusions and other figures of speech.
3. Synonyms and Antonyms
 - In this section, you will identify the relationship between words, such as synonyms and antonyms, to better understand their meanings.
4. Analogies
 - In this section, you will recognize that the relationship between words in an analogy helps you understand their meanings.
5. Connotations vs. Denotations
 - In this section, you will distinguish between the emotional and literal meanings of similar words.
6. Stylistic Techniques
 - In this section, you will identify stylistic techniques in a poem that add interest and meaning.
 - In this section, you will identify figurative language, such as similes, metaphors, and personification.
7. Language and Style Apply
 - In this section, you will write a descriptive paragraph about a favorite person, place, or possession.
8. Language and Style Review and Reflect
9. Language and Style Unit Test

7. Novel Study 3

1. Novel Study 3
 - In this section, you will use text details to identify and describe the narrator of a novel.
 - In this section, you will use text details to identify and describe main characters (protagonists) and characters who oppose them (antagonists) in a novel.
 - In this section, you will compare and contrast the points of view of characters in a novel.

8. Writing a Narrative

1. Writing a Narrative Introduction
2. Introducing a Narrative

- In this section, you will analyze the introductions of stories and then write an engaging introduction of your own.

3. Sequencing and Transitions

- In this section, you will organize a logical sequence of events in a story.
- In this section, you will use transition words, phrases, and clauses to show a sequence of events and shifts in setting and time as you write a story.

4. Using Dialogue

- In this section, you will write dialogue to develop the characters and events in a story.

5. Pacing and Description

- In this section, you will write descriptions and use pacing to develop the characters and events in a story.

6. Description and Sensory Language

- In this section, you will use precise sensory language to describe actions and events as you write a story.

7. Language and Style

- In this section, you will use figurative language, such as similes, metaphors, and personification, in your writing.
- In this section, you will identify and analyze ways that writers use language to add interest in and meaning to their writing, and use these stylistic techniques in your writing.

8. Writing a Conclusion

- In this section, you will write an effective conclusion to a narrative.

9. Writing a Narrative Portfolio 1

- In this section, you will analyze a sample writing plan and then complete a writing plan to develop your ideas for a story.
- In this section, you will identify and remove wordiness and repeated details in your writing.

10. Writing a Narrative Portfolio 2

- In this section, you will refine your word choices to express the ideas in your writing more precisely.
- In this section, you will correct spelling errors in your writing.
- In this section, you will revise and edit your story to improve your writing.

11. Writing a Narrative Portfolio 3

- In this section, you will use technology to create a final copy of your story.
- In this section, you will assess how well your writing addresses its purpose and audience.

12. Writing a Narrative Review and Reflect

13. Writing a Narrative Unit Test

9. Novel Study 4

1. Novel Study 4

- In this section, you will explain how details of setting affect the characters and plot of a novel.
- In this section, you will explain how characters' traits and actions affect the plot and theme of a novel.
- In this section, you will explain how plot events affect the characters and theme of a novel.

10. Analyzing Literary Text

1. Analyzing Literary Text Introduction

2. Drama Form and Structure

- In this section, you will analyze how the structure of a drama affects its meaning.
3. Poem Form and Structure
 - In this section, you will analyze how the form of a poem affects its meaning.
 4. Analyzing Literary Text Portfolio 1
 - In this section, you will analyze how an author develops and contrasts the points of view of different characters in a text.
 - In this section, you will analyze the points of view of different characters in stories.
 5. Analyzing Literary Text Portfolio 2
 - In this section, you will identify plot elements, such as conflict and climax, in stories.
 - In this section, you will identify how conflict, characters, and setting affect the plots of stories.
 - In this section, you will evaluate figurative language in stories.
 6. Analyzing Literary Text Portfolio 3
 - In this section, you will evaluate the use of literary devices to support your interpretations of stories.
 - In this section, you will analyze the effects of repeated images in stories.
 - In this section, you will write a story from two different points of view.
 7. Comparing Text and Media
 - In this section, you will analyze how the experience of reading a poem is similar to and different from the experience of listening to an audio version of the poem.
 8. Analyzing Literary Text Apply
 - In this section, you will summarize a short story, drama, or narrative poem and identify its main characters, setting, and plot.
 9. Analyzing Literary Text Review
 10. Analyzing Literary Text Unit Test
- 11. Novel Study 5**
1. Novel Study 5
 - In this section, you will compare and contrast fictional and historical portrayals of the same time period.
 - In this section, you will compare and contrast the fictional description of a place with historical information about the same place.
 - In this section, you will compare and contrast the fictional portrayal of a character with historical information about the same character.
- 12. Grammar and Punctuation II**
1. Grammar and Punctuation II Introduction
 2. Phrases and Clauses
 - In this section, you will identify and explain the function of phrases and clauses in sentences.
 3. Simple, Compound, Complex Sentences
 - In this section, you will identify simple, compound, complex, and compound-complex sentences.
 4. Sentence Structure Signals
 - In this section, you will explain how sentence structures show relationships between ideas.
 5. Choosing Sentence Structure
 - In this section, you will choose sentence structures that best express specific relationships between ideas.
 6. More Phrases and Clauses

- In this section, you will use modifiers, such as descriptive phrases and clauses, correctly within a sentence. You will also identify and correct modifiers and pronouns that are not used correctly in sentences.
 - In this section, you will use commas correctly in sentences with dependent/subordinate clauses.
 - In this section, you will explain how changing the placement of a phrase or clause can affect the meaning of a sentence and add variety to your writing.
7. Grammar and Punctuation II Apply
 - In this section, you will write a paragraph about your favorite free-time activity.
 8. Grammar and Punctuation II Review
 9. Grammar and Punctuation II Unit Test

13. **Novel Study 6**

1. Novel Study 6
 - In this section, you will identify and use ways to determine the theme of a novel.
 - In this section, you will explain how plot events, details of setting, and characters' experiences help to shape a novel's theme.
 - In this section, you will write a literary analysis of a novel, focusing on the novel's plot, characters, and setting, and theme.

14. **Research and Presentation**

1. Research and Presentation Introduction
2. Conducting Research
 - In this section, you will conduct a research project to answer a question and gather information from several sources.
3. Search Terms
 - In this section, you will create and use search terms to find information on the internet.
4. Research Sources
 - In this section, you will gather information from at least three sources. You will also assess sources of information and provide citations for the sources of information that you use in your writing.
5. Avoiding Plagiarism
 - In this section, you will provide citations to avoid plagiarism when quoting and paraphrasing information in your writing.
6. Clarifying the Topic
 - In this section, you will explain how ideas presented in different media and formats can help you better understand a topic.
7. Sound Reasoning
 - In this section, you will identify the intended audience of a speaker's argument.
 - In this section, you will evaluate the reasoning that a speaker uses to support an argument.
8. Evidence
 - In this section, you will evaluate the evidence that a speaker uses to support claims in an argument.
9. Research and Presentation Portfolio 1
 - In this section, you will identify a claim for a research project and create an outline for a presentation of your claim and research findings.
 - In this section, you will create an outline for a presentation based on your claim and research findings.

- In this section, you will use facts, details, and examples to support and emphasize claims in a presentation.
- In this section, you will identify ways to change and improve your presentation based on its purpose, context, and audience.

10. Research and Presentation Portfolio 2

- In this section, you will identify and remove wordiness and repeated details to improve a presentation.
- In this section, you will evaluate the language in a presentation and improve the presentation by using a thesaurus to replace imprecise words and phrases.
- In this section, you will add a multimedia component, such as a video, to support the claims and findings in your presentation.
- In this section, you will add visuals, such as photographs or charts, to clarify the claims in your presentation.

11. Research and Presentation Portfolio 3

- In this section, you will make eye contact, speak loudly, and pronounce words clearly as you deliver a presentation.
- In this section, you will identify examples of informal and formal language and make revisions to use formal English in your presentation.

12. Research and Presentation Review

13. Research and Presentation Unit Test

15. Media Literacy

1. Media Literacy Introduction

2. Mass Media

- In this section, you will define mass media and explain the purposes of different types of media.
- In this section, you will evaluate information presented in different types of mass media.
- In this section, you will evaluate the purpose of different types of mass media and the messages they provide.

3. Propaganda and Bias

- In this section, you will identify techniques that are used by the media to influence people's opinions and behaviors
- In this section, you will define bias and stereotyping and describe how the media uses bias and stereotyping to influence people's opinions and behaviors.

4. Point of View

- In this section, you will analyze the messages and points of view expressed in advertising.
- In this section, you will analyze the messages and points of view expressed in news programs and documentaries.
- In this section, you will analyze the messages and points of view expressed in websites, video games, and blogs.

5. Safe Practices, Ethics, and Fair Use

- In this section, you will identify ethical standards and explain why they are important to people who use social media.
- In this section, you will identify ways to stay safe when using social media sites.
- In this section, you will explain the principles of fair use and identify factors that affect how people can use a copyrighted work.

6. Citations and Attributions

- In this section, you will define *copyright* and *attribution* and identify when you should use an attribution to give credit to an author or source of information.

- In this section, you will provide citations when using information from sources in your writing.
- In this section, you will describe the types of licenses that Creative Commons provides and how the licenses affect how materials can be used.

7. Media Literacy: Apply

- In this section, you will explain how to identify, evaluate, and use information from media sources.

8. Media Literacy Review and Reflect

9. Media Literacy Unit Test

Accelerated Literature Study 7

Accelerated Literature Study 7

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Junior Great Books® program involves a student in reading engaging literature and participating in rich discussion. The literature included in the Junior Great Books program is chosen to spark a high level of thinking and expose the student to rich language and vocabulary. The teacher and Learning Coach use the Shared Inquiry™ method to help a student acquire the qualities and strategies of effective readers and thinkers. The student learns to read actively, noticing thoughts and questions that come to mind during the act of reading. They will also learn to use the text, their own experiences, prior knowledge, and critical and creative thinking to participate in discussions about the text. These discussions help the student answer their own questions, satisfy their curiosity, and think more deeply about the content and process of his reading.

The student reads and rereads each Junior Great Books selection. Through modeling and direct instruction, they learn to note questions and reactions to text information during these readings. These questions and reactions form the foundation for the Shared Inquiry discussion. The student also chooses writing projects as another way to understand and extend what they have read.

Course Outline

1. The Friday Everything Changed

1. The Friday Everything Changed: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
2. The Friday Everything Changed: Lesson 2
 - Analyze how particular elements of a story or drama interact.
 - Analyze how an author develops and contrasts the points of view of different characters in a text.

2. The Secret Life of Bees

1. The Secret Life of Bees: Lesson 1
 - Provide specific textual evidence to support analysis of what the text says explicitly in an informational text.
 - Determine an author's point of view or purpose in a text.
2. The Secret Life of Bees: Lesson 2
 - Determine the meaning of words and phrases, and analyze the impact of specific word choice as they are used in an informational text.

- Analyze the organizational structure an author uses in an informational text including how the major sections of an informational text contribute to the development of ideas in the text, and contribute to the whole.
3. **My Grandmother Washes Her Feet in the Sink...**
 1. My Grandmother Washes Her Feet...: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
 2. My Grandmother Washes Her Feet...: Lesson 2
 - Determine the figurative and connotative meanings of words and phrases in a literary text.
 - Analyze how a poem's form or structure contributes to its meaning.
 4. **The Monsters Are Due on Maple Street**
 1. The Monsters Are Due on Maple Street: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
 2. The Monsters Are Due on Maple Street: Lesson 2
 - Analyze how particular elements of a story or drama interact.
 - Determine the figurative and connotative meanings of words and phrases in a literary text.
 5. **I Am Malala**
 1. I Am Malala: Lesson 1
 - Provide specific textual evidence to support analysis of inferences drawn from an informational text.
 - Analyze the interactions between individuals, events and/or ideas in an informational text.
 2. I Am Malala: Lesson 2
 - Analyze the organizational structure an author uses in an informational text including how the major sections of an informational text contribute to the development of ideas in the text, and contribute to the whole.
 - Determine an author's purpose and point of view in an informational text.
 6. **I Go Along**
 1. I Go Along: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
 2. I Go Along: Lesson 2
 - Analyze how particular elements of a story or drama interact.
 - Analyze how an author develops and contrasts the points of view of different characters in a text.
 7. **The Necklace**
 1. The Necklace: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
 2. The Necklace: Lesson 2
 - Analyze how particular elements of a story or drama interact.

- Analyze how an author develops and contrasts the points of view of different characters in a text.

8. **The Matthew Effect**

1. The Matthew Effect: Lesson 1
 - Provide specific textual evidence to support analysis of what the text says explicitly in an informational text.
 - Determine an author’s point of view or purpose in a text.
2. The Matthew Effect: Lesson 2
 - Determine the meaning of words and phrases, and analyze the impact of specific word choice as they are used in an informational text.
 - Analyze the organizational structure an author uses in an informational text including how the major sections of an informational text contribute to the development of ideas in the text, and contribute to the whole.

9. **How to Transform an Everyday, Ordinary Hoop Court**

1. How to Transform an Everyday, Ordinary Hoop Court.
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
2. How to Transform an Everyday, Ordinary Hoop Court.
 - Analyze how particular elements of a story or drama interact.
 - Determine the figurative and connotative meanings of words and phrases in a literary text.

10. **Boy at the Window**

1. Boy at the Window: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
2. Boy at the Window: Lesson 2
 - Determine the figurative and connotative meanings of words and phrases in a literary text.
 - Analyze how a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

11. **The Lie**

1. The Lie: Lesson 1
 - Provide several pieces of textual evidence to support analysis of what the text says explicitly and of inferences drawn from a literary text.
 - Determine a central idea and a theme of a literary text.
2. The Lie: Lesson 2
 - Analyze how particular elements of a story or drama interact.
 - Analyze how an author develops and contrasts the points of view of different characters in a text.

12. **Texts from Strangers**

1. Texts from Strangers: Lesson 1
 - Provide specific textual evidence to support analysis of inferences drawn from an informational text.
 - Analyze the interactions between individuals, events and/or ideas in an informational text.
2. Texts from Strangers: Lesson 2

- Analyze the organizational structure an author uses in an informational text including how the major sections of an informational text contribute to the development of ideas in the text, and contribute to the whole.
- Determine an author's purpose and point of view in an informational text.

Language Arts 8

Language Arts 8 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student studies and analyzes explanatory, informational, and argumentative texts. Throughout the course curiosity and critical thinking are encouraged as the student practices reading comprehension through analogy and allusion in works by O. Henry and Roald Dahl. The student will learn to make connections between reading and the world around them as they read interesting texts about Female WWII Pilots and the Invention of the Popsicle. Their academic vocabulary will be expanded as they explore word choice and meaning to refine communication skills in reading, writing, listening, and speaking. This course presents strategies to strengthen writing skills through grammar, punctuation, and sentence and paragraph structure. The student will refine, reinforce and apply these skills through their own explanatory and persuasive compositions.

Semester A Outline

1. Course Overview

1. Course Overview
2. Student Course Introduction Quick Check

2. Speaking and Listening

1. Discussion Evidence
 - In this section, you will learn to use technology, including the internet, to collaborate with others.
 - In this section, you will use technology, including the internet, to collaborate with others.
 - In this section, you will prepare for a discussion by referring to evidence from required reading or outside research.
 - In this section, you will refer to text evidence to deeply discuss a topic or idea.
2. Discussion Evidence Quick Check
3. Discussion Protocols
 - In this section, you will follow rules for collegial discussions, including setting goals, deadlines.
 - In this section, you will ask questions that prompt elaboration about a topic under discussion.
 - In this section, you will respond to questions and comments with observations and ideas that are relevant to the topic under discussion.
 - In this section, you will acknowledge new information expressed by others and determine how new information expressed by others affects one's own views modifying one's own views when appropriate.
3. Discussion Protocols Quick Check
4. Speaking and Listening Apply

5. Speaking and Listening: Apply Discussion Base A

3. Reading Informational Text

1. Reading Informational Text Introduction
2. Genres
 - In this section, you will identify elements of genre and determine the patterns of various genres of nonfiction texts.
3. Genres Quick Check
4. Central Ideas
 - In this section, you will determine the main idea of an informational text. You will also analyze details that support the main idea.
5. Central Ideas Quick Check
6. Summarizing
 - In this section, you will identify the most effective summary from a selection of choices.
 - In this section, you will summarize the important points in an informational text.
 - In this section, you will summarize important points in an informational text using a graphic organizer.
7. Summarizing Quick Check
8. Analyzing Connections
 - In this section, you will analyze cause-and-effect connections between events and ideas in an informational text.
9. Analyzing Connections Quick Check
10. Determining Word Meaning
 - In this section, you will identify the meaning of unfamiliar words and phrases using context clues.
11. Determining Word Meaning Quick Check
12. Analogies
 - In this section, you will identify the meaning of analogies in an informational text.
13. Analogies Quick Check
14. Allusions
 - In this section, you will identify the meaning of an allusion in an informational text.
15. Allusion Quick Check
16. Word Choice
 - In this section, you will analyze how word choice affects meaning in an informational text.
17. Word Choice Quick Check
18. Providing Evidence
 - In this section, you will infer using explicit information in an informational text.
19. Providing Evidence Quick Check
20. Comparing Authors
 - In this section you will compare how authors use different methods to achieve different or similar purposes.
21. Comparing Authors Quick Check
22. Reading Informational Text Apply
23. Reading Informational Text Online Practice
24. Reading Informational Text Review
25. Reading Informational Sample Work
26. Reading Informational Text Unit Test

4. Grammar

1. Grammar Introduction
2. Subject-Verb Agreement
 - In this section, you will identify the correct form of a verb in subject-verb agreement.
 - In this section, you will compose sentences with correct subject-verb agreement.
 - In this section, you will identify errors in subject-verb agreement in sentences with prepositions and prepositional phrases.
 - In this section, you will identify the correct form of the verb in subject-verb agreement with collective nouns.
3. Subject-Verb Agreement Quick Check
4. Gerunds
 - In this section, you will find gerunds and explain how they are used in a sentence.
5. Gerunds Quick Check
6. Participles
 - In this section, you will find participles and explain how they are used in a sentence.
7. Participles Quick Check
8. Phrases and Clauses
 - In this section, you will identify different types of clauses and phrases.
 - In this section, you will correct misplaced and dangling modifiers.
 - In this section, you will write simple and compound sentences with phrases, using proper pronoun-antecedent agreement.
 - In this section, you will write complex and compound-complex sentences with phrases, using proper pronoun-antecedent agreement.
9. Phrases and Clauses Quick Check
10. Identifying Passive and Active Voice
 - In this section, you will identify passive and active voice.
11. Identifying Passive and Active Voice Quick Check
12. Using Passive and Active Voice
 - In this section, you will write verbs in the active voice or passive voice.
 - In this section, you will write a paragraph in the active voice.
13. Using Passive and Active Voice Quick Check
14. Grammar Apply
15. Grammar Online Practice
16. Grammar Review
17. Grammar Sample Work
18. Grammar Unit Test

5. Writing Explanatory Text

1. Writing Explanatory Text Introduction
2. Introducing a Topic
 - In this section, you will write a statement or paragraph that clearly introduces the topic of your informative or explanatory writing. The introduction will give your readers an idea about the main points you will address in your writing.
3. Introducing a Topic Quick Check
4. Organizing Ideas
 - In this section, you will identify organization techniques used in informative or explanatory writing.
 - In this section, you will organize information under headings in informative or

- explanatory writing.
 - In this section, you will select an organizational structure for informative or explanatory writing.
5. Organizing Ideas Quick Check
 6. Providing Graphics
 - In this section, you will select graphics and media to enhance writing.
 - In this section, you will explain the relevance of a Venn diagram in your informative or explanatory writing.
 - In this section, you will select graphics to enhance writing.
 7. Providing Graphics Quick Check
 8. Using Relevant Details
 - In this section, you will defend a central idea with relevant details and quotations.
 9. Using Relevant Details Quick Check
 10. Using Transitions
 - In this section, you will select appropriate transitions to connect cause and effect, sequence, and contrast relationships in an informative or explanatory text.
 11. Using Transitions Quick Check
 12. Using Precise Language
 - In this section, you will select precise vocabulary in your informative or explanatory writing.
 13. Using Precise Language Quick Check
 14. Conclusions
 - In this section, you will write a final statement or section that sums up and supports the information in the informative or explanatory text.
 15. Conclusions Quick Check
 16. Writing Explanatory Text Portfolio 1
 - In this section, you will organize your ideas before writing.
 - In this section, you will revise a paragraph for active voice.
 17. Writing Explanatory Text Portfolio 2
 - In this section, you will write an informative essay with appropriate mood.
 - In this section, you will revise an informative essay.
 - In this section, you will check that your spelling is correct.
 18. Writing Explanatory Text Portfolio 3
 - In this section, you will create a works cited list of online sources.
 - In this section, you will evaluate how well you addressed your purpose and audience throughout your writing.
 19. Explanatory Text Portfolio
 20. Explanatory Text Online Practice
 21. Writing Explanatory Text Review
 22. Writing Explanatory Sample Work
 23. Writing Explanatory Text Unit Test

6. Building Vocabulary

1. Building Vocabulary Introduction
2. Using Context Clues
 - In this section, you will identify the meaning of a word or phrase using context clues.
3. Using Context Clues Quick Check
4. Roots and Affixes
 - In this section, you will identify the meaning of a word using Greek or Latin roots

and affixes.

5. Roots and Affixes Quick Check
6. Using Reference Materials
 - In this section, you will locate a word's definition in a dictionary.
7. Using Reference Materials Quick Check
8. Verifying Word Meanings
 - In this section, you will infer the meaning of a word from context clues.
9. Verifying Word Meanings Quick Check
10. Word Meaning
 - In this section, you will define words using roots, affixes, and base words.
 - In this section, you will define words using roots.
 - In this section, you will explain how technical terms affect the tone of a paragraph.
11. Word Meaning Quick Check
12. Building Vocabulary Apply
13. Building Vocabulary Online Practice
14. Building Vocabulary Review
15. Building Vocabulary Sample Work
16. Building Vocabulary Unit Test

7. Analyze Informational Text

1. Analyze Informational Text Introduction
2. Paragraph Structure
 - In this section, you will analyze a paragraph's structure, including the role of particular sentences in adding to and clarifying a key concept.
3. Paragraph Structure Quick Check
4. Author's Purpose
 - In this section, you will identify the author's purpose with evidence.
5. Author's Purpose Quick Check
6. Delineating an Argument
 - In this section, you will analyze the author's argument, including opposing claims, in an informational text.
7. Delineating an Argument Quick Check
8. Evaluating Reasoning
 - In this section, you will evaluate whether an argument's reasoning provides relevant facts and evidence to support the author's claim in an informational text.
9. Evaluating Reasoning Quick Check
10. Evaluating Evidence
 - In this section, you will evaluate whether enough relevant evidence is provided to support the claims in an informational text. You will also identify when irrelevant information is introduced.
11. Evaluating Evidence Quick Check
12. Analyzing Texts Portfolio 1
 - In this section, you will interpret reliability and contradictory information in two or more informational texts.
13. Analyzing Texts Portfolio 2
 - In this section, you will identify points of disagreement between two informational texts.
14. Analyzing Texts Portfolio 3
 - In this section, you will focus on how authors use information to persuade their readers.

15. Analyzing Text Portfolio
16. Using different Mediums
 - In this section, you will select appropriate media to accompany text.
17. Using different Mediums Quick Check
18. Analyze Informational Text Apply
19. Analyze Informational Text Online Practice
20. Analyze Informational Text Review
21. Analyze Informational Sample Work
22. Analyze Informational Text Unit Test

8. Writing an Argument

1. Writing an Argument Introduction
2. Develop Claims
 - In this section, you will write an introduction of an argument including claims.
 - In this section, you will identify ways to support your claims in an argument.
3. Develop Claims Quick Check
4. Opposing Claims
 - In this section, you will identify different claims and counterclaims when writing an argument.
 - In this section, you will write a counterargument.
5. Opposing Claims Quick Check
6. Organize Arguments
 - In this section, you will organize reasons and evidence in a way that makes sense when writing an argument.
7. Organize Arguments Quick Check
8. Using Credible Sources
 - In this section, you will select evidence from credible sources when writing an argument.
9. Using Credible Sources Quick Check
10. Claims and Evidence
 - In this section, you will determine the relationships among claims, reasons, and evidence when writing an argument.
11. Claims and Evidence Quick Check
12. Cohesion
 - In this section, you will define cohesion. You will then use words, phrases, and clauses to make your ideas stick together when writing an argument.
13. Cohesion Quick Check
14. Writing a Conclusion
 - In this section, you will write a conclusion that sums up and supports your argument and keeps your audience in mind.
 - In this section, you will identify what information is required for a conclusion of an argument.
15. Writing a Conclusion Quick Check
16. Writing An Argument Portfolio 1
 - In this section, you will organize, plan, and write an argumentative essay.
17. Writing An Argument Portfolio 2
 - In this section, you will revise your argument for verb mood.
18. Writing An Argument Portfolio 3
 - In this section, you will use technology, including the internet, to produce writing to link to and cite sources.

19. Writing An Argument Portfolio
20. Writing an Argument Online Practice
21. Writing an Argument Review
22. Writing an Argument Sample Work
23. Writing an Argument Unit Test

9. Punctuation

1. Punctuation Introduction
2. Indicating a Pause
 - In this section, you will use punctuation – including commas, ellipses, dashes – to show a pause or break.
3. Indicating a Pause Quick Check
4. Ellipses
 - In this section, you will identify where ellipses are used to show that something has been left out.
5. Ellipses Quick Check
6. Punctuation Marks
 - In this section, you will correct sentences for punctuation.
7. Punctuation Marks Quick Check
8. Colons and Semi-Colons
 - In this section, you will correct colons and semicolons in sentences.
 - In this section, you will revise sentences for punctuation.
9. Colons and Semi-Colons Quick Check
10. Punctuation Apply
11. Punctuation Online Practice
12. Punctuation Review
13. Punctuation Sample Work
14. Punctuation Unit Test

Semester B Summary: In this course, the student is exposed to a wide variety of writing styles that create a sense of curiosity and excitement. Throughout the course the student will explore and analyze several literary genres including narrative, poetry, suspense, and humor. The student will also explore character development and dramatic irony as they participate in fictional novel study. Then, they will sharpen their writing skills as they create their own narrative story. Additionally, this course provides the opportunity for the student to exercise curiosity and inquiry skills through short and long-term research as they conduct and present observations and conclusions from their own research project.

Semester B Outline

1. Course Overview

1. Course Overview
2. Student Course Introduction Quick Check

2. Speaking and Listening

1. Discussion Evidence
 - In this section, you will learn to use technology, including the internet, to collaborate effectively with others.
 - In this section, you will use technology, including the internet, to collaborate with others.

- In this section, you will prepare for a discussion by referring to evidence from required reading or outside research.
 - In this section, you will refer to text evidence to deeply discuss a topic or idea.
2. Discussion Evidence Quick Check
 3. Discussion Protocols
 - In this section, you will follow rules for collegial discussions, including setting goals, deadlines.
 - In this section, you will ask questions that prompt elaboration about a topic under discussion.
 - In this section, you will respond to questions and comments with observations and ideas that are relevant to the topic under discussion.
 - In this section, you will acknowledge new information expressed by others and determine how new information expressed by others affects one's own views modifying one's own views when appropriate.
 4. Discussion Protocols Quick Check
 5. Speaking and Listening Apply
 - In this section, you will predict a different outcome of a historic event based on a reading.
 6. Speaking and Listening: Apply Discussion Base B

3. Novel Study Introduction

1. Elements of Fiction
 - In this section, you will explain how a writer uses details to develop a character in a novel.
 - In this section, you will describe the elements of plot in a story.
 - In this section, you will describe where and when a story takes place.
2. Choosing a Novel
 - In this section, you will explain your novel choice.
 - In this section, you will record information learned about a novel by using the front matter of the book.
 - In this section, you will predict the author's purpose and central idea based on skimming the text and reviewing front matter.

4. Reading Literary Text

1. Reading Literary Text Introduction
 - In this section, you will determine a central idea and a theme of a literary text.
2. Textual Evidence
 - In this section, you will analyze what the text says directly and your inferences using evidence from a literary text.
3. Textual Evidence Quick Check
4. Central Idea and Theme
 - In this section, you will determine the main idea and message of a literary text.
5. Central Idea and Theme Quick Check
6. Development of Theme
 - In this section, you will analyze how character, setting, and plot help to develop a theme or central idea in a literary text.
7. Development of Theme Quick Check
8. Summarizing Literature
 - In this section, you will summarize the important characters and events in the story.

9. Summarizing Literature Quick Check
10. Plot Development
 - In this section, you will analyze how a character's words or specific events in a story move the plot forward and give more information about a character.
11. Plot Development Quick Check
12. Figurative and Connotative Meaning
 - In this section, you will determine the literal and nonliteral meanings of words and phrases in a literary text.
13. Figurative and Connotative Meaning Quick Check
14. Analyzing Word Choice
 - In this section, you will analyze the effect that an author's choice of words has on the meaning and attitude of an informational text.
15. Analyzing Word Choice Quick Check
16. Reading Literary Text Apply
17. Reading Literary Text Online Practice
18. Reading Literary Text Review
19. Reading Literary Text Sample Work
20. Reading Literary Text Unit Test

5. Novel Study

1. Theme and Summary
 - In this section, you will identify the main idea of a story.
 - In this section, you will analyze details as you read that develop the main idea.
 - In this section, you will summarize important characters and events in the novel.

6. Language and Style

1. Language and Style Introduction
2. Irony
 - In this section, you will define verbal irony and find examples in writing.
3. Irony Quick Check
4. Puns
 - In this section, you will define puns and find examples in writing.
5. Puns Quick Check
6. Figures of Speech
 - In this section, you will find the meanings of figures of speech in context.
7. Figures of Speech Quick Check
8. Comparative Word Meaning
 - In this section, you will look at the relationship between words to help you understand each word.
9. Comparative Word Meaning Quick Check
10. Connotations and Denotations
 - In this section, you will find the differences between the connotations of words whose denotations are alike.
11. Connotations and Denotations Quick Check
12. Language and Style Apply
13. Language and Style Online Practice
14. Language and Style Review
15. Language and Style Sample Work
16. Language and Style Unit Test

7. Novel Study

1. Characters and Dramatic Irony
 - In this section, you will identify and describe the different ways that the narrator and characters see events in the story unfold.
 - In this section, you will explain what dramatic irony is in a novel.
 - In this section, you will analyze how dramatic irony can create both tension and humor in a novel.

8. Writing a Narrative

1. Writing a Narrative Introduction
2. Writing an Introduction
 - In this section, you will write an engaging introduction for a narrative that introduces characters and establishes a context and point of view.
3. Writing an Introduction Quick Check
4. Organizing Events
 - In this section, you will organize the events in your narrative in a sequence that unfolds logically.
5. Organizing Events Quick Check
6. Using Dialogue
 - In this section, you will use dialogue to develop the experiences, events, and characters in your narrative.
7. Using Dialogue Quick Check
8. Developing Narratives
 - In this section, you will use pacing, description, and reflection to develop your narrative.
9. Developing Narratives Quick Check
10. Using Transitions
 - In this section, you will use a variety of transition words and phrases to show sequence of events, to move from one setting to another, or to move from one time frame to another.
11. Using Transitions Quick Check
12. Precise Language
 - In this section, you will use precise words and phrases, descriptive details, and sensory language to capture the action and develop your narrative.
13. Precise Language Quick Check
14. Figurative Language
 - In this section, you will use alliteration and onomatopoeia to express the voice in your narrative.
 - In this section, you will use figurative language and graphic elements to express the voice in your narrative.
15. Figurative Language Quick Check
16. Writing a Conclusion
 - In this section, you will write a conclusion that follows from and reflects on the experiences and events in your narrative.
17. Writing a Conclusion Quick Check
18. Writing a Narrative Portfolio 1
 - In this section, you will organize your narrative using a chart.
 - In this section, you will use planning techniques to develop your ideas for writing
 - In this section, you will use verbs in active and passive voices for different purposes.
19. Writing a Narrative Portfolio 2

- In this section, you will use indicative, imperative, interrogative, conditional, and subjunctive verbs for different purposes.
 - In this section, you will strengthen your narrative by revising and editing.
 - In this section, you will strengthen your narrative by making sure all your spelling is correct.
20. Writing a Narrative Portfolio 3
 - In this section, you will use technology, including the internet, to produce your narrative.
 - In this section, you will decide how well your purpose and audience have been addressed in your narrative.
 21. Writing a Narrative Portfolio
 22. Writing a Narrative Online Practice
 23. Writing a Narrative Review
 24. Writing a Narrative Sample Work
 25. Writing a Narrative Unit Test

9. Novel Study

1. Analyzing Character and Plot
 - In this section, you will analyze how a character's words or specific events in a story can move the action forward.
 - In this section, you will analyze how a character's words or specific events in a story can tell readers more about a character.
 - In this section, you will analyze parts of the plot, including the conflict, rising action, and the turning point of the plot.

10. Analyzing Literary Text

1. Analyzing Literary Text Introduction
2. Analyzing Structure
 - In this section, you will show how the different structures of literary texts affect their style and meaning.
3. Analyzing Structure Quick Check
4. Dramatic Irony
 - In this section, you will define and locate examples of dramatic irony in a literary text.
5. Dramatic Irony Quick Check
6. Suspense and Humor
 - In this section, you will find examples of suspense and humor in a literary text.
7. Suspense and Humor Quick Check
8. Character Point of View
 - In this section, you will look at how the different points of view of the characters in a story, along with the point of view of the reader, can create effects like suspense or humor.
9. Character Point of View Quick Check
10. Director's or Actor's Choices
 - In this section, you will examine the choices made by directors or actors in a play or film production of a story.
11. Director's or Actor's Choices Quick Check
12. Analyzing Literary Text Portfolio 1
 - For this lesson, you will compare and contrast the structure of two or more literary texts.

13. Analyzing Literary Text Portfolio 2
 - In this section, you will read *Message in a Bottle* and analyze how it uses and updates character types and story patterns from older, traditional stories.
14. Analyzing Literary Text Portfolio 3
 - In this section, you will analyze the universal themes in the stories *The Invisible Red String* and *Message in a Bottle*. You will consider whether the universal theme is made new in the modern stories.
15. Analyzing Literary Text Portfolio
16. Analyzing Literary Text Apply
17. Analyzing Literary Text Online Practice
18. Analyze Literature Review
19. Analyze Literature Sample Work
20. Analyzing Literary Text Unit Test

11. Novel Study

1. Allusion and Themes
 - In this section, you will analyze how modern stories use events in myths, traditional stories, and religious texts.
 - In this section, you will identify traditional character archetypes in modern stories.
 - In this section, you will identify traditional themes in modern stories.

12. Verb Mood and Voice

1. Verb Mood and Voice Introduction
2. Identifying Moods
 - In this section, you will define and find examples of verbs in the indicative, imperative, and interrogative mood.
3. Identifying Moods Quick Check
4. Conditional Mood
 - In this section, you will define and find examples of verbs in the conditional mood.
5. Conditional Mood Quick Check
6. Subjunctive Mood
 - In this section, you will define and locate examples of verbs in the subjunctive mood.
7. Subjunctive Mood Quick Check
8. Various Moods
 - In this section, you will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
9. Various Moods Quick Check
10. Shifts in Verb Mood and Voice
 - In this section, you will locate and fix incorrect shifts in verb mood and voice.
11. Shifts in Verb Mood and Voice Quick Check
12. Verb Mood and Voice Apply
 - In this section, you will use a variety of verb moods and two voices to express your attitude about a place of your choosing.
13. Verb Mood and Voice Online Practice
14. Verb Mood and Voice Review
15. Verb Mood and Voice Sample Work
16. Verb Mood and Voice Unit Test

13. Novel Study

1. Thematic Development
 - In this section, you will determine the main message or lesson of the novel.
 - In this section, you will analyze how plot, setting, and character help to develop the main message or lesson of a novel.
 - In this section, you will evaluate the characters, plot, and setting of a novel.
2. Evaluating a Novel Portfolio

14. **Research and Present**

1. Research and Present Introduction
2. Conducting Research
 - In this section, you will conduct a short research project to answer a question, using several sources.
3. Conducting Research Quick Check
4. Search Terms
 - In this section, you will decide how to create and use effective search terms.
5. Search Terms Quick Check
6. Gathering Information
 - In this section, you will gather information from at least three sources, determining the credibility and correctly citing each source.
7. Gathering Information Quick Check
8. Avoiding Plagiarism
 - In this section, you will learn how to avoid plagiarism when quoting or paraphrasing the ideas of others.
9. Avoiding Plagiarism Quick Check
10. Diverse Media Formats
 - In this section, you will explain how the ideas presented in different formats or media can help you understand a topic.
11. Diverse Media Formats Quick Check
12. Speaker's Effectiveness
 - In this section, you will decide how effectively a speaker uses chronological, cause/effect, problem/solution, and compare/contrast relationships to help the audience understand the message.
13. Speaker's Effectiveness Quick Check
14. Soundness of Reasoning
 - In this section, you will judge the reasoning a speaker uses to support claims made in an argument.
15. Soundness of Reasoning Quick Check
16. Sufficiency of Evidence
 - In this section, you will judge the evidence a speaker presents in order to support claims in an argument.
17. Sufficiency of Evidence Quick Check
18. Research and Present Portfolio 1
 - In this section, you will present claims and findings in a focused, coherent manner.
 - In this section, you will organize a claim that is logical.
 - In this section, you will select important details to support your claim.
19. Research and Present Portfolio 2
 - In this section, you will revise the verb mood and voice in your claim.
 - In this section, you will select concise language using reference materials.
 - In this section, you will select multimedia and/or visual displays to clarify your claim.

20. Research and Present Portfolio 3

- In this section, you will modify your speech for different contexts, tasks, and audiences.
- In this section, you will respond orally with appropriate register, vocabulary, tone, and voice.

21. Research and Present Portfolio

22. Research and Present Online Practice

23. Research and Present Review

24. Research and Present Sample Work

25. Research and Presentation Unit Test

Language Arts 8 Accelerated

Accelerated Language Arts 8 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student studies and analyzes examples of explanatory, informational, and argumentative texts. Throughout the course curiosity, interpretation, and reflection are encouraged as the student practices reading comprehension through analogy and allusion in works by O. Henry and Roald Dahl. The student will learn to make connections between reading and the world around them as they read interesting texts about Female WWII Pilots and the Invention of the Popsicle. Their academic vocabulary and communication skills will be expanded through the exploration of word choice and meaning. This course presents strategies to strengthen writing skills through grammar, punctuation, and sentence and paragraph structure. The student will refine, reinforce and apply these skills through their own explanatory and persuasive compositions. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Course Overview

1. Course Overview
2. Student Course Introduction Quick Check

2. Speaking and Listening

1. Discussion Evidence
 - In this section, you will learn to use technology, including the internet, to collaborate with others.
 - In this section, you will use technology, including the internet, to collaborate with others.
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 - In this section, you will refer to text evidence to deeply discuss a topic or idea.
2. Discussion Evidence Quick Check
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 - In this section, you will follow rules for collegial discussions, including setting goals, deadlines.
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 - In this section, you will respond to questions and comments with observations and ideas that are relevant to the topic under discussion.

- In this section, you will acknowledge new information expressed by others and determine how new information expressed by others affects one's own views modifying one's own views when appropriate.
3. Discussion Protocols Quick Check
 4. Speaking and Listening Apply
 5. Speaking and Listening: Apply Discussion Base A

3. Reading Informational Text

1. Reading Informational Text Introduction
2. Genres
 - In this section, you will identify elements of genre and determine the patterns of various genres of nonfiction texts.
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4. Central Ideas
 - In this section, you will determine the main idea of an informational text. You will also analyze details that support the main idea.
5. Central Ideas Quick Check
6. Summarizing
 - In this section, you will identify the most effective summary from a selection of choices.
 - In this section, you will summarize the important points in an informational text.
 - In this section, you will summarize important points in an informational text using a graphic organizer.
7. Summarizing Quick Check
8. Analyzing Connections
 - In this section, you will analyze cause-and-effect connections between events and ideas in an informational text.
9. Analyzing Connections Quick Check
10. Determining Word Meaning
 - In this section, you will identify the meaning of unfamiliar words and phrases using context clues.
11. Determining Word Meaning Quick Check
12. Analogies
 - In this section, you will identify the meaning of analogies in an informational text.
13. Analogies Quick Check
14. Allusions
 - In this section, you will identify the meaning of an allusion in an informational text.
15. Allusion Quick Check
16. Word Choice
 - In this section, you will analyze how word choice affects meaning in an informational text.
17. Word Choice Quick Check
18. Providing Evidence
 - In this section, you will infer using explicit information in an informational text.
19. Providing Evidence Quick Check
20. Comparing Authors
 - In this section you will compare how authors use different methods to achieve different or similar purposes.
21. Comparing Authors Quick Check
22. Reading Informational Text Apply

23. Reading Informational Text Online Practice
24. Reading Informational Text Review
25. Reading Informational Sample Work
26. Reading Informational Text Unit Test

4. Grammar

1. Grammar Introduction
2. Subject-Verb Agreement
 - In this section, you will identify the correct form of a verb in subject-verb agreement.
 - In this section, you will compose sentences with correct subject-verb agreement.
 - In this section, you will identify errors in subject-verb agreement in sentences with prepositions and prepositional phrases.
 - In this section, you will identify the correct form of the verb in subject-verb agreement with collective nouns.
3. Subject-Verb Agreement Quick Check
4. Gerunds
 - In this section, you will find gerunds and explain how they are used in a sentence.
5. Gerunds Quick Check
6. Participles
 - In this section, you will find participles and explain how they are used in a sentence.
7. Participles Quick Check
8. Phrases and Clauses
 - In this section, you will identify different types of clauses and phrases.
 - In this section, you will correct misplaced and dangling modifiers.
 - In this section, you will write simple and compound sentences with phrases, using proper pronoun-antecedent agreement.
 - In this section, you will write complex and compound-complex sentences with phrases, using proper pronoun-antecedent agreement.
9. Phrases and Clauses Quick Check
10. Identifying Passive and Active Voice
 - In this section, you will identify passive and active voice.
11. Identifying Passive and Active Voice Quick Check
12. Using Passive and Active Voice
 - In this section, you will write verbs in the active voice or passive voice.
 - In this section, you will write a paragraph in the active voice.
13. Using Passive and Active Voice Quick Check
14. Grammar Apply
15. Grammar Online Practice
16. Grammar Review
17. Grammar Sample Work
18. Grammar Unit Test

5. Writing Explanatory Text

1. Writing Explanatory Text Introduction
2. Introducing a Topic
 - In this section, you will write a statement or paragraph that clearly introduces the topic of your informative or explanatory writing. The introduction will give your readers an idea about the main points you will address in your writing.

3. Introducing a Topic Quick Check
4. Organizing Ideas
 - In this section, you will identify organization techniques used in informative or explanatory writing.
 - In this section, you will organize information under headings in informative or explanatory writing.
 - In this section, you will select an organizational structure for informative or explanatory writing.
5. Organizing Ideas Quick Check
6. Providing Graphics
 - In this section, you will select graphics and media to enhance writing.
 - In this section, you will explain the relevance of a Venn diagram in your informative or explanatory writing.
 - In this section, you will select graphics to enhance writing.
7. Providing Graphics Quick Check
8. Using Relevant Details
 - In this section, you will defend a central idea with relevant details and quotations.
9. Using Relevant Details Quick Check
10. Using Transitions
 - In this section, you will select appropriate transitions to connect cause and effect, sequence, and contrast relationships in an informative or explanatory text.
11. Using Transitions Quick Check
12. Using Precise Language
 - In this section, you will select precise vocabulary in your informative or explanatory writing.
13. Using Precise Language Quick Check
14. Conclusions
 - In this section, you will write a final statement or section that sums up and supports the information in the informative or explanatory text.
15. Conclusions Quick Check
16. Writing Explanatory Text Portfolio 1
 - In this section, you will organize your ideas before writing.
 - In this section, you will revise a paragraph for active voice.
17. Writing Explanatory Text Portfolio 2
 - In this section, you will write an informative essay with appropriate mood.
 - In this section, you will revise an informative essay.
 - In this section, you will check that your spelling is correct.
18. Writing Explanatory Text Portfolio 3
 - In this section, you will create a works cited list of online sources.
 - In this section, you will evaluate how well you addressed your purpose and audience throughout your writing.
19. Explanatory Text Portfolio
20. Explanatory Text Online Practice
21. Writing Explanatory Text Review
22. Writing Explanatory Sample Work
23. Writing Explanatory Text Unit Test

6. Building Vocabulary

1. Building Vocabulary Introduction
2. Using Context Clues

- In this section, you will identify the meaning of a word or phrase using context clues.
- 3. Using Context Clues Quick Check
- 4. Roots and Affixes
 - In this section, you will identify the meaning of a word using Greek or Latin roots and affixes.
- 5. Roots and Affixes Quick Check
- 6. Using Reference Materials
 - In this section, you will locate a word's definition in a dictionary.
- 7. Using Reference Materials Quick Check
- 8. Verifying Word Meanings
 - In this section, you will infer the meaning of a word from context clues.
- 9. Verifying Word Meanings Quick Check
- 10. Word Meaning
 - In this section, you will define words using roots, affixes, and base words.
 - In this section, you will define words using roots.
 - In this section, you will explain how technical terms affect the tone of a paragraph.
- 11. Word Meaning Quick Check
- 12. Building Vocabulary Apply
- 13. Building Vocabulary Online Practice
- 14. Building Vocabulary Review
- 15. Building Vocabulary Sample Work
- 16. Building Vocabulary Unit Test

7. Analyze Informational Text

1. Analyze Informational Text Introduction
2. Paragraph Structure
 - In this section, you will analyze a paragraph's structure, including the role of particular sentences in adding to and clarifying a key concept.
3. Paragraph Structure Quick Check
4. Author's Purpose
 - In this section, you will identify the author's purpose with evidence.
5. Author's Purpose Quick Check
6. Delineating an Argument
 - In this section, you will analyze the author's argument, including opposing claims, in an informational text.
7. Delineating an Argument Quick Check
8. Evaluating Reasoning
 - In this section, you will evaluate whether an argument's reasoning provides relevant facts and evidence to support the author's claim in an informational text.
9. Evaluating Reasoning Quick Check
10. Evaluating Evidence
 - In this section, you will evaluate whether enough relevant evidence is provided to support the claims in an informational text. You will also identify when irrelevant information is introduced.
11. Evaluating Evidence Quick Check
12. Analyzing Texts Portfolio 1
 - In this section, you will interpret reliability and contradictory information in two or more informational texts.
13. Analyzing Texts Portfolio 2

- In this section, you will identify points of disagreement between two informational texts.
14. Analyzing Texts Portfolio 3
 - In this section, you will focus on how authors use information to persuade their readers.
 15. Analyzing Text Portfolio
 16. Using different Mediums
 - In this section, you will select appropriate media to accompany text.
 17. Using different Mediums Quick Check
 18. Analyze Informational Text Apply
 19. Analyze Informational Text Online Practice
 20. Analyze Informational Text Review
 21. Analyze Informational Sample Work
 22. Analyze Informational Text Unit Test

8. Writing an Argument

1. Writing an Argument Introduction
2. Develop Claims
 - In this section, you will write an introduction of an argument including claims.
 - In this section, you will identify ways to support your claims in an argument.
3. Develop Claims Quick Check
4. Opposing Claims
 - In this section, you will identify different claims and counterclaims when writing an argument.
 - In this section, you will write a counterargument.
5. Opposing Claims Quick Check
6. Organize Arguments
 - In this section, you will organize reasons and evidence in a way that makes sense when writing an argument.
7. Organize Arguments Quick Check
8. Using Credible Sources
 - In this section, you will select evidence from credible sources when writing an argument.
9. Using Credible Sources Quick Check
10. Claims and Evidence
 - In this section, you will determine the relationships among claims, reasons, and evidence when writing an argument.
11. Claims and Evidence Quick Check
12. Cohesion
 - In this section, you will define cohesion. You will then use words, phrases, and clauses to make your ideas stick together when writing an argument.
13. Cohesion Quick Check
14. Writing a Conclusion
 - In this section, you will write a conclusion that sums up and supports your argument and keeps your audience in mind.
 - In this section, you will identify what information is required for a conclusion of an argument.
15. Writing a Conclusion Quick Check
16. Writing An Argument Portfolio 1
 - In this section, you will organize, plan, and write an argumentative essay.

17. Writing An Argument Portfolio 2
 - In this section, you will revise your argument for verb mood.
18. Writing An Argument Portfolio 3
 - In this section, you will use technology, including the internet, to produce writing to link to and cite sources.
19. Writing An Argument Portfolio
20. Writing an Argument Online Practice
21. Writing an Argument Review
22. Writing an Argument Sample Work
23. Writing an Argument Unit Test

9. Punctuation

1. Punctuation Introduction
2. Indicating a Pause
 - In this section, you will use punctuation – including commas, ellipses, dashes – to show a pause or break.
3. Indicating a Pause Quick Check
4. Ellipses
 - In this section, you will identify where ellipses are used to show that something has been left out.
5. Ellipses Quick Check
6. Punctuation Marks
 - In this section, you will correct sentences for punctuation.
7. Punctuation Marks Quick Check
8. Colons and Semi-Colons
 - In this section, you will correct colons and semicolons in sentences.
 - In this section, you will revise sentences for punctuation.
9. Colons and Semi-Colons Quick Check
10. Punctuation Apply
11. Punctuation Online Practice
12. Punctuation Review
13. Punctuation Sample Work
14. Punctuation Unit Test

Semester B Summary: In this course, the student is exposed to a wide variety of writing styles that create a sense of curiosity and excitement. Throughout the course the student will explore and analyze several literary genres. They will read narrative works about the building of Manhattan and the evolution of the grocery bag and be enthralled by the suspense, and humor of Victor Hugo through the Hunchback of Notre Dame. The student will also explore character development and dramatic irony as they participate in fictional novel study. Then, they will sharpen their writing skills as they create their own narrative story. Additionally, this course provides the opportunity for the student to exercise curiosity and inquiry skills through short and long-term research as they conduct and present observations and conclusions from their own research project. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester B Outline

1. Course Overview

1. Course Overview
2. Student Course Introduction Quick Check

2. Speaking and Listening

1. Discussion Evidence
 - In this section, you will learn to use technology, including the internet, to collaborate effectively with others.
 - In this section, you will use technology, including the internet, to collaborate with others.
 - In this section, you will prepare for a discussion by referring to evidence from required reading or outside research.
 - In this section, you will refer to text evidence to deeply discuss a topic or idea.
2. Discussion Evidence Quick Check
3. Discussion Protocols
 - In this section, you will follow rules for collegial discussions, including setting goals, deadlines.
 - In this section, you will ask questions that prompt elaboration about a topic under discussion.
 - In this section, you will respond to questions and comments with observations and ideas that are relevant to the topic under discussion.
 - In this section, you will acknowledge new information expressed by others and determine how new information expressed by others affects one's own views modifying one's own views when appropriate.
4. Discussion Protocols Quick Check
5. Speaking and Listening Apply
 - In this section, you will predict a different outcome of a historic event based on a reading.
6. Speaking and Listening: Apply Discussion Base B

3. Novel Study Introduction

1. Elements of Fiction
 - In this section, you will explain how a writer uses details to develop a character in a novel.
 - In this section, you will describe the elements of plot in a story.
 - In this section, you will describe where and when a story takes place.
2. Choosing a Novel
 - In this section, you will explain your novel choice.
 - In this section, you will record information learned about a novel by using the front matter of the book.
 - In this section, you will predict the author's purpose and central idea based on skimming the text and reviewing front matter.

4. Reading Literary Text

1. Reading Literary Text Introduction
 - In this section, you will determine a central idea and a theme of a literary text.
2. Textual Evidence
 - In this section, you will analyze what the text says directly and your inferences using evidence from a literary text.
3. Textual Evidence Quick Check

4. Central Idea and Theme
 - In this section, you will determine the main idea and message of a literary text.
5. Central Idea and Theme Quick Check
6. Development of Theme
 - In this section, you will analyze how character, setting, and plot help to develop a theme or central idea in a literary text.
7. Development of Theme Quick Check
8. Summarizing Literature
 - In this section, you will summarize the important characters and events in the story.
9. Summarizing Literature Quick Check
10. Plot Development
 - In this section, you will analyze how a character's words or specific events in a story move the plot forward and give more information about a character.
11. Plot Development Quick Check
12. Figurative and Connotative Meaning
 - In this section, you will determine the literal and nonliteral meanings of words and phrases in a literary text.
13. Figurative and Connotative Meaning Quick Check
14. Analyzing Word Choice
 - In this section, you will analyze the effect that an author's choice of words has on the meaning and attitude of an informational text.
15. Analyzing Word Choice Quick Check
16. Reading Literary Text Apply
17. Reading Literary Text Online Practice
18. Reading Literary Text Review
19. Reading Literary Text Sample Work
20. Reading Literary Text Unit Test

5. Novel Study

1. Theme and Summary
 - In this section, you will identify the main idea of a story.
 - In this section, you will analyze details as you read that develop the main idea.
 - In this section, you will summarize important characters and events in the novel.

6. Language and Style

1. Language and Style Introduction
2. Irony
 - In this section, you will define verbal irony and find examples in writing.
3. Irony Quick Check
4. Puns
 - In this section, you will define puns and find examples in writing.
5. Puns Quick Check
6. Figures of Speech
 - In this section, you will find the meanings of figures of speech in context.
7. Figures of Speech Quick Check
8. Comparative Word Meaning
 - In this section, you will look at the relationship between words to help you understand each word.
9. Comparative Word Meaning Quick Check
10. Connotations and Denotations

- In this section, you will find the differences between the connotations of words whose denotations are alike.
11. Connotations and Denotations Quick Check
 12. Language and Style Apply
 13. Language and Style Online Practice
 14. Language and Style Review
 15. Language and Style Sample Work
 16. Language and Style Unit Test

7. Novel Study

1. Characters and Dramatic Irony
 - In this section, you will identify and describe the different ways that the narrator and characters see events in the story unfold.
 - In this section, you will explain what dramatic irony is in a novel.
 - In this section, you will analyze how dramatic irony can create both tension and humor in a novel.

8. Writing a Narrative

1. Writing a Narrative Introduction
2. Writing an Introduction
 - In this section, you will write an engaging introduction for a narrative that introduces characters and establishes a context and point of view.
3. Writing an Introduction Quick Check
4. Organizing Events
 - In this section, you will organize the events in your narrative in a sequence that unfolds logically.
5. Organizing Events Quick Check
6. Using Dialogue
 - In this section, you will use dialogue to develop the experiences, events, and characters in your narrative.
7. Using Dialogue Quick Check
8. Developing Narratives
 - In this section, you will use pacing, description, and reflection to develop your narrative.
9. Developing Narratives Quick Check
10. Using Transitions
 - In this section, you will use a variety of transition words and phrases to show sequence of events, to move from one setting to another, or to move from one time frame to another.
11. Using Transitions Quick Check
12. Precise Language
 - In this section, you will use precise words and phrases, descriptive details, and sensory language to capture the action and develop your narrative.
13. Precise Language Quick Check
14. Figurative Language
 - In this section, you will use alliteration and onomatopoeia to express the voice in your narrative.
 - In this section, you will use figurative language and graphic elements to express the voice in your narrative.
15. Figurative Language Quick Check
16. Writing a Conclusion

- In this section, you will write a conclusion that follows from and reflects on the experiences and events in your narrative.
17. Writing a Conclusion Quick Check
 18. Writing a Narrative Portfolio 1
 - In this section, you will organize your narrative using a chart.
 - In this section, you will use planning techniques to develop your ideas for writing
 - In this section, you will use verbs in active and passive voices for different purposes.
 19. Writing a Narrative Portfolio 2
 - In this section, you will use indicative, imperative, interrogative, conditional, and subjunctive verbs for different purposes.
 - In this section, you will strengthen your narrative by revising and editing.
 - In this section, you will strengthen your narrative by making sure all your spelling is correct.
 20. Writing a Narrative Portfolio 3
 - In this section, you will use technology, including the internet, to produce your narrative.
 - In this section, you will decide how well your purpose and audience have been addressed in your narrative.
 21. Writing a Narrative Portfolio
 22. Writing a Narrative Online Practice
 23. Writing a Narrative Review
 24. Writing a Narrative Sample Work
 25. Writing a Narrative Unit Test

9. Novel Study

1. Analyzing Character and Plot
 - In this section, you will analyze how a character's words or specific events in a story can move the action forward.
 - In this section, you will analyze how a character's words or specific events in a story can tell readers more about a character.
 - In this section, you will analyze parts of the plot, including the conflict, rising action, and the turning point of the plot.

10. Analyzing Literary Text

1. Analyzing Literary Text Introduction
2. Analyzing Structure
 - In this section, you will show how the different structures of literary texts affect their style and meaning.
3. Analyzing Structure Quick Check
4. Dramatic Irony
 - In this section, you will define and locate examples of dramatic irony in a literary text.
5. Dramatic Irony Quick Check
6. Suspense and Humor
 - In this section, you will find examples of suspense and humor in a literary text.
7. Suspense and Humor Quick Check
8. Character Point of View

- In this section, you will look at how the different points of view of the characters in a story, along with the point of view of the reader, can create effects like suspense or humor.

9. Character Point of View Quick Check

10. Director's or Actor's Choices

- In this section, you will examine the choices made by directors or actors in a play or film production of a story.

11. Director's or Actor's Choices Quick Check

12. Analyzing Literary Text Portfolio 1

- For this lesson, you will compare and contrast the structure of two or more literary texts.

13. Analyzing Literary Text Portfolio 2

- In this section, you will read *Message in a Bottle* and analyze how it uses and updates character types and story patterns from older, traditional stories.

14. Analyzing Literary Text Portfolio 3

- In this section, you will analyze the universal themes in the stories *The Invisible Red String* and *Message in a Bottle*. You will consider whether the universal theme is made new in the modern stories.

15. Analyzing Literary Text Portfolio

16. Analyzing Literary Text Apply

17. Analyzing Literary Text Online Practice

18. Analyze Literature Review

19. Analyze Literature Sample Work

20. Analyzing Literary Text Unit Test

11. Novel Study

1. Allusion and Themes

- In this section, you will analyze how modern stories use events in myths, traditional stories, and religious texts.
- In this section, you will identify traditional character archetypes in modern stories.
- In this section, you will identify traditional themes in modern stories.

12. Verb Mood and Voice

1. Verb Mood and Voice Introduction

2. Identifying Moods

- In this section, you will define and find examples of verbs in the indicative, imperative, and interrogative mood.

3. Identifying Moods Quick Check

4. Conditional Mood

- In this section, you will define and find examples of verbs in the conditional mood.

5. Conditional Mood Quick Check

6. Subjunctive Mood

- In this section, you will define and locate examples of verbs in the subjunctive mood.

7. Subjunctive Mood Quick Check

8. Various Moods

- In this section, you will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

9. Various Moods Quick Check

10. Shifts in Verb Mood and Voice

- In this section, you will locate and fix incorrect shifts in verb mood and voice.
11. Shifts in Verb Mood and Voice Quick Check
 12. Verb Mood and Voice Apply
 - In this section, you will use a variety of verb moods and two voices to express your attitude about a place of your choosing.
 13. Verb Mood and Voice Online Practice
 14. Verb Mood and Voice Review
 15. Verb Mood and Voice Sample Work
 16. Verb Mood and Voice Unit Test

13. **Novel Study**

1. Thematic Development
 - In this section, you will determine the main message or lesson of the novel.
 - In this section, you will analyze how plot, setting, and character help to develop the main message or lesson of a novel.
 - In this section, you will evaluate the characters, plot, and setting of a novel.
2. Evaluating a Novel Portfolio

14. **Research and Present**

1. Research and Present Introduction
2. Conducting Research
 - In this section, you will conduct a short research project to answer a question, using several sources.
3. Conducting Research Quick Check
4. Search Terms
 - In this section, you will decide how to create and use effective search terms.
5. Search Terms Quick Check
6. Gathering Information
 - In this section, you will gather information from at least three sources, determining the credibility and correctly citing each source.
7. Gathering Information Quick Check
8. Avoiding Plagiarism
 - In this section, you will learn how to avoid plagiarism when quoting or paraphrasing the ideas of others.
9. Avoiding Plagiarism Quick Check
10. Diverse Media Formats
 - In this section, you will explain how the ideas presented in different formats or media can help you understand a topic.
11. Diverse Media Formats Quick Check
12. Speaker's Effectiveness
 - In this section, you will decide how effectively a speaker uses chronological, cause/effect, problem/solution, and compare/contrast relationships to help the audience understand the message.
13. Speaker's Effectiveness Quick Check
14. Soundness of Reasoning
 - In this section, you will judge the reasoning a speaker uses to support claims made in an argument.
15. Soundness of Reasoning Quick Check
16. Sufficiency of Evidence

- In this section, you will judge the evidence a speaker presents in order to support claims in an argument.
17. Sufficiency of Evidence Quick Check
 18. Research and Present Portfolio 1
 - In this section, you will present claims and findings in a focused, coherent manner.
 - In this section, you will organize a claim that is logical.
 - In this section, you will select important details to support your claim.
 19. Research and Present Portfolio 2
 - In this section, you will revise the verb mood and voice in your claim.
 - In this section, you will select concise language using reference materials.
 - In this section, you will select multimedia and/or visual displays to clarify your claim.
 20. Research and Present Portfolio 3
 - In this section, you will modify your speech for different contexts, tasks, and audiences.
 - In this section, you will respond orally with appropriate register, vocabulary, tone, and voice.
 21. Research and Present Portfolio
 22. Research and Present Online Practice
 23. Research and Present Review
 24. Research and Present Sample Work
 25. Research and Presentation Unit Test

Accelerated Literature Study 8

Accelerated Literature Study 8

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Junior Great Books® program involves a student in reading engaging literature and participating in rich discussion. The literature included in the Junior Great Books program is chosen to spark a high level of thinking and expose the student to rich language and vocabulary. The teacher and Learning Coach use the Shared Inquiry™ method to help a student acquire the qualities and strategies of effective readers and thinkers. The student learns to read actively, noticing thoughts and questions that come to mind during the act of reading. They will also learn to use the text, their own experiences, prior knowledge, and critical and creative thinking to participate in discussions about the text. These discussions help the student answer their own questions, satisfy their curiosity, and think more deeply about the content and process of his reading.

The student reads and rereads each Junior Great Books selection. Through modeling and direct instruction, they learn to note questions and reactions to text information during these readings. These questions and reactions form the foundation for the Shared Inquiry discussion. The student also chooses writing projects as another way to understand and extend what they have read.

Course Outline

1. The Other Side of the Reservoir

1. The Other Side of the Reservoir: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
2. The Other Side of the Reservoir: Lesson 2
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
 - Analyze how differences in the points of view of the characters and the audience/reader create such effects as suspense or humor.

2. Why Mathematics is a Language

1. Why Mathematics is a Language: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from an informational text.
 - Analyze the development of a central ideas over the course of an informational text, including its relationship to supporting ideas.
2. Why Mathematics is a Language: Lesson 2

- Determine the meaning of words and phrases as they are used in an informational text.
 - Analyze the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept.
- 3. Oh, oh, you will be sorry for that word!**
1. Oh, oh, you will be sorry for that word!: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
 2. Oh, oh, you will be sorry for that word!: Lesson 2
 - Determine the figurative and connotative meanings of words and phrases in a literary text.
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
- 4. You**
1. You: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
 2. You: Lesson 2
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
 - Determine the figurative and connotative meanings of words and phrases in a literary text.
- 5. The Test**
1. The Test: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from an informational text.
 - Analyze how a text makes connections among and distinctions between individuals, between events and between ideas in an informational text.
 2. The Test: Lesson 2
 - Analyze the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept.
 - Determine an author's purpose and point of view in an informational text.
- 6. The Doll's House**
1. The Doll's House: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
 2. The Doll's House: Lesson 2
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
 - Analyze how differences in the points of view of the characters and the audience/reader create such effects as suspense or humor.
- 7. The Veteran**
1. The Veteran: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.

- Determine a central idea or a theme of a literary text.
2. The Veteran: Lesson 2
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
 - Analyze how differences in the points of view of the characters and the audience/reader create such effects as suspense or humor.

8. **Starvation Under the Orange Trees**

1. Starvation Under the Orange Trees: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from an informational text
 - Provide an objective summary of the text.
2. Starvation Under the Orange Trees: Lesson 2
 - Determine the meaning of words and phrases as they are used in an informational text.
 - Analyze the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept.

9. **The Pose**

1. The Pose: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
2. The Pose: Lesson 2
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
 - Determine the figurative and connotative meanings of words and phrases in a literary text.

10. **Catalog Army**

1. Catalog Army: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
2. Catalog Army: Lesson 2
 - Determine the figurative and connotative meanings of words and phrases in a literary text.
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.

11. **A Hundred Hundred Daisies**

1. A Hundred Hundred Daisies: Lesson 1
 - Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from a literary text.
 - Determine a central idea or a theme of a literary text.
2. A Hundred Hundred Daisies: Lesson 2
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
 - Analyze how differences in the points of view of the characters and the audience/reader create such effects as suspense or humor.

12. **Why We Forget Most of the Books We Read**

1. Why We Forget Most of the Books We Read: Lesson 1

- Provide the textual evidence that most strongly supports an analysis of what the text explicitly says and of inferences drawn from an informational text.
 - Analyze how a text makes connections among and distinctions between individuals, between events and between ideas in an informational text.
2. Why We Forget Most of the Books We Read: Lesson 2
- Analyze the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept.
 - Determine an author's purpose and point of view in an informational text.

English 9



English 9

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise English 9. In this course, the student will take an in-depth look at a variety of literature selections. In reading and responding to these diverse selections, the student will gain a thorough understanding of fiction and nonfiction genres, including short stories, essays, poetry, and drama. The student will also read Jack London's *The Call of the Wild*. This selection enables the student to explore universal themes and make connections between the characters' experiences and his own. Harper Lee's *To Kill a Mockingbird* may be read instead of *The Call of the Wild*. Writing instruction focuses on analytical and expository writing but also provides opportunities for the student to write creatively.

Semester A Outline

1. Growing Up

1. Growing Up: Unit Introduction
 - Become familiar with the structure of the English 9 course
 - Identify major genres, structural components, and literary devices in different types of literature
 - Review the stages of the writing process
 - Review strategies for learning new vocabulary
 - Review the parts of speech
2. The Bass, the River, and Sheila Mant: Wetherell
 - Understand the characteristics of the first-person point of view
 - Evaluate the effect of using first-person narration
 - Understand and apply active reading strategies
 - Use prewriting strategies to begin generating ideas for a narrative
 - Understand and apply strategies for understanding new vocabulary
 - Use nouns and pronouns correctly in writing
3. I Know Why the Caged Bird Sings: Angelou
 - Understand the importance of setting in a narrative

- Understand and apply active reading strategies
 - Use prewriting strategies to develop ideas for a narrative
 - Learn common suffixes as a strategy for understanding new vocabulary
 - Use nouns and pronouns correctly in writing
4. Poems of Passage: Booth, Collins, Lorde
 - Understand the role of the speaker in poetry
 - Understand and apply active reading strategies
 - Use prewriting strategies to organize ideas for a narrative
 - Learn Greek word roots as a strategy for understanding new vocabulary
 - Understand characteristics of action verbs
 5. My Forbidden Face: Latifa
 - Understand the use of metaphor in prose
 - Understand and apply active reading strategies
 - Use drafting strategies to begin writing a narrative
 - Learn suffixes as a strategy for understanding new vocabulary
 - Understand characteristics of linking verbs
 6. Writing Workshop: Family Narrative
 - Use drafting strategies to compose a personal narrative
 - Use vocabulary words correctly in writing
 - Use specific nouns and verbs in writing
 7. The Scarlet Ibis: Hurst
 - Understand the use of symbols in a story
 - Make inferences while reading
 - Use suffixes to understand new vocabulary
 - Understand the characteristics of adjectives and adverbs
 8. My Brother's Keeper: Bennett
 - Make connections between texts
 - Use suffixes to understand new vocabulary
 - Understand the characteristics of prepositions and conjunctions
 - Understand techniques an author uses to develop characters in a story
 9. Language Focus: Word Choice and Voice
 - Understand the relationship between word choice and voice in writing
 - Begin revising a narrative to improve voice
 - Use parts of speech correctly in writing
 10. Growing Up: Unit Review
 - Review major genres, structural components, and literary devices in different types of literature
 - Review the elements of narrative
 - Review strategies for learning new vocabulary
 - Review the parts of speech
 11. Growing Up: Unit Test
 12. Writing Workshop: Family Narrative
 - Use revising and editing strategies to compose the final draft of a personal narrative
 - Use vocabulary words correctly in writing
 - Use the parts of speech correctly in writing

2. The Dark Side

1. The Dark Side: Unit Introduction
 - Understand characteristics of the literary genres of suspense and horror
 - Review strategies for learning new vocabulary
 - Review rules for subject-verb agreement
2. The Most Dangerous Game: Connell

- Understand an author's use of foreshadowing to create suspense in a story
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for subject-verb agreement
3. The Cask of Amontillado: Poe
 - Understand the characteristics of an unreliable narrator
 - Analyze how an author uses an unreliable narrator for effect in a short story
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for subject/verb agreement
 4. Poems of Darkness: Poe
 - Understand the use of poetic devices such as assonance, consonance, and repetition
 - Analyze how an author uses poetic devices for effect
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for modifiers that compare
 5. The Lottery: Jackson
 - Understand the characteristics of archetypes and stock characters
 - Analyze the use of archetypes and stock characters in a short story
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for modifiers that compare
 6. Writers on Writing: Jackson
 - Understand the effect of a writer's tone in a personal essay
 - Make connections between two related texts
 - Understand and apply writing conventions for modifiers that compare
 7. The Dark Side: Unit Review
 - Review characteristics of the literary genres of suspense and horror
 - Review literary devices used for effect in fiction and poetry
 - Review writing conventions for subject-verb agreement and modifiers that compare
 8. The Dark Side: Unit Test
3. **The Call of the Wild**
 1. The Call of the Wild: Unit Introduction
 - Examine the historical background of the novel
 - Connect the author's life to the novel's setting and plot
 - Identify geographical landmarks specific to the novel
 2. Chapter 1: Into the Primitive
 - Identify point of view and types of narration
 - Develop and apply effective comprehension strategies
 - Define new vocabulary and identify words in context
 3. Chapter 2: The Law of Club and Fang
 - Define and analyze different types of conflict
 - Identify dialect and its purpose
 - Analyze relationships between and among characters, setting, and plot
 - Define new vocabulary and identify words in context
 4. Chapter 3: The Dominant Primordial Beast
 - Analyze how conflicts in the novel develop the plot
 - Define new vocabulary and identify words in context
 5. Chapter 4: Who Has Won to Mastership
 - Define theme
 - Analyze themes in the novel
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 6. Chapter 5: The Toil of Trace and Trail

- Define and analyze setting
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Enrich reading by visualizing
7. Chapter 6: For the Love of a Man
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Describe how an author develops a character
 8. Chapter 7: The Sounding of the Call
 - Identify and evaluate themes in the novel
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 9. Writing Workshop: The Call of the Wild
 - Analyze a narrative essay or story
 - Utilize dialogue
 - Employ setting, plot, and characterization in a narrative essay
 - Revise and edit for content, grammar, spelling, and formatting
 10. The Call of the Wild: Unit Review
 - Study vocabulary and review previous lesson goals
 - Prepare for unit test
 11. The Call of the Wild: Unit Test
 - Assess reading comprehension and literary analysis through a unit test
4. **The Forces of Nature**
1. The Forces of Nature: Unit Introduction
 - Review strategies for active reading
 - Begin generating ideas for a description
 - Review strategies for learning new vocabulary
 - Review the components of a sentence
 2. Of Wolves and Men: Lopez
 - Identify important details in a nonfiction selection
 - Use details to understand the narrator's point of view
 - Understand the characteristics of subjects and predicates
 - Generate ideas for a description
 3. Poems of Nature: Frost, Chiyo, Basho, Cummings
 - Analyze writers' use of imagery in poetry
 - Compare poems by different authors that address related themes
 - Use context clues to understand new vocabulary
 - Understand how to correct sentence fragments
 4. An Inconvenient Truth: Gore
 - Use text features to improve understanding of a nonfiction text
 - Analyze the use of graphics in a nonfiction informational text
 - Use context clues to understand new vocabulary
 - Understand and identify complements in a sentence
 5. Writing Workshop: Description
 - Use drafting strategies to compose a description
 - Use vocabulary words correctly in writing
 - Apply understanding of sentence variety in writing
 6. Tsunami 2004
 - Use text features to understand nonfiction articles
 - Compare how the same subject is treated in a news article and a feature article

- Use context clues to understand new vocabulary
 - Understand and identify complements in a sentence
 - 7. Language Focus: Sentence Fluency and Voice
 - Understand the relationship between sentence variety and voice in writing
 - Begin revising a description to improve sentence fluency
 - Use varied sentence types in writing
 - 8. The Forces of Nature: Unit Review
 - Review characteristics of expository nonfiction
 - Review strategies for understanding informational texts
 - Review strategies for learning new vocabulary
 - Review the parts of a sentence and different sentence types
 - 9. The Forces of Nature: Unit Test
 - 10. Writing Workshop: Description
 - Use revising and editing strategies to compose the final draft of a description
 - Use vocabulary words correctly in writing
 - Use varied sentence types in writing
- 5. What Has Value?**
1. What Has Value? Unit Introduction
 - Make personal connections with unit theme
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 2. The Gift of the Magi: O. Henry
 - Analyze an author's tone in a short story
 - Understand how an author develops the theme of a short story
 - Understand the use of irony and allusion in a short story
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 3. Fabric of Their Lives: Wallach
 - Understand how an author develops the theme of an article
 - Compare how different texts address similar themes
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 4. Poems of Working People: Piercy, Whitman
 - Understand how an author uses repetition to develop a theme in poetry
 - Compare how different texts address similar themes
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 5. The Necklace: de Maupassant
 - Understand how an author develops a theme in a short story
 - Differentiate between fact and opinion in a short story
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 6. What Has Value? Review and Quiz
 - Analyze an author's tone in a short story
 - Understand the use of irony and allusion in a short story
 - Understand how an author develops the theme of an article or short story
 - Understand how an author uses repetition to develop a theme in poetry
 - Differentiate between fact and opinion in a short story
- 6. Semester Exam**
1. Semester Review

2. Semester Exam

Semester B Summary:

This is the second of two courses that comprise English 9. In this course, the student continues to explore a variety of literature selections from world literature, including well-known works. The student will learn strategies for reading epic poetry and study the characteristics of suspense stories. Also, the student will analyze the elements of drama as he reads William Shakespeare's *Romeo and Juliet*. George Orwell's *Animal Farm* may be read instead of *Romeo and Juliet*.

Writing instruction focuses on analytical and expository writing including in-depth instruction in the process of writing a research paper. This project teaches the student to critically analyze primary and secondary sources and to effectively support his ideas with information gathered from outside sources.

Semester B Outline

1. Echoes from the Past

1. Echoes from the Past: Unit Introduction
 - Understand characteristics of the epic poetry genre
 - Understand the elements of an effective summary
 - Review strategies for learning new vocabulary
 - Review characteristics of pronouns
2. The Odyssey, Part I
 - Analyze the use of similes in an epic poem
 - Apply reading strategies for understanding an epic poem
 - Review strategies for learning new vocabulary
 - Understand the three cases of personal pronouns and when to use each case
3. The Odyssey, Part II
 - Analyze the use of epic similes in an epic poem
 - Apply reading strategies for understanding an epic poem
 - Review strategies for learning new vocabulary
 - Avoid common pronoun usage errors
4. The Odyssey, Part III
 - Analyze the elements of poetry in an epic poem
 - Apply reading strategies for understanding an epic poem
 - Review strategies for learning new vocabulary
 - Understand conventions for pronoun-antecedent agreement
5. Orpheus and Eurydice
 - Understand the characteristics of myths
 - Understand the use of figurative language, such as hyperbole and metaphor, in prose
 - Review strategies for learning new vocabulary
 - Review rules for correct pronoun usage
6. Language Focus: Expressing Ideas Concisely
 - Understand techniques for improving conciseness in writing

- Use pronouns correctly in writing
- 7. Writing Workshop: Summary
 - Use drafting, revising, and editing strategies to compose a summary
 - Use vocabulary words correctly in writing
 - Use pronouns correctly in writing
- 8. Echoes from the Past: Unit Review
 - Review characteristics of epic poetry
 - Review poetic devices
 - Review the conventions of correct pronoun usage
- 9. Echoes from the Past: Unit Test
- 2. Romeo and Juliet**
 1. Romeo and Juliet: Unit Introduction
 - Learn about the author’s life
 - Learn about the historical background of the author’s life
 - Identify the elements of drama
 - Identify literary characteristics specific to the play
 2. Romeo and Juliet: Act I
 - Identify point of view and types of narration
 - Develop and apply effective comprehension strategies
 - Read and analyze the text, then respond to questions
 - Draw conclusions
 - Define new vocabulary and identify words in context
 3. Romeo and Juliet: Act I, continued
 - Read and analyze the text, then respond to questions
 - Analyze dialogue
 - Analyze the types of dramatic speech
 - Analyze relationships between and among characters, setting, and events
 - Define new vocabulary and identify words in context
 4. Romeo and Juliet: Act II
 - Identify the role of conflict in plot
 - Define the elements of plot
 - Analyze the structure of a five-act play
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 5. Romeo and Juliet: Act II, continued
 - Define theme
 - Analyze themes in the novel
 - Analyze tragedy
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 6. Romeo and Juliet: Act III
 - Define and analyze setting
 - Identify the elements of blank verse
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 7. Romeo and Juliet: Act III, continued
 - Describe how an author develops a character
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 8. Romeo and Juliet: Act IV

- Analyze comic relief as a dramatic element
 - Recognize the three types of irony
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
9. Romeo and Juliet: Act IV, continued
 - Identify and evaluate figurative language in the play
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 10. Romeo and Juliet: Act V
 - Analyze stage directions
 - Recognize the features of the Globe Theatre
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 11. Romeo and Juliet: Act V, continued
 - Identify and evaluate themes in the play
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 12. Writing Workshop: Persuasive Essay
 - Analyze the components of a persuasive essay
 - Write a persuasive essay
 - Revise and edit for content, grammar, spelling, and formatting
 13. Romeo and Juliet: Unit Review
 - Study vocabulary and review previous lesson goals
 14. Romeo and Juliet: Unit Test
3. **Other Worlds**
1. Other Worlds: Unit Introduction
 - Understand characteristics of science fiction
 - Identify strategies for evaluating a text
 - Review strategies for learning new vocabulary
 - Understand how to use end punctuation marks correctly
 2. A Sound of Thunder: Bradbury
 - Analyze an author's use of different techniques of characterization
 - Practice strategies for evaluating a text
 - Learn strategies for understanding scientific and technical vocabulary
 - Understand how to use commas to separate items in a series
 3. Nethergrave: Skurzynski
 - Analyze a character's motivation in a science fiction story
 - Practice strategies for evaluating a text
 - Learn strategies for understanding scientific and technical vocabulary
 - Compare texts within the same genre
 - Understand how to use commas correctly
 4. Writing Workshop: Critical Response
 - Use drafting strategies to compose a critical essay about a science fiction story
 - Use vocabulary words correctly in writing
 - Use commas correctly in writing
 5. Comparing Texts: Brown and Brautigan
 - Compare the ways in which works from different genres address similar themes
 - Understand how chronological order is used to organize events in a biography
 - Learn strategies for understanding scientific and technical vocabulary

- Understand how to use commas to set off nonessential information
- 6. The Secret Life of Walter Mitty: Thurber
 - Analyze the effect of multiple settings in a short story
 - Understand the use of characterization in a short story
 - Use italics and quotation marks correctly in writing titles
- 7. Language Focus: Writing Conventions
 - Understand the importance of following standard conventions in academic writing
 - Develop a personal editing checklist to improve adherence to standard writing conventions
 - Use end punctuation, commas, italics, and quotation marks correctly in writing
- 8. Other Worlds: Unit Review
 - Review characteristics of science fiction
 - Review strategies for comparing and evaluating texts
 - Review strategies for learning new vocabulary
 - Review conventions for end punctuation, commas, italics, and quotation marks
- 9. Other Worlds: Unit Test
- 10. Writing Workshop: Critical Response
 - Use revising and editing strategies to compose the final draft of a critical response essay
 - Use vocabulary words correctly in writing
 - Use end punctuation, commas, italics, and quotation marks correctly in writing
- 4. The Research Paper**
 1. Unit Introduction: The Research Paper
 - Generate a topic for an original research paper
 - Conduct preliminary research to identify potential areas of focus
 2. Prewriting: Forming Research Questions
 - Conduct preliminary research to identify potential areas of focus
 - Develop a list of major questions to guide research
 - Identify the differences between primary and secondary sources and examples of each source type
 - Understand writing conventions for capitalization
 3. Prewriting: Developing a Research Proposal
 - Draft a 1-page research proposal explaining topic, major research questions, and potential areas of focus
 - Identify the differences between primary and secondary sources and examples of each source type
 - Understand writing conventions for capitalization
 4. Prewriting: Gathering Information
 - Identify the differences between primary and secondary sources and examples of each source type
 - Understand writing conventions for capitalization
 5. Prewriting: Evaluating Information
 - Critically evaluate print and electronic informational resources
 - Understand writing conventions for using apostrophes
 6. Prewriting: Taking Notes
 - Practice effective note-taking strategies, including summarizing and paraphrasing
 - Use research questions to guide note-taking
 - Understand writing conventions for using semicolons
 7. Prewriting: Synthesizing Information
 - Synthesize ideas and details from multiple informational texts
 - Use information from a variety of sources to begin formulating answers to the research questions

- Understand writing conventions for using semicolons
- 8. Prewriting: Organizing Ideas
 - Craft a concise and effective thesis that states the controlling idea of the research paper
 - Develop an outline that identifies main ideas and supporting details
 - Understand writing conventions for using hyphens, dashes, and parentheses
- 9. Drafting: Getting Started
 - Write a clear and engaging introduction with an effective thesis statement
 - Use an outline to develop body paragraphs
 - Review conventions for capitalization and punctuation
- 10. Drafting: Integrating Ideas
 - Write body paragraphs with a clear organizational structure
 - Integrate original ideas with information from outside sources effectively
 - Understand and apply conventions for in-text citations using MLA style
- 11. Drafting: Wrapping It Up
 - Write a memorable conclusion that effectively summarizes the main ideas of the research paper
 - Review a peer's research paper and evaluate how well it fulfills the writing purpose
 - Understand and apply conventions for in-text citations using MLA style
- 12. Creating a Multimedia Presentation
 - Develop a multimedia presentation based on the research paper
- 13. Revising: Identifying Trouble Spots
 - Review key traits of effective writing (focus, organization, idea development, voice)
 - Identify possible areas for revision based on key writing traits
 - Begin revising the research paper to improve it in any of the following areas: focus, organization, voice, idea development
- 14. Revising: Working With Feedback
 - Use feedback to revise and edit a research paper
- 15. Editing: Citing Works Using MLA Format
 - Follow appropriate conventions for documenting information from primary and secondary sources
 - Create a Works Cited page using MLA format
- 16. Editing: Polishing, Proofreading, and Publishing
 - Edit, publish, and reflect on the final draft of a research paper
- 5. **Crossing Borders**
 1. Crossing Borders: Unit Introduction
 - Make personal connections with unit theme
 - Begin to generate topics for an informational essay
 - Review strategies for learning new vocabulary
 - Understand characteristics of prepositional and appositive phrases
 2. Borders: King
 - Analyze a character's motivation in a short story
 - Understand the use of chronological order, including flashbacks, in a short story
 - Understand the characteristics of different types of verbal phrases
 3. Delfino II: Diez in the Desert
 - Analyze how an author develops mood in an essay
 - Understand the use of imagery, details, and dialogue to create mood
 - Understand the difference between independent and subordinate clauses
 4. Writing Workshop: Informational Essay
 - Use drafting strategies to compose an informational essay
 - Use vocabulary words correctly in writing
 - Use phrases and clauses correctly in writing

5. Poems Across the Divide
 - Analyze how writers develop a theme in poetry
 - Compare the development of related themes in three poems
 - Understand the characteristics of adverb clauses
 6. Hip-Hop Planet: McBride
 - Understand how a writer's purpose and audience determine the content of an essay
 - Analyze how a writer uses similes for effect in an informational essay
 - Understand the four types of sentence structure
 7. Language Focus: Transitions and Organization
 - Understand the importance of organizing ideas clearly in writing
 - Use transitional phrases to improve organization in an essay
 - Use phrases and clauses correctly in writing
 - Understand how to correct common sentence errors: fragments and run-on sentences
 8. Crossing Borders: Unit Review
 - Review unit theme
 - Review strategies for comparing themes across texts
 - Review strategies for learning new vocabulary
 - Review phrases and clauses
 9. Crossing Borders: Unit Test
 10. Writing Workshop: Informational Essay
 - Use revising and editing strategies to compose the final draft of an informational essay
 - Use vocabulary words correctly in writing
 - Use phrases and clauses correctly in writing
 - Use transitional phrases to improve organization in an informational essay
- 6. Semester Exam**
1. Semester Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, keywords and vocabulary terms, and all important concepts that may be covered on this exam
 2. Semester Exam

English 9 Honors



English 9 Honors

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise Honors English 9. In this course, the student will take an in-depth look at a variety of literature selections. In reading these diverse selections, the student will gain a thorough understanding of fiction and nonfiction genres, including short stories, essays, poetry, and drama. The student will also read Stephen Crane's *The Red Badge of Courage*. This selection enables the student to explore universal themes and make connections between the characters' experiences and his own. Harper Lee's *To Kill a Mockingbird* may be read instead of *The Red Badge of Courage*. Writing instruction focuses on analytical and expository writing but also provides opportunities for the student to write creatively.

The Honors course includes more rigorous curriculum and provides greater opportunities for students to explore concepts, engage in independent research, and demonstrate critical thinking skills.

Semester A Outline

1. **Growing Up**

1. Growing Up: Unit Introduction
 - Become familiar with the structure of the English 9 course
 - Identify major genres, structural components, and literary devices in different types of literature
 - Review the stages of the writing process
 - Review strategies for learning new vocabulary
 - Review the parts of speech
2. The Bass, the River, and Sheila Mant: Wetherell

- Understand the characteristics of the first-person point of view
 - Evaluate the effect of using first-person narration
 - Understand and apply active reading strategies
 - Use prewriting strategies to begin generating ideas for a narrative
 - Understand and apply strategies for understanding new vocabulary
 - Use nouns and pronouns correctly in writing
3. I Know Why the Caged Bird Sings: Angelou
 - Understand the importance of setting in a narrative
 - Understand and apply active reading strategies
 - Use prewriting strategies to develop ideas for a narrative
 - Learn common suffixes as a strategy for understanding new vocabulary
 - Use nouns and pronouns correctly in writing
 4. Poems of Passage: Booth, Collins, Lorde
 - Understand the role of the speaker in poetry
 - Understand and apply active reading strategies
 - Use prewriting strategies to organize ideas for a narrative
 - Learn Greek word roots as a strategy for understanding new vocabulary
 - Understand characteristics of action verbs
 5. My Forbidden Face: Latifa
 - Understand the use of metaphor in prose
 - Understand and apply active reading strategies
 - Use drafting strategies to begin writing a narrative
 - Learn suffixes as a strategy for understanding new vocabulary
 - Understand characteristics of linking verbs
 6. Writing Workshop: Family Narrative
 - Use drafting strategies to compose a personal narrative
 - Use vocabulary words correctly in writing
 - Use specific nouns and verbs in writing
 7. Introduction to Shelf Life: Paulsen
 - Analyze the elements that create a writer's style
 - Use text features to understand an essay
 - Understand characteristics of adjectives
 8. The Scarlet Ibis: Hurst
 - Understand the use of symbols in a story
 - Make inferences while reading
 - Use suffixes to understand new vocabulary
 - Understand the characteristics of adverbs
 9. Poems of Mothers & Grandmothers: Clifton, et al
 - Understand the importance of diction in poetry
 - Make thematic connections among texts
 - Understand the characteristics of prepositions and conjunctions
 10. My Brother's Keeper: Bennett
 - Make connections between texts
 - Use suffixes to understand new vocabulary
 - Understand the characteristics of prepositions and conjunctions
 - Understand techniques an author uses to develop characters in a story
 11. Language Focus: Word Choice and Voice
 - Understand the relationship between word choice and voice in writing
 - Begin revising a narrative to improve voice
 - Use parts of speech correctly in writing

12. Growing Up: Unit Review
 - Review major genres, structural components, and literary devices in different types of literature
 - Review the elements of narrative
 - Review strategies for learning new vocabulary
 - Review the parts of speech
13. Growing Up: Unit Test
14. Writing Workshop: Family Narrative
 - Use revising and editing strategies to compose the final draft of a personal narrative
 - Use vocabulary words correctly in writing
 - Use the parts of speech correctly in writing

2. **The Dark Side**

1. The Dark Side: Unit Introduction
 - Understand characteristics of the literary genres of suspense and horror
 - Review strategies for learning new vocabulary
 - Review rules for subject-verb agreement
2. The Most Dangerous Game: Connell
 - Understand an author's use of foreshadowing to create suspense in a story
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for subject-verb agreement
3. The Cask of Amontillado: Poe
 - Understand the characteristics of an unreliable narrator
 - Analyze how an author uses an unreliable narrator for effect in a short story
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for subject/verb agreement
4. Poems of Darkness: Poe
 - Understand the use of poetic devices such as assonance, consonance, repetition, onomatopoeia, and internal rhyme
 - Analyze how an author uses poetic devices for effect
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for modifiers that compare
5. The Lottery: Jackson
 - Understand the characteristics of archetypes and stock characters
 - Analyze the use of archetypes and stock characters in a short story
 - Understand the connotative and denotative meanings of new vocabulary
 - Understand and apply writing conventions for modifiers that compare
6. Writers on Writing: Jackson
 - Understand the effect of a writer's tone in a personal essay
 - Make connections between two related texts
 - Understand and apply writing conventions for modifiers that compare
7. The Dark Side: Unit Review
 - Review characteristics of the literary genres of suspense and horror
 - Review literary devices used for effect in fiction and poetry
 - Review writing conventions for subject-verb agreement and modifiers that compare
8. The Dark Side: Unit Test

3. **The Red Badge of Courage**

1. The Red Badge of Courage: Unit Introduction
 - Understand the historical background of the novel
 - Learn about the author's life
 - Identify literary characteristics specific to the novel
2. The Red Badge of Courage: Chapter 1

- Identify point of view and types of narration
 - Develop and apply effective comprehension strategies
 - Draw conclusions about a text
 - Define new vocabulary and identify words in context
3. The Red Badge of Courage: Chapters 2–3
 - Analyze relationships between and among characters, setting, and events
 - Analyze conflict
 - Identify dialect
 - Define new vocabulary and identify words in context
 4. The Red Badge of Courage: Chapters 4–5
 - Define the elements of plot
 - Analyze how conflicts in the novel develop the plot
 - Define new vocabulary and identify words in context
 5. The Red Badge of Courage: Chapters 6–7
 - Define and analyze themes in the novel
 - Define new vocabulary and identify words in context
 6. The Red Badge of Courage: Chapters 8–10
 - Define and analyze setting
 - Enrich reading by visualizing
 - Define new vocabulary and identify words in context
 7. The Red Badge of Courage: Chapters 11–12
 - Describe how an author develops a character
 - Define new vocabulary and identify words in context
 8. The Red Badge of Courage: Chapters 13–15
 - Evaluate themes in the novel
 - Define new vocabulary and identify words in context
 9. The Red Badge of Courage: Chapters 16–18
 - Analyze Stephen Crane’s poetry
 - Identify and evaluate figurative language in the novel
 - Define new vocabulary and identify words in context
 10. The Red Badge of Courage: Chapters 19–20
 - Identify and evaluate symbols in the novel
 - Define new vocabulary and identify words in context
 11. The Red Badge of Courage: Chapters 21–24
 - Evaluate themes in the novel
 - Define new vocabulary and identify words in context
 12. The Red Badge of Courage: Writing Workshop
 - Analyze naturalism in the novel
 - Write a critical essay
 - Revise and edit for content, grammar, spelling, and formatting
 13. The Red Badge of Courage: Unit Review
 - Study vocabulary and review previous lesson goals
 14. The Red Badge of Courage: Unit Test
4. **The Forces of Nature**
 1. The Forces of Nature: Unit Introduction
 - Review strategies for active reading
 - Begin generating ideas for a description
 - Review strategies for learning new vocabulary
 - Review the components of a sentence
 2. The Interlopers: Saki

- Understand the use of irony in a short story
 - Practice breaking down long sentences to improve reading comprehension
 - Begin generating ideas for a description
 - Review sentence types
3. Of Wolves and Men: Lopez
 - Identify important details in a nonfiction selection
 - Use details to understand the narrator's point of view
 - Understand the characteristics of subjects and predicates
 - Generate ideas for a description
 4. Poems of Nature: Frost, Chiyo, Basho, Cummings
 - Analyze writers' use of imagery in poetry
 - Compare poems by different authors that address related themes
 - Use context clues to understand new vocabulary
 - Understand how to correct sentence fragments
 5. An Inconvenient Truth: Gore
 - Use text features to improve understanding of a nonfiction text
 - Analyze the use of graphics in a nonfiction informational text
 - Use context clues to understand new vocabulary
 - Understand and identify complements in a sentence
 6. Writing Workshop: Description
 - Use drafting strategies to compose a description
 - Use vocabulary words correctly in writing
 - Apply understanding of sentence variety in writing
 7. Tsunami 2004
 - Use text features to understand nonfiction articles
 - Compare how the same subject is treated in a news article and a feature article
 - Use context clues to understand new vocabulary
 - Understand and identify complements in a sentence
 8. The Birds: Du Maurier
 - Understand the use of symbols in an extended fictional narrative
 - Understand how a writer develops a theme in an extended fictional narrative
 - Use context clues to understand new vocabulary
 9. Language Focus: Sentence Fluency and Voice
 - Understand the relationship between sentence variety and voice in writing
 - Begin revising a description to improve sentence fluency
 - Use varied sentence types in writing
 10. The Forces of Nature: Unit Review
 - Review characteristics of expository nonfiction
 - Review strategies for understanding informational texts
 - Review strategies for learning new vocabulary
 - Review the parts of a sentence and different sentence types
 11. The Forces of Nature: Unit Test
 12. Writing Workshop: Description
 - Use revising and editing strategies to compose the final draft of a description
 - Use vocabulary words correctly in writing
 - Use varied sentence types in writing
- 5. What Has Value?**
1. What Has Value? Unit Introduction
 - Make personal connections with unit theme
 - Review strategies for learning new vocabulary

- Review standard conventions for grammar, mechanics, and usage
 - 2. The Gift of the Magi: O. Henry
 - Analyze an author's tone in a short story
 - Understand how an author develops the theme of a short story
 - Understand the use of irony and allusion in a short story
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 - 3. Fabric of Their Lives: Wallach
 - Understand how an author develops the theme of an article
 - Compare how different texts address similar themes
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 - 4. Poems of Working People: Piercy, Whitman
 - Understand how an author uses repetition to develop a theme in poetry
 - Compare how different texts address similar themes
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 - 5. The Necklace: Maupassant
 - Understand how an author develops a theme in a short story
 - Differentiate between fact and opinion in a short story
 - Review strategies for learning new vocabulary
 - Review standard conventions for grammar, mechanics, and usage
 - Compare and contrast themes in two different short stories
 - 6. What Has Value? Review and Quiz
 - Analyze an author's tone in a short story
 - Understand the use of irony and allusion in a short story
 - Understand how an author develops the theme of an article or short story
 - Understand how an author uses repetition to develop a theme in poetry
 - Differentiate between fact and opinion in a short story
6. Semester Exam
1. Semester Exam Review
 2. Semester Exam

Semester B Summary:

This is the second of two courses that comprise Honors English 9. In this course, the student continues to explore a variety of literature selections from world literature. The student will learn strategies for reading epic poetry and study the characteristics of suspense stories. Also, the student will analyze the elements of drama as he reads William Shakespeare's *Romeo and Juliet*. George Orwell's *Animal Farm* may be read instead of *Romeo and Juliet*.

Writing instruction focuses on analytical and expository writing, including in-depth instruction in the process of writing a research paper. This project teaches the student to critically analyze primary and secondary sources and to effectively support his ideas with information gathered from outside sources.

The Honors course includes more rigorous curriculum and provides greater opportunities for students to explore concepts, engage in independent research, and demonstrate critical thinking skills.

Semester B Outline

1. **Echoes from the Past**

1. Echoes from the Past: Unit Introduction
 - Understand characteristics of the epic poetry genre
 - Understand the elements of an effective summary
 - Review strategies for learning new vocabulary
 - Review characteristics of pronouns
2. The Odyssey, Part I
 - Analyze the use of similes in an epic poem
 - Apply reading strategies for understanding an epic poem
 - Review strategies for learning new vocabulary
 - Understand the three cases of personal pronouns and when to use each case
3. The Odyssey, Part II
 - Analyze the use of epic similes in an epic poem
 - Apply reading strategies for understanding an epic poem
 - Review strategies for learning new vocabulary
 - Avoid common pronoun usage errors
 - Analyze Odysseus's character in The Odyssey to identify characteristics of the epic hero and archetypes
4. The Odyssey, Part III
 - Analyze the elements of poetry in an epic poem
 - Apply reading strategies for understanding an epic poem
 - Review strategies for learning new vocabulary
 - Understand conventions for pronoun-antecedent agreement
5. Orpheus and Eurydice
 - Understand the characteristics of myths
 - Understand the use of figurative language, such as hyperbole and metaphor, in prose
 - Review strategies for learning new vocabulary
 - Review rules for correct pronoun usage
6. The Penelopiad
 - Understand a writer's use of characterization and tone in a modern retelling of a myth
 - Review strategies for learning new vocabulary
 - Review rules for correct pronoun usage
7. Language Focus: Expressing Ideas Concisely
 - Understand techniques for improving conciseness in writing
 - Use pronouns correctly in writing
8. Writing Workshop: Summary
 - Use drafting, revising, and editing strategies to compose a summary
 - Use vocabulary words correctly in writing
 - Use pronouns correctly in writing
9. Echoes from the Past: Unit Review
 - Review characteristics of epic poetry
 - Review poetic devices
 - Review the conventions of correct pronoun usage
10. Echoes from the Past: Unit Test

2. **Romeo and Juliet**

1. Romeo and Juliet: Unit Introduction

- Learn about the author's life
 - Learn about the historical background of the author's life
 - Identify the elements of drama
 - Identify literary characteristics specific to the play
2. Romeo and Juliet: Act I
 - Identify point of view and types of narration
 - Develop and apply effective comprehension strategies
 - Read and analyze the text, then respond to questions
 - Draw conclusions
 - Define new vocabulary and identify words in context
 3. Romeo and Juliet: Act I, continued
 - Read and analyze the text, then respond to questions
 - Analyze dialogue
 - Analyze the types of dramatic speech
 - Analyze relationships between and among characters, setting, and events
 - Define new vocabulary and identify words in context
 4. Romeo and Juliet: Act II
 - Identify the role of conflict in plot
 - Define the elements of plot
 - Analyze the structure of a five-act play
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 5. Romeo and Juliet: Act II, continued
 - Define theme
 - Analyze themes in the novel
 - Analyze tragedy
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 6. Romeo and Juliet: Act III
 - Define and analyze setting
 - Identify the elements of blank verse
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 7. Romeo and Juliet: Act III, continued
 - Describe how an author develops a character
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 8. Romeo and Juliet: Act IV
 - Analyze comic relief as a dramatic element
 - Recognize the three types of irony
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 9. Romeo and Juliet: Act IV, continued
 - Identify and evaluate figurative language in the play
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 10. Romeo and Juliet: Act V
 - Analyze stage directions
 - Recognize the features of the Globe Theatre
 - Read and analyze the text, then respond to questions

- Define new vocabulary and identify words in context
- 11. Romeo and Juliet: Act V, continued
 - Identify and evaluate themes in the play
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
- 12. Writing Workshop: Persuasive Essay
 - Analyze the components of a persuasive essay
 - Write a persuasive essay
 - Revise and edit for content, grammar, spelling, and formatting
- 13. Romeo and Juliet: Unit Review
 - Study vocabulary and review previous lesson goals
- 14. Romeo and Juliet: Unit Test

3. Other Worlds

1. Other Worlds: Unit Introduction
 - Understand characteristics of science fiction
 - Identify strategies for evaluating a text
 - Review strategies for learning new vocabulary
 - Understand how to use end punctuation marks correctly
2. A Sound of Thunder: Bradbury
 - Analyze an author's use of different techniques of characterization
 - Practice strategies for evaluating a text
 - Learn strategies for understanding scientific and technical vocabulary
 - Understand how to use commas to separate items in a series
3. Nethergrave: Skurzynski
 - Analyze a character's motivation in a science fiction story
 - Practice strategies for evaluating a text
 - Learn strategies for understanding scientific and technical vocabulary
 - Compare texts within the same genre
 - Understand how to use commas correctly
4. Writing Workshop: Critical Response
 - Use drafting strategies to compose a critical essay about a science fiction story
 - Use vocabulary words correctly in writing
 - Use commas correctly in writing
5. Comparing Texts: Brown and Brautigan
 - Compare the ways in which works from different genres address similar themes
 - Understand how chronological order is used to organize events in a biography
 - Learn strategies for understanding scientific and technical vocabulary
 - Understand how to use commas to set off nonessential information
6. The Handsomest Drowned Man in the World: Marquez
 - Understand characteristics of the genre of magical realism
 - Understand how point of view is used for effect in a short story
 - Use italics and quotation marks correctly in writing titles
7. Language Focus: Writing Conventions
 - Understand the importance of following standard conventions in academic writing
 - Develop a personal editing checklist to improve adherence to standard writing conventions
 - Use end punctuation, commas, italics, and quotation marks correctly in writing
8. Other Worlds: Unit Review
 - Review characteristics of science fiction
 - Review strategies for comparing and evaluating texts
 - Review strategies for learning new vocabulary

- Review conventions for end punctuation, commas, italics, and quotation marks
9. Other Worlds: Unit Test
 10. Writing Workshop: Critical Response
 - Use revising and editing strategies to compose the final draft of a critical response essay
 - Use vocabulary words correctly in writing
 - Use end punctuation, commas, italics, and quotation marks correctly in writing
- 4. The Research Paper**
1. Unit Introduction: The Research Paper
 - Generate a topic for an original research paper
 - Conduct preliminary research to identify potential areas of focus
 2. Prewriting: Forming Research Questions
 - Conduct preliminary research to identify potential areas of focus
 - Develop a list of major questions to guide research
 - Identify the differences between primary and secondary sources and examples of each source type
 - Understand writing conventions for capitalization
 3. Prewriting: Developing a Research Proposal
 - Draft a 1-page research proposal explaining topic, major research questions, and potential areas of focus
 - Identify the differences between primary and secondary sources and examples of each source type
 - Understand writing conventions for capitalization
 4. Prewriting: Gathering Information
 - Learn strategies for evaluating Web sites
 - Identify the differences between primary and secondary sources and examples of each source type
 - Understand writing conventions for capitalization
 5. Prewriting: Evaluating Information
 - Critically evaluate print and electronic informational resources
 - Understand writing conventions for using apostrophes
 6. Prewriting: Taking Notes
 - Practice effective note-taking strategies, including summarizing and paraphrasing
 - Use research questions to guide note-taking
 - Understand writing conventions for using semicolons
 7. Prewriting: Synthesizing Information
 - Synthesize ideas and details from multiple informational texts
 - Use information from a variety of sources to begin formulating answers to the research questions
 - Understand writing conventions for using semicolons
 8. Prewriting: Organizing Ideas
 - Craft a concise and effective thesis that states the controlling idea of the research paper
 - Develop an outline that identifies main ideas and supporting details
 - Understand writing conventions for using hyphens, dashes, and parentheses
 9. Drafting: Getting Started
 - Write a clear and engaging introduction with an effective thesis statement
 - Use an outline to develop body paragraphs
 - Review conventions for capitalization and punctuation
 10. Drafting: Integrating Ideas
 - Write body paragraphs with a clear organizational structure
 - Integrate original ideas with information from outside sources effectively

- Understand and apply conventions for in-text citations using MLA style
- 11. Drafting: Wrapping It Up
 - Write a memorable conclusion that effectively summarizes the main ideas of the research paper
 - Review a peer's research paper and evaluate how well it fulfills the writing purpose
 - Understand and apply conventions for in-text citations using MLA style
- 12. Creating a Multimedia Presentation
 - Develop a multimedia presentation based on the research paper
- 13. Revising: Identifying Trouble Spots
 - Review key traits of effective writing (focus, organization, idea development, voice)
 - Identify possible areas for revision based on key writing traits
 - Begin revising the research paper to improve it in any of the following areas: focus, organization, voice, idea development
- 14. Revising: Working with Feedback
 - Use feedback to revise and edit a research paper
- 15. Editing: Citing Works Using MLA Format
 - Follow appropriate conventions for documenting information from primary and secondary sources
 - Create a Works Cited page using MLA format
- 16. Editing: Polishing, Proofreading, and Publishing
 - Edit, publish, and reflect on the final draft of a research paper

5. Crossing Borders

1. Crossing Borders: Unit Introduction
 - Make personal connections with unit theme
 - Begin to generate topics for an informational essay
 - Review strategies for learning new vocabulary
 - Understand characteristics of prepositional and appositive phrases
2. Borders: King
 - Analyze a character's motivation in a short story
 - Understand the use of chronological order, including flashbacks, in a short story
 - Understand the characteristics of different types of verbal phrases
3. Delfino II: Diez in the Desert
 - Analyze how an author develops mood in an essay
 - Understand the use of imagery, details, and dialogue to create mood
 - Understand the difference between independent and subordinate clauses
4. Writing Workshop: Informational Essay
 - Use drafting strategies to compose an informational essay
 - Use vocabulary words correctly in writing
 - Use phrases and clauses correctly in writing
5. Poems Across the Divide
 - Analyze how writers develop a theme in poetry
 - Compare the development of related themes in three poems
 - Understand the characteristics of adverb clauses
6. Hip-Hop Planet: McBride
 - Understand how a writer's purpose and audience determine the content of an essay
 - Analyze how a writer uses similes for effect in an informational essay
 - Understand the four types of sentence structure
7. Blues Ain't No Mockin Bird: Bambara
 - Analyze the effect of dialect in a story
 - Understand the four types of sentence structure
8. Language Focus: Transitions and Organization

- Understand the importance of organizing ideas clearly in writing
 - Use transitional phrases to improve organization in an essay
 - Use phrases and clauses correctly in writing
 - Understand how to correct common sentence errors: fragments and run-on sentences
9. Crossing Borders: Unit Review
- Review unit theme
 - Review strategies for comparing themes across texts
 - Review strategies for learning new vocabulary
 - Review phrases and clauses
10. Crossing Borders: Unit Test
11. Writing Workshop: Informational Essay
- Use revising and editing strategies to compose the final draft of an informational essay
 - Use vocabulary words correctly in writing
 - Use phrases and clauses correctly in writing
 - Use transitional phrases to improve organization in an informational essay
6. **Semester Exam**
1. Semester Review
- Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, keywords and vocabulary terms, and all important concepts that may be covered on this exam
2. Semester Exam





English 9 Prescriptive






English 1A Syllabus

Course Home





Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Reading for Understanding

Lesson	Description	Time (min)	Objective(s)
 Main Ideas and Supporting Details	This lesson teaches students to locate the main idea topic sentences and supporting details in a passage of text. Students also learn to identify the main idea and supporting details in a variety of sources.	45	<ul style="list-style-type: none">• Identify main ideas• Identify a topic sentence• Identify supporting details
 Quiz: Main Ideas and Supporting Details			
 Summarizing Reading Passages	This lesson teaches students how to summarize informational text.	45	<ul style="list-style-type: none">• Use four steps to produce good summaries• Summarize informational passages
 Quiz: Summarizing Reading Passages			

Lesson	Description	Time (min)	Objective(s)
 Drawing Conclusions	This lesson teaches students how to draw conclusions using supporting details.	45	<ul style="list-style-type: none"> • Identify different types of supporting details in a passage • Use supporting details to determine meaning • Use supporting details to draw conclusions
 Quiz: Drawing Conclusions			
 Context Clues	This lesson teaches students how to understand and use context clues to determine the meaning of unfamiliar words.	45	<ul style="list-style-type: none"> • Understand and use context clues to determine meanings of unfamiliar words
 Quiz: Context Clues			
 Posttest 1			

Module 2: Narrative

Lesson	Description	Time (min)	Objective(s)
 Plot	This lesson teaches students the basic structure of plot in narrative: conflict rising action climax and resolution.	45	<ul style="list-style-type: none"> • Define a narrative plot structure • Track the conflict in a narrative plot
 Quiz: Plot			
 Character I	This lesson teaches students how to recognize the major minor round flat dynamic or static characters as well as the protagonist and antagonist in a piece of fiction.	45	<ul style="list-style-type: none"> • Identify the protagonist and antagonist in a story • Recognize dynamic and static characters • Distinguish between round and flat characters • Identify major and minor characters
 Quiz: Character I			







Lesson	Description	Time (min)	Objective(s)
 Character II	This lesson teaches students the definition for direct and indirect characterization and the process for understanding character traits: identifying character type identifying technique used using context clues and drawing conclusions.	45	<ul style="list-style-type: none"> • Define and identify direct and indirect characterization • Recognize the author's techniques for revealing character traits • Draw conclusions about characters based on context clues
 Quiz: Character II			
 Theme and Symbolism	This lesson teaches students to understand and analyze theme and symbolism in narrative using main idea supporting details and summary.	45	<ul style="list-style-type: none"> • Define theme and symbolism • Recognize theme and symbolism • Know objects, people, and animals as symbols
 Quiz: Theme and Symbolism			
 Point of View	This lesson teaches students how to distinguish among first third limited and omniscient points of view within reading passages.	45	<ul style="list-style-type: none"> • Define narrator, point of view, and persona • Identify point of view in a narrative • Define first- and third-person points of view • Identify stream of consciousness • Identify the limited an omniscient third-person narrative
 Quiz: Point of View			
 Tone and Setting	This lesson teaches students to know and recognize different settings and types of tone. Students will recognize optimistic, pessimistic, angry, humorous, and satirical tones in different passages.	45	<ul style="list-style-type: none"> • Define tone and setting • Identify different types of tone in reading passages • Locate setting within reading passages
 Quiz: Tone and Setting			





Lesson	Description	Time (min)	Objective(s)
★ Posttest 2			

Module 3: Exposition



Lesson	Description	Time (min)	Objective(s)
 Purpose and Audience	This lesson teaches students to be aware of the function of audience and purpose in writing. Students will learn the process of determining audience and purpose and to evaluate different reading passages for audience and purpose.	45	<ul style="list-style-type: none"> • Identify the audience and purpose of a work you are reading or writing • Understand the relationship between audience and purpose and its effect on the writing • Choose the proper form of language to be used when writing for an audience
 Quiz: Purpose and Audience			
 Types of Expository Essays	This lesson introduces students to exposition and the distinguishing features of the different types of expository essays: the cause-and-effect essay the problem-and-solution essay and the comparison-and-contrast essay.	45	<ul style="list-style-type: none"> • Understand the meaning of exposition and expository nonfiction writing • Identify the three types of expository essays • cause and effect, problem and solution, and compare and contrast • Understand the structure of expository essays
 Quiz: Types of Expository Essays			
 Persuasion	This lesson teaches students about persuasive language techniques used in the persuasive essay and in advertisements.	45	<ul style="list-style-type: none"> • Understand the purpose of persuasive writing • Identify the methods used for persuasive appeal • Identify the persuasive techniques of advertising
 Quiz: Persuasion			
★ Posttest 3			






Module 4: Genres

Lesson	Description	Time (min)	Objective(s)
 Sound Devices in Lyric Poetry	This lesson teaches students to recognize understand and analyze sound devices in lyric poetry. Students analyze the refrain, rhyme, rhythm, repetition, and alliteration in lyric poetry.	45	<ul style="list-style-type: none"> • Understand the basic characteristics of the lyric poem • Identify the functions of refrain, rhyme, rhythm, repetition, and alliteration in lyric poetry • Analyze lyric poetry selections for refrain, rhyme, rhythm, repetition, and alliteration
 Quiz: Sound Devices in Lyric Poetry			
 Biography and Autobiography	This lesson teaches students the different characteristics of biographies and autobiographies and how to distinguish between them.	45	<ul style="list-style-type: none"> • Understand the characteristics of biographical writing • Distinguish between biography and autobiography
 Quiz: Biography and Autobiography			
 Journalism	This lesson teaches students about journalism and where it can be found. Students will learn about three main types of news stories: news articles, features, and editorials. They will also learn to distinguish between objectivity and bias in news stories.	45	<ul style="list-style-type: none"> • Understand what journalism is and where news stories can be found • Recognize the characteristics of three different types of journalistic stories: news articles, features, and editorials • Know the reporter's formula: who, what, where, when and why • Understand the differences between bias and objectivity • Understand the different kinds of newspapers and their structure
 Quiz: Journalism			

Lesson	Description	Time (min)	Objective(s)
 Characteristics of Drama	This lesson will teach students about the different types of plays; the format of plays including acts scenes and dialogue and the other characteristics of plays such as characters stage directions and setting.	45	<ul style="list-style-type: none"> • Understand the characteristics of a dramatic play • Identify the format of dramatic scripts • Understand characteristics of comedy and tragedy • Understand the function of dialogue and stage directions
 Quiz: Characteristics of Drama			
 Political Speeches	This lesson teaches students the characteristics and purposes of a political speech. Students learn to understand the organizational structure of persuasive speeches and learn the rhetorical devices used to make the speech memorable.	45	<ul style="list-style-type: none"> • Identify the purposes and characteristics of a political speech • Understand the organizational structure of a political speech • Understand the rhetorical devices used in a political speech
 Quiz: Political Speeches			
★ Posttest 4			







Module 5: The Writing Process







Lesson	Description	Time (min)	Objective(s)
 Writing Process: Prewriting	This lesson teaches students the five steps of the writing process. Students also learn two prewriting strategies: choosing a topic through brainstorming and narrowing a topic using the web graphic organizer.	45	<ul style="list-style-type: none"> • Identify the parts of the writing process • Explain the importance of prewriting • Explain the importance of brainstorming and graphic organizers in the prewriting process
 Quiz: Writing Process: Prewriting			

Lesson	Description	Time (min)	Objective(s)
 Writing Process: Outlines	This lesson teaches students the characteristics of outlines and the use of outlines to help with drafting a piece of writing. Students distinguish among three types of outlines for term papers: topic, sentence, and paragraph outlines.	45	<ul style="list-style-type: none"> • Identify the importance of an outline in the writing process • Identify the basic structure of an outline or essay • Organize ideas to form an outline • Identify the three basic types of outlines
 Quiz: Writing Process: Outlines			
 Writing Process: Drafts	This lesson teaches students how to use the process for creating the rough draft of an essay. Students learn how to structure essays and how to develop the introduction body and conclusion.	45	<ul style="list-style-type: none"> • Understand how a rough draft of an essay is written
 Quiz: Writing Process: Drafts			
 Writing Process: Editing	This lesson teaches students the basic steps for revising editing and proofreading their drafts. Students practice editing a paragraph and learn five common proofreading symbols.	45	<ul style="list-style-type: none"> • Revise a paper • Edit and proofread a paper • Use proofreading marks
 Quiz: Writing Process: Editing			
 Writing Process: Rubrics	This lesson teaches students the definition and purpose of rubrics. Students learn about the differences between general and specific rubrics. Students apply what they have learned about general rubrics to a passage.	45	<ul style="list-style-type: none"> • Define rubric • Understand the difference between a general and a specific rubric • Use a general rubric
 Quiz: Writing Process: Rubrics			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 5			

Module 6: Academic and Workplace Skills

Lesson	Description	Time (min)	Objective(s)
 Speaking Skills	This lesson teaches students about the different types of speeches and the process for giving a speech: choosing a topic determining the purpose gathering materials organizing the speech using speaking strategies and evaluating speeches.	45	<ul style="list-style-type: none"> • Select a topic for a speech • Identify the four different types of speeches and their purposes • Gather and organize materials for a speech • Use different strategies for speaking • Evaluate a speech
 Quiz: Speaking Skills			
 Listening Skills	This lesson teaches students how and when to use critical empathic appreciative and reflective listening skills and how to prepare for listen to and evaluate a speaker and the speakers message.	45	<ul style="list-style-type: none"> • Distinguish between different types of listening • Prepare before listening to a speaker • Distinguish between verbal and nonverbal communication • Evaluate a speech
 Quiz: Listening Skills			
 Group Discussion and Peer Review	This lesson teaches students how to participate effectively in group discussions. They will learn group procedure group roles and tips for effective participation. They will also learn how to give and take feedback effectively in peer reviews.	45	<ul style="list-style-type: none"> • Understand different types of discussion groups and the procedure for conducting a discussion • Participate effectively in groups • Define peer review and how to give effective feedback • Ask open-ended and follow-up questions
 Quiz: Group Discussion and Peer Review			

Lesson	Description	Time (min)	Objective(s)
 Viewing Skills	This lesson teaches students how to apply viewing skills to print and nonprint sources. They will learn to interpret maps illustrations and graphs in informational text and to view fine art critically by understanding its aesthetic elements.	45	<ul style="list-style-type: none"> • Read and interpret maps • Read and interpret bar and line graphs as well as pie charts • Apply aesthetic elements to a piece of art to make evaluations
 Quiz: Viewing Skills			
 Business Letters	This lesson teaches students about the different types of writing that may be encountered in the workplace. Students will learn about the format of a business letter and learn how to address an envelope.	45	<ul style="list-style-type: none"> • Identify the types of business writing and its language and formats • Identify the parts of a business letter • Address a business envelope
 Quiz: Business Letters			
 Workplace Skills	This lesson teaches students how to follow instructions within business documents formatted as paragraphs if-then tables lists flowcharts and diagrams. Students also learn to use questioning as a prereading strategy and scan business documents for information.	45	<ul style="list-style-type: none"> • Identify the different instruction formats that appear in business documents • Understand and follow instructions for competing tasks in the workplace • Scan business documents in order to quickly identify their content
 Quiz: Workplace Skills			
★ Posttest 6			

Review Test

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
☆ Review Test			








English 1B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Introduction to Grammar






Lesson	Description	Time (min)	Objective(s)
 Nouns	This lesson teaches students the definition of a noun and teaches students to recognize nouns as common nouns, proper nouns, subjects of sentences, direct objects, indirect objects, or objects of prepositions.	45	<ul style="list-style-type: none">• Identify common nouns and proper nouns• Identify a noun as the direct and indirect object in a sentence• Identify a noun as the object of a preposition
 Quiz: Nouns			
 Pronouns	This lesson teaches students the definition of a pronoun and teaches them to recognize pronouns as subjects, objects, objects of prepositions, and indirect objects.	45	<ul style="list-style-type: none">• Identify pronouns in sentences• Understand that pronouns can be the subject or object of a sentence• Understand personal and possessive pronouns
 Quiz: Pronouns			

Lesson	Description	Time (min)	Objective(s)
 Verbs	This lesson teaches students the definition of a verb and teaches them to recognize action verbs, linking verbs, and helping verbs.	45	<ul style="list-style-type: none"> • Know how verbs are used in a sentence • Identify action verbs in a sentence • Identify linking verbs in a sentence
 Quiz: Verbs			
 Adjectives and Adverbs	This lesson teaches students the definition of adjectives and adverbs. Students recognize adjectives with possessives as well as with linking verbs, pronouns, and articles. Students recognize adverbs with adjectives and other adverbs.	45	<ul style="list-style-type: none"> • Identify adjectives • Identify articles • Identify adverbs
 Quiz: Adjectives and Adverbs			
 Conjunctions and Prepositions	This lesson teaches students to identify coordinating conjunctions, prepositions, and objects of prepositions.	45	<ul style="list-style-type: none"> • Identify coordinating conjunctions • Identify prepositions and prepositional phrases • Identify the object of a preposition
 Quiz: Conjunctions and Prepositions			
 Posttest 1			



Module 2: Sentences, Subjects, and Predicates

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
📁 Clauses	This lesson teaches students how to recognize complete sentences or independent clauses and subordinate or dependent clauses. Students recognize the subordinating conjunctions that indicate subordinating clauses.	45	<ul style="list-style-type: none"> • Recognize independent clauses • Recognize subordinate clauses • Recognize the subordinating conjunctions that indicate subordinate clauses
❓ Quiz: Clauses			
📁 Sentence Function and Structure	This lesson teaches students how to identify the four functions of sentences-- declarative, interrogative, imperative, and exclamatory-- and the four types of sentence structure: simple, complex, compound, and compound-complex.	45	<ul style="list-style-type: none"> • Identify the function of a sentence as declarative, interrogative, imperative, or exclamatory • Identify the structure of a sentence as simple, compound, complex, or compound-complex
❓ Quiz: Sentence Function and Structure			
📁 Subjects and Predicates	This lesson teaches students to identify subjects and predicates in sentences and to recognize sentences that are missing subjects and predicates.	45	<ul style="list-style-type: none"> • Identify complete subjects and predicates in a sentence • Identify simple subjects and predicates in a sentence • Identify missing subjects and predicates in a sentence
❓ Quiz: Subjects and Predicates			

Lesson	Description	Time (min)	Objective(s)
 Pronouns I	This lesson teaches students to understand the relationship between pronouns and antecedents. They will learn about personal reflexive and intensive pronouns and they will practice using correct pronoun-antecedent agreement in sentences.	45	<ul style="list-style-type: none"> • Define personal pronouns and antecedents • Identify personal pronouns and their and their antecedents in sentences • Define reflexive pronouns and intensive pronouns • Identify reflexive and intensive pronouns in sentences • Use correct pronoun-antecedent agreement in sentences
 Quiz: Pronouns I			
 Pronouns II	This lesson teaches students how to identify and use demonstrative relative interrogative and indefinite pronouns. Students will distinguish among the four types and identify singular and plural antecedents of indefinite pronouns.	45	<ul style="list-style-type: none"> • Identify and use demonstrative, relative, interrogative, and indefinite pronouns
 Quiz: Pronouns II			
 Posttest 2			






Module 3: Verbs

Lesson	Description	Time (min)	Objective(s)
 Verb Tense I	This lesson teaches students to recognize and use the six basic verb tenses: present, past, future, present perfect, past perfect, and future perfect.	45	<ul style="list-style-type: none"> • Define the six basic verb tenses • Identify the six basic verb tenses • Use the six verb tenses in sentences
 Quiz: Verb Tense I			

Lesson	Description	Time (min)	Objective(s)
 Verb Tense II	This lesson teaches students how to use the progressive forms of the six verb tenses (present, past, future, present perfect, past perfect, and future perfect).	45	<ul style="list-style-type: none"> • Understand the difference between basic and progressive verb forms • Identify the progressive form of the six verb tenses • Use the progressive form of the six verb tenses in sentences
 Quiz: Verb Tense II			
 Irregular Verbs	This lesson teaches students to identify the four principal parts of verbs (present, present participle, past, and past participle) in regular verbs and in the following irregular verbs: begin, choose, do, drive, eat, go, ring, run, see, and swim.	45	<ul style="list-style-type: none"> • Identify the four principal parts of regular and selected irregular verbs • Understand how the past and past participle of regular verbs and selected irregular verbs are formed • Use selected irregular verbs in sentences
 Quiz: Irregular Verbs			
 Subject-Verb Agreement	This lesson teaches students to understand and use proper subject-verb agreement with singular and plural subjects, compound subjects, and indefinite pronouns.	45	<ul style="list-style-type: none"> • Recognize subject-verb agreement • Apply subject-verb agreement to singular subjects and plural subjects • Apply subject-verb agreement to compound subjects and indefinite pronouns
 Quiz: Subject-Verb Agreement			

Lesson	Description	Time (min)	Objective(s)
 Active and Passive Verb Forms	This lesson teaches students to distinguish between active and passive voice and to understand when to use the two forms in sentences. Students also learn the different parts of verbs including past and present tense.	45	<ul style="list-style-type: none"> • Identify the active and passive voice • Use the active and passive voice in sentences • Change sentences from one voice to another
 Quiz: Active and Passive Verb Forms			
 Posttest 3			

Module 4: Punctuation

Lesson	Description	Time (min)	Objective(s)
 Capitalization	This lesson teaches students the proper rules of capitalization for sentences quotations parts of speech and titles.	45	<ul style="list-style-type: none"> • Capitalize words in sentences • Capitalize proper nouns and proper adjectives • Capitalize titles
 Quiz: Capitalization			
 Commas, Semicolons, and Colons	This lesson teaches students to identify and use commas semicolons and colons.	45	<ul style="list-style-type: none"> • Identify commas, semicolons and colons • Understand the purpose of commas, semicolons and colons
 Quiz: Commas, Semicolons, and Colons			
 Using Apostrophes	This lesson teaches students how to use apostrophes with possessive nouns and pronouns. Students also use apostrophes with contractions and to show ownership.	45	<ul style="list-style-type: none"> • Use apostrophes with possessive nouns and pronouns • Use apostrophes to show individual and joint ownership • Use apostrophes with contractions







Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Using Apostrophes			
📁 Quotation Marks	This lesson teaches students how to recognize direct and indirect quotations in sentences. Students also learn the rules for punctuating quotations and practice punctuating direct quotations.	45	<ul style="list-style-type: none"> • Identify direct and indirect quotations • Punctuate direct quotations
🔍 Quiz: Quotation Marks			
📁 Combining Sentences for Variety	This lesson teaches students to improve their writing by knowing how to combine sentences using compounds, to combine sentences using clauses and phrases, and to vary sentences by length sentence beginnings and subject-verb order.	45	<ul style="list-style-type: none"> • Combine sentences using compound subjects, verbs, and objects • Use a semicolon or comma and a coordinating conjunction to combine sentences • Combine sentences using phrases and clauses • Revise sentences by varying sentence beginnings and length and by inverting the subject-verb order
🔍 Quiz: Combining Sentences for Variety			
★ Posttest 4			







Module 5: Word Usage and Spelling



Lesson	Description	Time (min)	Objective(s)
📁 Figurative Language	This lesson teaches students how to identify similes, metaphors, personification, alliteration, and onomatopoeia within the context of a poem.	45	<ul style="list-style-type: none"> • Define figurative language • Identify simile and metaphor in a poem • Identify personification in a poem • Identify alliteration and onomatopoeia in a poem

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Figurative Language			
📁 Synonyms, Antonyms, Homophones	This lesson teaches students to identify and distinguish between synonyms, antonyms, and homophones.	45	<ul style="list-style-type: none"> Define and identify synonyms, antonyms, and homophones Tell the difference between synonyms, antonyms, and homophones
🔍 Quiz: Synonyms, Antonyms, Homophones			
📁 Double Negatives	This lesson teaches students how to recognize and correct double negatives in sentences.	45	<ul style="list-style-type: none"> Recognize double negatives in sentences Correct sentences that have double negatives
🔍 Quiz: Double Negatives			
📁 Spelling I	This lesson teaches students to know the difference between singular and plural nouns and pronouns as well as to understand and use the common spelling rules for plurals and possessives.	45	<ul style="list-style-type: none"> Differentiate between singular and plural nouns Use the spelling rules for plural and possessive noun forms Correctly spell irregular plural nouns Use apostrophes
🔍 Quiz: Spelling I			
📁 Spelling II	This lesson teaches students how to modify word endings when adding suffixes by changing the final vowels e and y as well as doubling the final consonant.	45	<ul style="list-style-type: none"> Spell words when adding suffixes Spell words ending in e and y when adding certain suffixes Use double consonants before adding certain suffixes
🔍 Quiz: Spelling II			
★ Posttest 5			



Module 6: Vocabulary

Lesson	Description	Time (min)	Objective(s)
 Prefixes I	This lesson teaches students the strategy of using prefixes to decode the meaning of words when encountering unfamiliar vocabulary in reading passages.	45	<ul style="list-style-type: none"> • Define these word parts: prefix, root, and suffix • Use word parts as a reading strategy • Define these five prefixes: de-, dis-, re-, sub-, and un- • Use these prefixes to guess the meaning of unfamiliar words • Understand these prefixes in the context of a reading passage
 Quiz: Prefixes I			
 Prefixes II	This lesson introduces students to the concept of word parts (prefixes, suffixes, roots). Students learn a set of prefixes and use them in the context of reading passages.	45	<ul style="list-style-type: none"> • Define these word parts: prefix, root, and suffix • Use word parts as a reading strategy • Define these five prefixes: de-, dis-, re-, sub-, and un- • Use these prefixes to guess the meaning of unfamiliar words • Understand these prefixes in the context of a reading passage
 Quiz: Prefixes II			
 Roots I	This lesson teaches students the strategy of using roots to decode the meaning of words when encountering unfamiliar vocabulary in reading passages.	45	<ul style="list-style-type: none"> • Define root • Use word parts as a reading strategy • Define five roots: duct, graph, spect, ven, vert • Use these roots to find the meaning of unfamiliar words • Understand these roots in a reading passage
 Quiz: Roots I			

Lesson	Description	Time (min)	Objective(s)
 Roots II	<p>This lesson teaches students the concept of root words. Students use these words in the context of reading passages.</p>	45	<ul style="list-style-type: none"> • Define these word parts: prefix, root, and suffix • Use word parts as a reading strategy • Define these five roots: mit, pon, puls, scrib, ten • Use these roots to guess the meaning of unfamiliar words • Understand these roots in the context of a reading passage
 Quiz: Roots II			
 Suffixes	<p>This lesson on vocabulary teaches students the strategy of using suffixes to decode the meaning of words when encountering unfamiliar vocabulary in reading passages.</p>	45	<ul style="list-style-type: none"> • Define these word parts: prefix, root, and suffix • Use word parts as a reading strategy • Define five suffixes: -ate, -ful, -less, -ly, and -logy • Use these suffixes to guess the meaning of unfamiliar words • Understand these suffixes in the context of a reading passage
 Quiz: Suffixes			
 Word Origins	<p>This lesson teaches word origins specifically as they relate to Greek mythology. The student will learn about Greek mythology become familiar with a few myths and understand the relationship between myths and some words in contemporary English to better understand the definition for those modern words.</p>	45	<ul style="list-style-type: none"> • Understand that some words have their origins in Greek mythology • Understand the meaning and origin of the words Promethean and narcissistic • Understand the meaning and origin of the words odyssey, siren, and herculean
 Quiz: Word Origins			

Lesson	Description	Time (min)	Objective(s)
 Analogies	This lesson teaches students how sets of words can share a specific relationship. Students learn to decode the structure of analogies understand common analogy types and use their knowledge of word parts to solve analogies containing unfamiliar vocabulary.	45	<ul style="list-style-type: none"> • Understand what an analogy is and how it is solved • Determine the relationship between pairs of words • Make an educated guess about the relationship of words based on an understanding of word parts
 Quiz: Analogies			
★ Posttest 6			

Module 7: Research Skills

Lesson	Description	Time (min)	Objective(s)
 Introduction to the Dictionary	This lesson teaches students to understand word entries in dictionaries including word definitions, pronunciations, syllables, stresses, and word etymologies.	45	<ul style="list-style-type: none"> • Identify the different types of dictionaries • Look up words in a dictionary • Understand a word's pronunciation based on its dictionary entry • Divide a word into syllables based on its dictionary entry • Correctly stress a word's syllables based on its dictionary entry • Determine the etymology of a word based on its dictionary entry
 Quiz: Introduction to the Dictionary			

Lesson	Description	Time (min)	Objective(s)
📖 Introduction to Research Papers	This lesson teaches students about research reports and introduces students to all aspects of the research paper from writing a thesis statement to gathering information organizing information and referencing sources.	45	<ul style="list-style-type: none"> • Determine research needs • Choose a research topic • Narrow a research topic • Track and quote sources
📖 Quiz: Introduction to Research Papers			
📖 Using the Internet for Research	This lesson teaches students how useful the Internet can be as a research tool. Students learn how to conduct searches on the Internet and how to evaluate the reliability of Internet resources.	45	<ul style="list-style-type: none"> • Define Internet-related terms • Research topics on the Internet • Determine if Internet resources are valid
📖 Quiz: Using the Internet for Research			
★ Posttest 7			

Review Test

Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

English 10



English 10

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise English 10. In this course, the student will explore the timeless themes of world literature, including works from the Americas, Europe, and Africa. In reading these diverse selections, the student will gain a thorough understanding of fiction genres, including classics, contemporary fiction, poetry, and drama. The student will also read Mark Twain's *Adventures of Huckleberry Finn*. John Steinbeck's novella *Of Mice and Men* may be read instead of *Adventures of Huckleberry Finn*. In reading these American literature selections and creating a multimedia presentation, the student will understand longer works of literature in their historical and literary context. Writing instruction guides the student through the process of composing expository and analytical essays. It also provides opportunities for the student to write creatively; the student will compose a short story and poem.

Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer.

Semester A Outline

1. The Literature of the Americas

1. Course Introduction

- Recognize the connection between archetypes and themes in literature
- Differentiate between paraphrasing and summarizing
- Identify the main idea in a nonfiction literary work
- Identify various parts of speech
- Use academic vocabulary to identify literary concepts

2. Aztec Creation Story

- Analyze characters in a myth
- Name the elements of a creation story
- Identify and use nouns correctly

3. Emancipation

- Analyze historically significant documents
 - Determine the author's/speaker's purpose for writing/speaking
 - Compare themes in literature
 - Identify and use pronouns correctly
4. At The Tourist Center in Boston
 - Examine how diction affects tone
 - Identify tone in a poetic work
 - Identify and use verbs correctly
 5. Day of the Butterfly
 - Analyze theme in a literary work
 - Identify and use adjectives correctly
 6. No Dogs Bark
 - Analyze symbolism in a short story
 - Compare themes across texts
 - Examine images that contribute to mood
 - Identify and use adverbs
 7. Crossroads: A Sad Vaudeville
 - Analyze characters in a dramatic work
 - Identify and explain dramatic irony in a play
 - Identify prepositions, conjunctions, and interjections in writing
 8. The Literature of the Americas Unit Review
 - Review concepts and skills from previous lessons to prepare for a test
 9. The Literature of the Americas Unit Test
 - Demonstrate mastery of skills and comprehension of material taught

2. The Literature of the Americas II

1. Love after Love
 - Identify a paradox and analyze its meaning in a literary work
 - Identify common sentence errors
 - Identify components of a sentence
2. When Greek Meets Greek
 - Identify how dialogue reveals information about a character
 - Define idioms, colloquialisms, slang, and jargon
 - Identify and use simple and complete subjects correctly
3. Girls Can We Educate We Dads? and In Trying Times
 - Analyze the effect of diction in a poem
 - Analyze the impact repetition has on a poem
 - Identify thematic connections across texts
 - Identify and use complete and simple predicates correctly
4. The Youngest Doll
 - Identify the elements of magic realism in a literary work
 - Determine the central idea of a literary work
 - Compare cultural experiences reflected in works of literature from outside the United States
 - Identify and use compound subjects and verbs correctly
5. Writing Workshop: Compare-and-Contrast Essay

- Write a compare and contrast essay
- 6. The Third Bank of the River
 - Analyze how an author develops complex characters in a literary work
 - Examine and interpret the use of symbolism in a literary work
 - Make generalizations from a literary work
 - Identify and revise sentence fragments
- 7. The Book of Sand
 - Identify the elements that contribute to a literary work's mood
 - Revise an essay for varied sentence length
 - Identify and use direct and indirect objects correctly
- 8. The Censors
 - Analyze irony in a literary work
 - Examine how characters' actions serve to advance the plot
 - Identify and use predicate nominatives and predicate adjectives correctly
- 9. Tonight I Can Write and Serenity
 - Identify personification in a literary work
 - Analyze tone in a literary work
 - Use inference to determine poetic meaning
 - Correctly identify sentence patterns
- 10. And of Clay Are We Created
 - Analyze tone in a literary work
 - Examine how an author develops a character
- 11. The Literature of the Americas II Review
 - Implement review strategies to prepare for a test
- 12. The Literature of the Americas II Test
 - Demonstrate mastery of skills and comprehension of material learned
- 13. Writing Workshop: Compare and Contrast Essay
 - Edit an essay to produce a final draft
 - Use a rubric to evaluate an essay

3. Europe I

1. The Divine Comedy
 - Identify the rhyme scheme in a poem
 - Analyze the effect of rhyme scheme on a poem's meaning
 - Use inference to determine poetic meaning
 - Identify and use phrases correctly
2. First Confession
 - Identify and examine the types of literary characters in a work of fiction
 - Determine how language choices help to evoke a sense of time and place
 - Analyze the use of humor in a work of fiction
 - Identify and use prepositional phrases correctly
3. Poems on Life and Death
 - Identify the differences between the sonnet and villanelle poetic forms
 - Analyze voice in a poetic work
 - Organize an expository essay
 - Identify and use appositives and appositive phrases correctly

4. Writing Workshop
 - Write a rough draft of an expository essay
5. The Love Song of J. Alfred Prufrock
 - Identify and interpret allusions in a poetic work
 - Analyze sensory details and images in poetry
 - Review an essay for unity and coherence
 - Identify and use verbals and verbal phrases correctly
6. The Destructors Part 1
 - Demonstrate understanding of characters and plot events in a narrative
 - Analyze how an author's language choices evoke a sense of time and place
 - Identify and use gerund and gerund phrases correctly
7. The Destructors Part 2
 - Analyze the elements that contribute to an author's style
 - Analyze the interaction between and among characters in a narrative
 - Use context clues to determine the meaning of words
 - Identify and use infinitives and infinitive phrases correctly
8. The Guitar and Poor Fish
 - Identify and analyze the themes of a literary work
 - Use inference to analyze meaning in a narrative
 - Identify and explain external and internal conflict in a narrative
 - Identify misplaced modifiers, dangling modifiers, and phrase fragments
9. Unit Review
 - Implement review strategies to prepare for a test
10. Europe 1 Unit Test
 - Demonstrate mastery of skills and comprehension of material studied
11. Writing Workshop Expository Essay
 - Edit an essay to produce a final draft
 - Publish a final draft

4. Europe II

1. The Black Sheep; The Balek Scales
 - Analyze point of view in a short story
 - Analyze an author's use of satire in a short story
 - Identify and explain the elements of allegory
 - Examine the literary elements that contribute to theme
 - Use context to determine the meaning of unknown words
2. The Last Judgment: Capek
 - Analyze the use of dialogue in character development
 - Demonstrate comprehension of narrative text
 - Identify subordinate clauses correctly
3. A Contribution to Statistics; And Yet the Books
 - Interpret an author's purpose and message
 - Identify relevant details that contribute to an author's purpose and message
 - Identify adverbial clauses and subordinating conjunctions correctly
4. Writing Workshop: Personal Narrative
 - Write a rough draft of your personal narrative

5. The Rhinoceros: Part 1
 - Demonstrate comprehension of a narrative text
 - Analyze an author's use of a motif in narrative text
 - Identify adjectival clauses and the function of a relative pronoun
6. The Rhinoceros: Part 2
 - Examine how historical background contributes to a literary work
 - Identify examples of Theater of the Absurd
 - Identify misplaced modifiers and noun clauses
7. Alone; The Nobel Prize; First Frost
 - Identify and analyze imagery that supports a theme
 - Identify various kinds of sentence structures
 - Demonstrate understanding of the structural elements of poetic texts
8. Forbidden Fruit
 - Analyze an author's use of hyperbole in a narrative text
 - Identify and examine ideas that support the development of the theme in a narrative text
 - Identify clause fragments and run-on sentences
9. Europe II Review
 - Implement review strategies to prepare for the unit test
10. Europe II Unit Test
 - Demonstrate mastery of skills and comprehension of material studied
11. Writing Workshop Personal Narrative
 - Edit an essay to produce a final draft
 - Publish a final draft

5. **Adventures of Huckleberry Finn**

1. Adventures of Huckleberry Finn: Lesson 1
 - Describe Samuel Clemens's background and how it affected his writing
 - Define vocabulary words
 - Identify point of view in the novel
2. Adventures of Huckleberry Finn: Lesson 2
 - Apply the definitions of Regionalism, Realism, and Naturalism to the novel
 - Define vocabulary words
 - Analyze the use of dialect in the novel
3. Adventures of Huckleberry Finn: Lesson 3
 - Analyze dialogue and characterizations of Jim from the novel
 - Define vocabulary words
 - Generate ideas for character analysis project
4. Adventures of Huckleberry Finn: Lesson 4
 - Describe the requirements of the character analysis project
 - Compose a rough draft of the character analysis project
5. Adventures of Huckleberry Finn: Lesson 5
 - Define satire
 - Identify use of satirical techniques in the novel
 - Define vocabulary words
 - Analyze passages from the novel to gain character insights

6. Adventures of Huckleberry Finn: Lesson 6
 - Evaluate the significance of Huck's moral crisis
 - Define vocabulary words
 - Identify the use of metaphors in the novel
7. Adventures of Huckleberry Finn: Lesson 7
 - Analyze the attitudes on race prevalent when the novel was published
 - Define vocabulary words
 - Debate whether challenges to the novel are valid
8. Adventures of Huckleberry Finn: Lesson 8
 - Identify themes in the novel
 - Analyze social commentary in the novel
 - Define vocabulary words
 - Compose the final draft of the character analysis project

6. Africa

1. Sunjata Part 1
 - Identify characteristics of an epic poem
 - Analyze the elements of a narrative in an epic poem
 - Demonstrate understanding of events in an epic poem
2. Sunjata Part 2 and Africa
 - Demonstrate understanding of plot events in an epic poem
 - Analyze the elements of an epic poem
 - Identify and analyze examples of personification in a poem
 - Identify and use the principal parts of verbs correctly
3. Black Girl Part 1
 - Analyze the effect of setting on narrative elements
 - Analyze the effect of an author's manipulation of time in a narrative text
 - Identify and use the principal parts of verbs correctly
4. Black Girl Part 2
 - Demonstrate understanding of the interaction of narrative elements in a literary work
 - Identify and use problem verbs correctly
5. Three Pieces: Senghor, Soyinka, Achebe
 - Analyze diction and the use of figurative language in text
 - Draw conclusions using textual support
 - Identify and use various verb tenses correctly
6. Writing Workshop: Poem
 - Compose a draft of a poem
7. In the Shadow of War
 - Identify and analyze the plot of a short story
 - Analyze how the plot and characters of a short story reflect an author's perspective
 - Identify and use progressive and emphatic verb forms correctly
8. Loyalties and A Meeting in the Dark Part 1
 - Identify and analyze different types of humor in narrative text
 - Use context clues to determine the meaning of unknown words/phrases
 - Identify and correct unnecessary shifts in verb tense
9. A Meeting in the Dark Part 2

- Identify and analyze how the characters and plot serve to advance the theme of a work of fiction
 - Identify active and passive voice correctly
10. The Pig
- Analyze diction that contributes to tone in a literary work
 - Identify and use verb forms correctly
11. No Witchcraft for Sale
- Determine the most important ideas to include in a summary of a narrative text
 - Use context to determine understanding of unknown words or phrases
12. The Moment Before the Gun Went Off
- Analyze the use of irony in a short story
 - Apply knowledge of strong verbs
 - Use context to determine the meaning of unknown words and phrases
13. The Prisoner Who Wore Glasses
- Analyze character development in a narrative text
14. The Literature of Africa Unit Review
- Implement review strategies to prepare for a test
15. The Literature of Africa Unit Test
- Demonstrate mastery of skills and comprehension of material studied
16. Writing Workshop: Poem
- Compose a final version of a poem
7. **Semester Review and Exam**
1. English 10 A Semester Review
 - Review major concepts and strategies from the English 10 A course in preparation for the semester exam
 2. English 10 A Semester Exam

Semester B Summary:

This is the second of two courses that comprise English 10. In this course, the student will continue to explore the timeless themes of world literature, including works from Europe, the Middle East, Asia, and the Pacific Rim. In reading these diverse selections, the student will gain a thorough understanding of fiction genres, including classics, contemporary fiction, poetry, and drama. The student will also read Oscar Wilde's play *The Importance of Being Earnest*. George Bernard Shaw's play *Pygmalion* may be read instead of *The Importance of Being Earnest*. In reading these British plays and composing a dramatic scene, the student will understand drama in its historical and literary context.

Writing instruction guides the student through the process of composing a descriptive portrait, a research paper, and a persuasive speech. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer.

Semester B Outline

1. **Nonfiction: Persuasion**

1. Prewriting: Persuasive Writing
 - Distinguish between fact and opinion
 - Analyze the elements of persuasive writing
 - Demonstrate knowledge of capitalization
2. Preparation: Choose a Topic and Develop a Thesis
 - Identify the elements of an effective thesis statement
 - Demonstrate understanding of counterarguments in persuasive writing
 - Demonstrate knowledge of capitalization
3. Preparation: Develop Arguments
 - Identify and differentiate between the persuasive appeals: ethos, pathos, and logos
 - Develop arguments in a persuasive speech using persuasive appeals
4. Writing Workshop: Persuasive Speech: Outline
 - Compose the draft of a persuasive speech based on reasoned arguments
5. Revising Your Speech
 - Revise a persuasive speech by checking for logical fallacies
 - Compare and contrast two speeches to determine a speaker's purpose
6. Public Speaking
 - Identify organizational strategies to prepare ideas when presenting a speech
 - Determine appropriate audiovisual aids to support ideas in a speech
 - Demonstrate knowledge of comma usage
7. Presentation
 - Demonstrate understanding of the technical aspects of preparing for and presenting a speech
 - Analyze diction and persuasive techniques in a variety of informational texts
 - Demonstrate knowledge of comma usage in introductory elements
8. Critical Listening Skills
 - Determine critical listening skills for a variety of purposes and/or situations
 - Identify the appropriate skills necessary for participating in a group discussion
 - Identify and practice the correct usage of commas that enclose
9. Nonfiction: Persuasion Unit Review
 - Apply study skills to prepare for a test
10. Nonfiction: Persuasion Unit Test
11. Writing Workshop: Persuasive Speech Final
 - Analyze elements of a speech using specified criteria in a rubric
 - Evaluate and incorporate feedback to edit a speech
 - Prepare an audio recording of a persuasive speech

2. **Middle East and South Asia I**

1. Introduction to Indian Literature
 - Clarify knowledge about India, its geography, culture and people, and Indian literature
2. India: The Ramayana
 - Analyze elements of descriptive writing

- Analyze how an author develops a character
 - Identify and use the nominative case of personal pronouns
3. Algeria: "My Father Writes to My Mother"
 - Analyze the influence of setting on narrative elements
 - Identify and use the objective case of personal pronouns
 4. Egypt: "Another Evening at the Club"
 - Interpret imagery and symbolism in a literary work
 - Identify and use the possessive case correctly
 - Correctly apply the word "who" in various situations
 5. Writing Workshop: Descriptive Portrait
 - Apply knowledge of descriptive writing
 6. Egypt: "The Happy Man"
 - Analyze how an author uses dark humor to convey thematic ideas
 - Identify and correctly use pronouns in elliptical clauses and appositives
 7. Israeli and Palestinian Literature
 - Analyze the use of cultural symbols in a poem
 - Interpret the meaning of a poem
 - Identify and practice the correct use of pronouns and antecedents
 8. "The Swimming Contest"
 - Use context clues to discover word meanings
 - Explain the use of foreshadowing in a literary work
 - Identify unclear, missing, or confusing antecedents
 9. Syria: "The Women's Baths"
 - Use word parts to interpret new vocabulary
 - Identify and analyze sensory details in a literary work
 - Apply knowledge of pronoun use
 10. Middle East and South Asia I Unit Review
 - Implement review strategies to prepare for a test
 11. Middle East and South Asia I Unit Test
 12. Writing Workshop
 - Edit and publish a descriptive portrait
- 3. Middle East and South Asia II**
1. "Wanted: A Town Without a Crazy": Izgu
 - Identify and explain the purpose of exaggeration in a literary work
 - Identify and practice the correct use of subject and verb agreement
 2. Literature of Armenia and Iraq
 - Develop and prepare a research proposal investigating a cultural aspect related to a country of literary study
 - Participate effectively in an online discussion by posting and responding to questions related to the research proposal
 3. "Five Hours to Simla"
 - Examine techniques used to create mood in a literary work
 - Identify and practice the correct use of subject and verb agreement
 4. "The Cabuliwallah"
 - Locate, evaluate, and document sources related to a topic of research

- Draft and submit a research proposal, including a topic, questions, and multiple sources
5. Narayan and Ondaatje
 - Identify details that support the main idea in a literary work
 - Analyze and infer meaning within and across texts
 - Use context clues to determine the meaning of unknown words or phrases
 - Demonstrate understanding of subject and verb agreement
 6. Online Communications
 - Identify the rules for safe and appropriate online communications
 - Recognize and demonstrate understanding of plagiarism
 - Identify and practice the correct use of subject and verb agreement
 7. Middle East and South Asia II Unit Review
 - Prepare for a test
 8. Middle East and South Asia II Unit Test
 - Demonstrate mastery of skills and comprehension of material learned
 9. Writing Workshop: Research Proposal: Final Draft
 - Write annotations to each source
 - Edit a research proposal for a final draft copy
- 4. East Asia and the Pacific Rim**
1. The Three Kingdoms: Guanzhong
 - Identify literary works for close analysis
 - Review the structure of literary analysis in order to prepare for a book discussion
 - Participate effectively in an online collaborative discussion
 2. From Emperor to Citizen: P'u Yi
 - Analyze diction to determine the author's tone in literary non-fiction
 - Draw inferences based on information and ideas provided in the text
 - Correctly use italics and quotation marks
 - Use context clues to determine the meaning of unknown words
 3. The Tall Woman and Her Short Husband: Jicai
 - Analyze the interaction between characters in a literary work
 - Demonstrate understanding of characters and plot events in a narrative
 - Use quotation marks correctly
 4. Saboteur: Jin
 - Identify and analyze examples of foreshadowing in literary text
 - Demonstrate understanding of plot events in a narrative
 - Use quotation marks correctly
 5. Cranes: Sun-won
 - Examine an author's use of flashbacks and foreshadowing in a literary work
 - Demonstrate understanding of plot events in a narrative
 - Demonstrate knowledge of other punctuation marks
 - Use context clues to determine the meaning of unknown words
 6. Thoughts of Hanoi: Thi Vinh
 - Analyze the importance of setting in a literary work and its contribution to mood
 - Evaluate an author's perspective and tone as communicated through literary text
 - Demonstrate correct use of apostrophes
 7. Writing Workshop: Literary Analysis Rough Draft

- Compose an essay of literary analysis
8. Tokyo: Hayashi
 - Demonstrate understanding of plot events in a narrative by identifying relevant details
 - Use context clues to determine the meaning of unknown words
 - Demonstrate correct use of apostrophes and semicolons
 9. Eve to Her Daughters: Wright
 - Analyze how an author controls voice and tone to transform familiar literary text
 - Cite evidence to support analysis of text
 - Demonstrate correct use of colons and hyphens
 10. A Way of Talking: Grace
 - Analyze an author's use of perspective to communicate perspective
 - Demonstrate understanding of plot events in a narrative
 - Demonstrate correct use of dashes, parentheses, brackets, and ellipses
 11. East Asia and the Pacific Rim Unit Review
 - Implement study strategies to prepare for a unit test
 12. East Asia and the Pacific Rim Unit Test
 - Apply knowledge from Unit 6 on a unit test
 13. Writing Workshop: Literary Analysis Final Draft
 - Incorporate feedback to edit an essay
 - Use a rubric to edit an essay
 - Publish the final draft of a literary analysis essay
- 5. The Importance of Being Earnest**
1. The Playwright Oscar Wilde
 - Identify strategies for reading dramatic dialogue
 - Summarize Oscar Wilde's philosophy and goals for writing the play
 2. Act I, First Half
 - Synthesize research on Victorian England
 - Define vocabulary words
 - Apply the characteristics of Victorian culture to the play
 3. Act I, Second Half
 - Synthesize research on Victorian art and literature
 - Define vocabulary words
 - Apply the characteristics of Restoration comedy to the play
 4. Act II, First Half
 - Analyze dialogue between characters in the play
 - Define vocabulary words
 - Describe the conflict in the play
 5. Act II, Second Half
 - Analyze symbolism and irony in the play
 - Define vocabulary words
 6. Act III
 - Evaluate Jack's use of the word absurd to assess what is happening around him
 - Define vocabulary words
 - Analyze the last line and title of the play
 7. The Importance of Being Earnest Unit Review

- Prepare for unit test
8. The Importance of Being Earnest Unit Test
- 6. The Research Paper**
1. Prewriting: Researching and Taking Notes
 - Identify and evaluate online and print sources to support research
 - Summarize research in note form
 2. Prewriting: Synthesizing Information and Thesis
 - Synthesize information for a research paper
 - Construct a thesis for a research paper
 - Use adjectives and adverbs correctly
 3. Prewriting: Organizing and Outlining
 - Organize information for a research paper
 - Compose an outline for a research paper
 - Use adjectives and adverbs correctly
 4. Drafting: Refining the Thesis and Introduction
 - Compose an introduction for a research paper
 - Analyze informational text to identify areas for development and refinement of claims and ideas
 - Refine the thesis of a research paper
 - Use adjectives and adverbs correctly
 5. Drafting: Body & Conclusion
 - Compose a draft of the body and conclusion of a research paper
 6. Revising Strategies: Focus
 - Identify the trouble spots within the rough draft of a research paper in order to revise it for focus
 - Assess knowledge of usage
 - Participate effectively in an online discussion to provide and receive feedback about the rough draft of a research paper
 7. Revising Strategies: Organization, Support, Voice
 - Revise a research paper
 - Determine the appropriate transitions to improve writing
 - Demonstrate knowledge of usage
 8. Revising: Following a Style Guide
 - Identify and explain the purpose of different style guides
 - Use the correct format to cite sources accurately
 - Demonstrate knowledge of usage
 9. Revising: Works Cited Page
 - Cite research sources using MLA format
 - Demonstrate understanding of editorial choices that conform to MLA format
 10. Editing: Incorporating Feedback
 - Incorporate feedback into editing
 - Use capitalization rules correctly
 11. Editing: Polishing and Publishing
 - Edit writing for grammar, conventions, and final publication
- 7. Semester Exam**

1. English 10B Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, grammar, and writing concepts explored in Semester B
2. English 10B Semester Exam

English 10 Honors



English 10 Honors

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise English 10 Honors. In this course, the student will study the literature of the Americas, Europe, and Africa. In reading and responding to these selections, the student will gain an understanding of and appreciation for both the unique experiences of people from other cultures and the common themes that run through the human experience regardless of culture. Writing instruction focuses on analysis, exposition, and narrative writing with expanded opportunities for creative and fiction writing. An increased focus on higher-order thinking, literary analysis, and vocabulary studies differentiates this course from its standard-level equivalent.

Semester A Outline

1. The Literature of the Americas

1. Introduction to World Literature
 - Discuss personal feelings about world literature themes
 - Explain the challenges and rewards of translating literature
 - Compose an expository paragraph
 - Identify various parts of speech
2. An American Classic: Aztec Creation Story
 - Read and analyze an influential literary classic
 - Name elements of a creation story
 - Define word parts to interpret meaning
 - Identify and use nouns correctly
3. Mexico: "No Dogs Bark"
 - Analyze symbolism in a short story
 - Identify sentence fragments
 - Identify and use adverbs
4. Mexico: "Two Bodies"
 - Identify figurative language
 - Identify and interpret imagery
 - Identify and correct sentence fragments

5. Mexico: "Crossroads: A Sad Vaudeville"
 - Analyze elements of drama, including stage directions
 - Analyze characters in a dramatic work
 - Identify and explain dramatic irony in a play
 - Identify word parts to interpret meaning
 - Identify and correct phrase fragments
6. Canada: "At the Tourist Centre in Boston"
 - Identify tone in a poetic work
 - Explain how diction affects tone
 - Identify and correct clause fragments
7. Canada: "Day of the Butterfly"
 - Analyze characters' motivations and actions
 - Analyze theme in a short story
 - Identify word parts to interpret meaning
 - Review how to correct sentence, phrase, and clause fragments
8. United States of America: Gettysburg Address
 - Analyze historically significant documents
 - Analyze organizational patterns
 - Identify rhetorical devices
 - Identify and correct sentence fragments
9. Playing with Point of View
 - Analyze point of view
 - Identify word parts to interpret meaning
10. The Literature of the Americas Review
 - Review unit essential questions
 - Prepare for unit test
11. The Literature of the Americas Unit Test
 - Demonstrate mastery of skills and comprehension of material learned

2. **The Literature of the Americas II**

1. "Love after Love"
 - Identify and analyze a paradox
 - Analyze theme in a literary work
 - Identify types of complements
2. "When Greek Meets Greek"
 - Analyze the development of a character in a literary work
 - Analyze theme in a literary work
 - Identify how dialogue reveals information about a character
 - Identify idioms, colloquialisms, slang, and jargon
 - Identify predicate nominatives
3. "Girls Can We Educate We Dads?"; "In Trying Times"
 - Analyze the effect of diction in a poem
 - Analyze the effect dialect has on a poem
 - Analyze the effect of repetition in a poem
 - Differentiate between denotation and connotation
 - Identify sentence patterns
4. "The Youngest Doll"

- Identify the elements of magic realism in a literary work
- Identify the central idea of a literary work
- Apply knowledge of complements
- 5. Writing Workshop: Compare and Contrast Essay
 - Write the draft of a compare and contrast essay
- 6. "The Third Bank of the River"
 - Analyze how an author develops complex characters in a literary work
 - Analyze the use of symbolism in a literary work
 - Make generalizations from a literary work
 - Identify types of phrases
- 7. "The Book of Sand"
 - Identify the elements that contribute to a literary work's mood
 - Revise an essay for varied sentence length
 - Identify appositives and appositive phrases
- 8. "The Censors"
 - Analyze irony in a literary work
 - Identify verbals and verbal phrases
- 9. "Tonight I Can Write" and "Serenity"
 - Identify personification in a literary work
 - Analyze tone in a literary work
 - Identify the functions of gerund phrases
- 10. "And of Clay Are We Created"
 - Analyze tone in a literary work
 - Analyze how an author develops a character
 - Identify the functions of infinitives
- 11. The Literature of the Americas II Review
 - Implement review strategies to prepare for a test
- 12. The Literature of the Americas II Unit Test
 - Demonstrate mastery of skills and comprehension of material learned
- 13. Writing Workshop: Compare and Contrast Essay
 - Edit an essay to produce a final draft
 - Use a rubric to evaluate an essay

3. Europe I

1. "The Divine Comedy"
 - Identify and analyze rhyme scheme in a poem
 - Use inferences to determine poetic meaning
 - Identify and use phrases correctly
2. "First Confession"
 - Identify and analyze types of literary characters in a work of fiction
 - Analyze the use of humor in a work of fiction
 - Identify phrase fragments
3. Poems on Life and Death
 - Identify differences between the sonnet and the villanelle forms
 - Analyze voice in a poetic work
 - Review phrases
4. Writing Workshop

- Write a rough draft of an expository essay
- 5. "The Love Song of J. Alfred Prufrock"; "Ten Songs"
 - Identify and interpret allusions in a poetic work
 - Analyze sensory details and images in poetry
 - Identify verbals and verbal phrases
- 6. "The Destroyers," Part 1
 - Demonstrate understanding of characters and plot events in a narrative
 - Analyze how an author's language choices evoke a sense of time and place
 - Review phrases
- 7. "The Destroyers," Part 2
 - Analyze the elements that contribute to an author's style
 - Analyze the interaction between and among characters in a narrative
 - Self-assess knowledge of phrases
- 8. "The Guitar" and "Poor Fish"
 - Identify and analyze the themes of a literary work
 - Use inferences to analyze meaning in a narrative
 - Identify and explain external and internal conflict in a plot
 - Identify subordinate clauses
- 9. Unit Review
 - Implement review strategies to prepare for a test
- 10. Europe I Unit Test
 - Demonstrate mastery of skills and comprehension of material studied
- 11. Writing Workshop Expository Essay
 - Edit an essay to produce a final draft
 - Publish a final draft

4. Europe II

1. "The Black Sheep" and "The Balek Scales"
 - Analyze point of view in a short story
 - Identify and analyze satire
 - Identify and analyze elements of allegory
 - Analyze theme in a short story
2. "The Last Judgment"
 - Analyze the use of dialogue in character development
 - Identify subordinate and independent clauses correctly
3. "A Contribution to Statistics"/"And Yet the Books"
 - Interpret an author's purpose and message
 - Identify relevant details that contribute to an author's purpose and message
 - Identify misplaced modifiers and noun clauses correctly
4. Writing Workshop: Personal Narrative
 - Write a rough draft of your personal narrative
5. "Rhinoceros," Part 1
 - Analyze an author's use of a motif in a narrative text
 - Apply knowledge of foreshadowing to make predictions about a story
 - Identify various sentence structures
6. "Rhinoceros," Part 2
 - Analyze how historical background contributes to a literary work

- Identify elements of Theater of the Absurd
 - Identify clause fragments and run-on sentences
 - 7. "Alone," "The Nobel Prize," and "First Frost"
 - Identify and analyze imagery that supports a theme
 - Demonstrate understanding of the structural elements of poetic texts
 - Demonstrate understanding of diagramming to sentence structures
 - 8. "Forbidden Fruit"
 - Analyze an author's use of hyperbole in a narrative text
 - Identify and examine ideas that support the development of the theme in a narrative text
 - Apply understanding of various kinds of clauses
 - 9. Unit Review
 - 10. Unit Test
 - Demonstrate mastery of skills and comprehension of material studied
 - 11. Writing Workshop Personal Narrative
 - Edit an essay to produce a final draft
 - Publish a final draft
- 5. Adventures of Huckleberry Finn**
1. Adventures of Huckleberry Finn: Lesson 1
 - Describe Samuel Clemens's background and how it affected his writing
 - Define vocabulary words
 - Identify point of view in the novel
 2. Adventures of Huckleberry Finn: Lesson 2
 - Apply the definitions of Regionalism, Realism, and Naturalism to the novel
 - Define vocabulary words
 - Analyze the use of dialect in the novel
 3. Adventures of Huckleberry Finn: Lesson 3
 - Analyze dialogue and characterizations of Jim from the novel
 - Define vocabulary words
 - Generate ideas for character analysis project
 4. Adventures of Huckleberry Finn: Lesson 4
 - Describe the requirements of the character analysis project
 - Compose a rough draft of the character analysis project
 5. Adventures of Huckleberry Finn: Lesson 5
 - Define satire
 - Identify use of satirical techniques in the novel
 - Define vocabulary words
 - Analyze passages from the novel to gain character insights
 6. Adventures of Huckleberry Finn: Lesson 6
 - Evaluate the significance of Huck's moral crisis
 - Define vocabulary words
 - Identify the use of metaphors in the novel
 7. Adventures of Huckleberry Finn: Lesson 7
 - Analyze the attitudes on race prevalent when the novel was published
 - Define vocabulary words
 - Debate whether challenges to the novel are valid

8. Adventures of Huckleberry Finn: Lesson 8
 - Identify themes in the novel
 - Analyze social commentary in the novel
 - Define vocabulary words
 - Compose the final draft of the character analysis project

6. Africa

1. "Sunjata," Part 1
 - Analyze the elements of a narrative in an epic poem
 - Identify characteristics of an epic poem
 - Identify and use verbs correctly in a sentence
2. "Sunjata," Part 2 and "Africa"
 - Demonstrate understanding of plot events in an epic poem
 - Analyze the elements of an epic poem
 - Identify and analyze examples of personification in a poem
 - Identify and use the principal parts of verbs correctly
3. "Black Girl," Part 1
 - Analyze the effect of setting on narrative elements
 - Analyze the effect of an author's manipulation of time in a narrative text
 - Identify and use the principal parts of verbs correctly
4. "Black Girl," Part 2
 - Demonstrate understanding of the interaction of narrative elements in a literary work
 - Identify and use problem verbs correctly
5. Three Pieces: Senghor, Soyinka, Achebe
 - Analyze diction and the use of figurative language in a literary work
 - Draw conclusions using textual support
 - Identify and use various verb tenses correctly
6. Writing Workshop: Poem
 - Write a rough draft of a poem
7. "In the Shadow of War"
 - Identify and analyze the plot of a short story
 - Analyze how the plot and characters of a short story reflect an author's perspective
 - Identify and use progressive and emphatic verb forms correctly
8. "Loyalties" and "A Meeting in the Dark," Part 1
 - Identify and analyze different types of humor in a narrative text
 - Use context clues to determine the meaning of unknown words/phrases
 - Identify and correct unnecessary shifts in verb tense
9. "A Meeting in the Dark," Part 2
 - Identify and analyze how the characters and plot serve to advance the theme of a work of fiction
 - Identify active and passive voice correctly
10. "The Pig"
 - Analyze diction that contributes to tone in a literary work
 - Identify and use verb moods correctly
11. "No Witchcraft for Sale"
 - Determine the most important ideas to include in a summary of a narrative text
 - Use context to determine the meaning of unknown words or phrases

- Review verb forms
- 12. "The Moment Before the Gun Went Off"
 - Analyze the use of irony in a short story
 - Use context to determine the meaning of unknown words and phrases
 - Apply knowledge of strong verbs
- 13. "The Prisoner Who Wore Glasses"
 - Analyze an author's character development in a narrative text
- 14. The Literature of Africa Unit Review
 - Implement review strategies to prepare for a test
- 15. The Literature of Africa Unit Test
 - Demonstrate mastery of skills and comprehension of material studied
- 16. Writing Workshop: Poem
 - Compose a final version of a poem
- 7. **Honors English 10A Semester Review and Exam**
 1. Honors English 10A Semester Review
 - Review major concepts and strategies from the English 10 A course in preparation for the semester exam
 2. Honors English 10A Semester Exam

Semester B Summary:

This is the second of two courses that comprise English 10 Honors. In this course, the student will study the literature of the Middle East, South Asia, East Asia, and the Pacific Rim. In reading and responding to these selections, the student will gain an understanding of and appreciation for both the unique experiences of people from other cultures and the common themes that run through the human experience regardless of culture. Writing instruction focuses on description, exposition, research, persuasion, and literary analysis. An increased focus on higher-order thinking, literary analysis, and vocabulary studies differentiates this course from its standard-level equivalent.

Semester B Outline

1. **Nonfiction: Persuasion**
 1. Persuasive Writing
 - Distinguish between fact and opinion
 - Analyze the elements of persuasive writing
 - Demonstrate knowledge of capitalization
 2. Topic and Thesis
 - Identify the elements of an effective thesis statement
 - Demonstrate understanding of counter-arguments in persuasive writing
 - Demonstrate knowledge of capitalization
 3. Strengthening Arguments
 - Identify and differentiate between the persuasive appeals: ethos, pathos, and logos
 - Demonstrate knowledge of correct use of commas and end marks
 4. Writing Workshop: Persuasive Speech: Outline
 - Compose an outline of a persuasive speech based on reasoned arguments

5. Revising Your Speech
 - Revise a persuasive speech by checking for logical fallacies
6. Public Speaking
 - Identify organizational strategies to prepare ideas when presenting a speech
 - Determine appropriate audiovisual aids to support ideas in a speech
 - Demonstrate knowledge of comma usage
7. Presentation
 - Demonstrate understanding of the technical aspects of preparing for and presenting a speech
 - Analyze diction and persuasive techniques in a variety of informational texts
 - Demonstrate knowledge of comma usage in introductory elements
8. Critical Listening Skills
 - Determine critical listening skills for a variety of purposes and/or situations
 - Identify the necessary skills for participating in a group discussion
 - Identify and practice the correct usage of commas that enclose
9. Nonfiction: Persuasion Unit Review
 - Apply study skills to prepare for a test
10. Nonfiction: Persuasion Unit Test
11. Writing Workshop: Persuasive Speech Final
 - Incorporate feedback to edit a speech
 - Use a rubric to polish a speech
 - Make an audio recording of an oral presentation

2. Middle East and South Asia I

1. Introduction to Indian Literature
 - Clarify prior knowledge about India, its geography, culture, and people, and Indian literature
2. India: The Ramayana
 - Analyze elements of descriptive writing
 - Analyze how an author develops a character
 - Apply the possessive case of pronouns
3. Algeria: "My Father Writes to My Mother"
 - Analyze the influence of setting on narrative elements
 - Differentiate between uses of "who" and "whom"
4. Egypt: "Another Evening at the Club"
 - Interpret imagery and symbolism in a literary work
 - Cite textual evidence to support analysis of imagery and symbolism in a literary work
 - Correctly apply the word "who" in various situations
5. Writing Workshop: Descriptive Portrait
 - Apply knowledge of descriptive writing
6. Egypt: "The Happy Man"
 - Analyze how an author uses dark humor to convey thematic ideas
 - Identify and correctly use pronouns in elliptical clauses and appositives
7. Israeli and Palestinian Literature
 - Analyze the use of cultural symbols in a poem
 - Interpret the meaning of a poem
 - Identify and practice the correct use of pronouns and antecedents

8. "The Swimming Contest"
 - Use context clues to discover word meanings
 - Explain the use of foreshadowing in a literary work
 - Eliminate ambiguity in writing by identifying unclear, confusing, or missing antecedents
 9. Syria: "The Women's Baths"
 - Use word parts to interpret new vocabulary
 - Identify and analyze sensory details in a literary work
 - Apply knowledge of pronoun use
 10. Literature of Middle East & South Asia Unit Review
 - Implement review strategies to prepare for a test
 11. Literature of Middle East & South Asia Unit Test
 12. Writing Workshop
 - Edit and finalize a descriptive portrait
- 3. Middle East and South Asia II**
1. Wanted: A Town Without a Crazy: Izgu
 - Identify and explain the purpose of exaggeration in a literary work
 - Use context clues to determine the meanings of unfamiliar words
 2. Literature of Armenia and Iraq
 - Develop and prepare a research proposal investigating a cultural aspect related to a country of literary study
 - Participate effectively in an online discussion by posing and responding to questions related to the research proposal
 3. "Five Hours to Simla"
 - Examine techniques used to create mood in a literary work
 - Identify and practice the correct use of subject and verb agreement
 - Use context clues to determine the meanings of unfamiliar words
 4. The Cabuliwallah
 - Locate, evaluate, and document sources related to a topic of research
 - Draft and submit a research proposal, including a topic, questions, and multiple sources
 5. Narayan and Ondaatje
 - Identify details that support the main idea in a literary work
 - Analyze and infer meaning within and across texts
 - Use context clues to determine the meanings of unknown words or phrases
 - Identify and practice the correct use of solving common agreement problems
 6. Online Communications
 - Identify the rules for safe and appropriate online communications
 - Recognize and demonstrate understanding of plagiarism
 - Identify and practice the correct use of subject and verb agreement
 7. Middle East and South Asia II: Unit Review
 - Review unit concepts
 - Review unit grammar concepts
 - Prepare for a test
 8. Middle East and South Asia II Unit Test
 - Demonstrate mastery of skills and comprehension of material learned
 9. Writing Workshop: Research Proposal: Final Draft
 - Construct a research proposal

4. East Asia and the Pacific Rim

1. The Three Kingdoms: Guanzhong
 - Identify literary works for close analysis
 - Review the structure of literary analysis in order to prepare for a book discussion
 - Participate effectively in an online collaborative discussion
2. From Emperor to Citizen: P'u Yi
 - Analyze diction to determine the author's tone in literary nonfiction
 - Draw inferences based on information and ideas provided in the text
 - Correctly use italics and quotation marks
 - Use context clues to determine the meanings of unknown words
3. The Tall Woman and Her Short Husband: Jicai
 - Analyze the interaction between characters in a literary work
 - Demonstrate understanding of characters and plot events in a narrative
 - Use quotation marks correctly
4. Saboteur: Jin
 - Identify and analyze examples of foreshadowing in literary text
 - Demonstrate understanding of plot events in a narrative
 - Use quotation marks correctly
5. Cranes: Sun-won
 - Examine an author's use of flashbacks and foreshadowing in a literary work
 - Demonstrate understanding of plot events in a narrative
 - Demonstrate knowledge of other punctuation marks
 - Use context clues to determine the meanings of unknown words
6. Thoughts of Hanoi: Thi Vinh
 - Analyze the importance of setting in a literary work and its contribution to mood
 - Evaluate an author's perspective and tone as communicated through literary text
 - Demonstrate correct use of apostrophes
7. Writing Workshop: Literary Analysis Rough Draft
 - Compose an essay of literary analysis
8. Tokyo: Hayashi
 - Demonstrate understanding of plot events in a narrative by identifying relevant details
 - Use context clues to determine the meanings of unknown words
 - Demonstrate correct use of apostrophes and semicolons
9. Eve to Her Daughters: Wright
 - Analyze how an author controls voice and tone to transform familiar literary text
 - Cite evidence to support analysis of text
 - Demonstrate correct use of the colon and hyphens
10. A Way of Talking: Grace
 - Analyze an author's use of dialect to communicate perspective in a story
 - Demonstrate understanding of how characters are related to plot events in a narrative
 - Cite textual evidence to support analysis of a text
 - Demonstrate correct use of dashes, parentheses, brackets, and ellipses
11. East Asia and the Pacific Rim Unit Review
 - Implement study strategies to prepare for a unit test
12. East Asia and the Pacific Rim Unit Test
 - Apply knowledge from Unit 6 on a unit test

13. Writing Workshop: Literary Analysis Final Draft

- Incorporate feedback to edit an essay
- Use a rubric to edit an essay
- Publish the final draft of a literary analysis essay

5. The Importance of Being Earnest

1. The Playwright Oscar Wilde

- Identify strategies for reading dramatic dialogue
- Summarize Oscar Wilde's philosophy and goals for writing the play

2. Act I, First Half

- Synthesize research on Victorian England
- Define vocabulary words
- Apply the characteristics of Victorian culture to the play

3. Act I, Second Half

- Synthesize research on Victorian art and literature
- Define vocabulary words
- Apply the characteristics of Restoration comedy to the play

4. Act II, First Half

- Analyze dialogue between characters in the play
- Define vocabulary words
- Describe the conflict in the play

5. Act II, Second Half

- Analyze symbolism and irony in the play
- Define vocabulary words

6. Act III

- Evaluate Jack's use of the word absurd to assess what is happening around him
- Define vocabulary words
- Analyze the last line and title of the play

7. The Importance of Being Earnest Unit Review

- Prepare for unit test

8. The Importance of Being Earnest Unit Test

6. The Research Paper

1. Prewriting: Researching and Taking Notes

- Identify and evaluate online and print sources to support research
- Summarize research in note form

2. Prewriting: Synthesizing Information & Thesis

- Outline the process for synthesizing information for a research project
- Identify the characteristics of a strong thesis statement
- Apply knowledge of adjectives and adverbs

3. Prewriting: Organizing and Outlining

- Describe the structure of an outline for a research paper
- Apply knowledge of adjectives and adverbs

4. Drafting: Refining the Thesis & Introduction

- Describe the process for developing and refining the thesis of a research paper
- Apply understanding of comparative forms of adjectives and adverbs

5. Drafting: Body & Conclusion

- Compose a draft of the body and conclusion of a research paper

- Assess knowledge of adverbs and adjectives
- 6. Revising Strategies: Focus
 - Identify the trouble-spots within the rough draft of a research paper in order to revise it for focus
 - Participate effectively in an online discussion to provide and receive feedback about the rough draft of a research paper
- 7. Revising Strategies: Organization, Support, Voice
 - Describe the process for revising a research paper
 - Demonstrate knowledge of usage
- 8. Revising: Following a Style Guide
 - Identify and explain the purpose of different style guides
 - Use the correct format to cite sources accurately
 - Demonstrate knowledge of usage
- 9. Revising: Works Cited Page
 - Cite research sources using MLA format
 - Demonstrate understanding of editorial choices that conform to MLA format
- 10. Editing: Incorporating Feedback
 - Identify strategies for editing
 - Apply knowledge of capitalization rules
- 11. Editing: Polishing & Publishing
 - Edit writing for grammar, conventions, and final production
- 7. **Semester Exam**
 1. Semester Review
 - Prepare for the semester exam
 - Assess understanding of literature, grammar, and writing concepts explored in Semester B
 2. Semester Exam





English 10 Prescriptive






English 2A Syllabus

Course Home



Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Parts of Speech

Lesson	Description	Time (min)	Objective(s)
 Nouns and Pronouns	This lesson discusses several different kinds of nouns. This lesson also discusses pronouns and their antecedents as well as various specific types of pronouns.	45	<ul style="list-style-type: none">• Distinguish among various types of nouns and pronouns in sentences• Identify pronouns and their antecedents• Use various types of nouns and pronouns in sentences
 Quiz: Nouns and Pronouns			
 Verbs	This lesson teaches students to recognize action and linking verbs. Students also learn to distinguish between transitive and intransitive verbs. Finally students recognize helping verbs and verb phrases.	45	<ul style="list-style-type: none">• Recognize and make distinctions among action and linking verbs• Recognize helping verbs and use verb phrases
 Quiz: Verbs			

Lesson	Description	Time (min)	Objective(s)
 Adjectives and Adverbs	This lesson teaches students to distinguish among the various forms of adjectives and adverbs and the functions they serve in sentences.	45	<ul style="list-style-type: none"> • Identify adjectives and adverbs in sentences • Distinguish among the different types of adjectives and adverbs and the functions they serve in sentences
 Quiz: Adjectives and Adverbs			
 Prepositions and Conjunctions	Students identify prepositions prepositional phrases and conjunctions in sentences. Students also make distinctions among prepositions conjunctions and adverbs in sentences.	45	<ul style="list-style-type: none"> • Identify prepositions and prepositional phrases • Identify coordinating, correlative, and subordinating conjunctions • Distinguish among conjunctions, prepositions, and adverbs
 Quiz: Prepositions and Conjunctions			
 Posttest 1			

Module 2: Phrases, Clauses, and Sentences






Lesson	Description	Time (min)	Objective(s)
 Basic Sentence Parts	This lesson focuses on complete and simple subjects and predicates. Students learn to distinguish between objects and complements. Students also learn to identify subjects in sentences that give orders and directions. Finally students learn to identify subjects in sentences in which the subject order is inverted.	45	<ul style="list-style-type: none"> • Distinguish among complete and simple subjects and predicates • Identify subjects in sentences giving orders and directions and in various kinds of inverted sentences • Distinguish between objects and complements in sentences
 Quiz: Basic Sentence Parts			

Lesson	Description	Time (min)	Objective(s)
 Phrases	This lesson focuses on adjective and adverb phrases. Students learn about appositives and appositive phrases. Students also identify participles gerunds and infinitives and learn to distinguish among their associated verbal phrases.	45	<ul style="list-style-type: none"> • Distinguish between prepositional phrases used as adjective and as adverb phrases • Identify appositives and appositive phrases in sentences • Distinguish among participial, gerund, and infinitive verbal phrases
 Quiz: Phrases			
 Clauses	This lesson focuses on teaching students about independent and subordinate clauses and the parallel structure of adjective adverb and noun clauses. Students also learn the different functions of relative adverbs and relative pronouns.	45	<ul style="list-style-type: none"> • Identify adjective clauses in sentences • Identify adverb clauses in sentences • Identify noun clauses in sentences • Analyze adjective, adverb, and noun clauses in sentences
 Quiz: Clauses			
 Modifiers	This lesson focuses on the three degrees of comparison of regular and irregular adjectives and adverbs. Students also practice making logical comparisons using modifiers.	45	<ul style="list-style-type: none"> • Use the three degrees of comparison of adjectives and adverbs • Distinguish between the comparative and superlative forms of adjectives and adverbs
 Quiz: Modifiers			
★ Posttest 2			



Module 3: Mechanics

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Capitalization	This lesson focuses on teaching students to use capital letters with first words with proper nouns and adjectives and with titles.	45	<ul style="list-style-type: none"> • Use capitals with first words when appropriate • Capitalize proper nouns and proper adjectives • Use capitals with titles
 Quiz: Capitalization			
 Commas	This lesson focuses on teaching students to how to use commas in a number of different ways including with words phrases clauses and essential and nonessential expressions. Students also examine how commas are used in text to clarify meaning.	45	<ul style="list-style-type: none"> • Use commas with compound sentences, with a series, and with adjectives • Use commas after introductory material and with parenthetical and nonessential expressions
 Quiz: Commas			
 Semicolons and Colons	This lesson teaches students how to use semicolons and colons in their writing. Students also learn how to use semicolons and colons as devices for varying the style of writing and providing clarity of thought.	45	<ul style="list-style-type: none"> • Distinguish among basic and other uses of semicolons and colons • Use semicolons and colons effectively in text • Explain how to use semicolons and colons carefully in text to clarify meaning
 Quiz: Semicolons and Colons			
 Quotation Marks and Underlining	This lesson teaches students to use quotation marks to become better writers.	45	<ul style="list-style-type: none"> • Use quotation marks with direct quotations, dialogue, and quotations within quotations • Use correct punctuation and capitalization with quotations
 Quiz: Quotation Marks and Underlining			

Lesson	Description	Time (min)	Objective(s)
 Dashes, Parentheses, and Hyphens	This lesson teaches students to use dashes parentheses and hyphens effectively in text.	45	<ul style="list-style-type: none"> • Use dashes with words, clauses, and expressions • Use parenthesis effectively with words, numbers, clauses, and phrases • Use hyphens with numbers, word parts, and compounds
 Quiz: Dashes, Parentheses, and Hyphens			
 Apostrophes	This lesson focuses on using apostrophes with the possessive form of nouns and pronouns. Students also learn to use apostrophes with contractions and in certain other cases.	45	<ul style="list-style-type: none"> • Use apostrophes with possessive nouns • Use apostrophes with contractions • Use apostrophes for special applications • Use apostrophes with possessive pronouns
 Quiz: Apostrophes			
 Posttest 3			









Module 4: Usage






Lesson	Description	Time (min)	Objective(s)
 Verb Tense	Students learn how to identify and use the four principal parts of verbs. They also learn to identify and use the various tenses of verbs including how to conjugate the verb tenses.	45	<ul style="list-style-type: none"> • Identify and use the four principal parts of verbs • Identify and use various tenses of verbs including how to conjugate verb tenses
 Quiz: Verb Tense			

Lesson	Description	Time (min)	Objective(s)
 Pronoun Case	Students learn how to identify and use the four principal parts of verbs. They also learn to identify and use the various tenses of verbs including how to conjugate the verb tenses.	45	<ul style="list-style-type: none"> • Use pronouns in the nominative case • Use pronouns in the objective case • Use pronouns in the possessive case
 Quiz: Pronoun Case			
 Subject-Verb Agreement	Students learn how to use correct subject-verb agreement with singular and plural subjects with compound subjects and with confusing subjects.	45	<ul style="list-style-type: none"> • Use subject-verb agreement with singular and plural subjects • Use subject-verb agreement with compound subjects • Use subject-verb agreement with hard-to-find subjects
 Quiz: Subject-Verb Agreement			
 Effective Sentences	Students learn to combine sentences using compound subjects verbs and objects. They also learn to combine sentences using clauses and phrases and they learn to revise sentences by varying sentence lengths and beginnings.	45	<ul style="list-style-type: none"> • Revise sentences by combining them in various ways • Use varied sentence structure to express meanings efficiently and effectively
 Quiz: Effective Sentences			
 Posttest 4			


Module 5: Vocabulary and Spelling








Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Using Vocabulary in Text	Students learn how to use context clues through the use of description examples restatement and comparison and contrast to determine a words meaning. They also learn about denotation connotation and common vocabulary usage errors.	45	<ul style="list-style-type: none"> • Use context clues to determine the meaning of complex vocabulary • Define connotation and denotation, and determine the connotation of words in context • Examine the use of connotation as a tool for persuasion • Avoid common usage problems with troublesome words
 Quiz: Using Vocabulary in Text			
 Prefixes	Students learn the definitions of five prefixes. They learn how to apply their understanding of the prefixes to decipher complex vocabulary in sentences and phrases.	45	<ul style="list-style-type: none"> • Determine the meaning of words with six common prefixes in the context of sentences and phrases • Apply meanings of five common prefixes in order to comprehend vocabulary
 Quiz: Prefixes			
 Roots	Students learn the definitions of five roots in order to decipher complex vocabulary in sentences and phrases.	45	<ul style="list-style-type: none"> • Demonstrates a basic understanding of where words come from • Apply meanings of five common roots in order to comprehend vocabulary • Determine the meaning of words with five common roots in the context of sentences and phrases
 Quiz: Roots			
 Suffixes	Students learn the definitions of five suffixes in order to decipher complex vocabulary in sentences and phrases.	45	<ul style="list-style-type: none"> • Define five common suffixes • Determine the meaning of words with five common suffixes in the context of sentences and phrases
 Quiz: Suffixes			

Lesson	Description	Time (min)	Objective(s)
 Verbal Analogies	Students learn that verbal analogies can be determined by understanding the relationship between the words. They learn that they can use this understanding to help them make connections between related words in analogies.	45	<ul style="list-style-type: none"> • Explain what verbal analogies are and how they function • Identify types of relationships used in analogies • Determine analogies in pairs of words
 Quiz: Verbal Analogies			
 Spelling	Students learn techniques to improve spelling such as using a spelling notebook and memory aids. They also learn to apply spelling rules to regular and irregular plural words as well as to prefixes and suffixes.	45	<ul style="list-style-type: none"> • Identify the four steps for reviewing problem words • Use techniques to improve spelling • Apply spelling rules to regular and irregular plural words • Apply spelling rules with prefixes and suffixes
 Quiz: Spelling			
 Posttest 5			

Module 6: Communication Skills

Lesson	Description	Time (min)	Objective(s)
 Principles of Communication	Students learn effective interpersonal and group communication skills. They also learn effective listening and conflict resolution strategies.	45	<ul style="list-style-type: none"> • Describe how to communicate effectively in conversations, in group discussions, and on teams using effective speaking and listening skills • Describe the different types of listening skills, including how to listen critically • Describe how to deal with interpersonal and group conflict effectively

Lesson	Description	Time (min)	Objective(s)
 Quiz: Principles of Communication			
 Oral Presentations	<p>Students learn how to prepare and present an oral presentation. They also learn how to evaluate oral presentations for effectiveness of organization and message.</p>	45	<ul style="list-style-type: none"> • Describe the process for preparing and presenting oral presentations • Evaluate oral presentations for effectiveness of organization and message
 Quiz: Oral Presentations			
 Using Visual Aids and Multimedia	<p>Students learn how to interpret information in visual aids from print and nonprint sources for various purposes. Students also learn how to use media to enhance multimedia presentations and they learn how to produce a video.</p>	45	<ul style="list-style-type: none"> • Interpret the information found in the different types of visual aids from print and non-print sources • Describe the different types of formatting used in the layout of a print piece • Describe the process for producing a piece of media
 Quiz: Using Visual Aids and Multimedia			
 Workplace Skills	<p>Students learn how to participate effectively in interviews. They also learn how to use effective communication teamwork and problem-solving skills in business situations. Finally they learn how to set personal and professional goals.</p>	45	<ul style="list-style-type: none"> • Describes the process for participating in workplace interviews • Use effective communication and teamwork skills in business situations • Set goals and use effective problem-solving in workplace settings
 Quiz: Workplace Skills			

Lesson	Description	Time (min)	Objective(s)
 Workplace Documents	Students will learn how to apply reading and writing strategies to a variety of business materials including job applications meeting minutes and fax cover sheets.	45	<ul style="list-style-type: none"> • Describe the process involved in reading and writing various forms of business documents • Identify the characteristics of a variety of different business documents including handbooks, paystubs, meeting minutes, and application forms • Use textual features and reading strategies to understand various forms of business documents
 Quiz: Workplace Documents			
 Functional Text	Students learn how to read and write for everyday situations. They practice reading information in graphs and charts reading technical articles and product labels and following directions. They also learn how to write letters to the editor.	45	<ul style="list-style-type: none"> • Describe the process for reading and writing for real-world situations • Follow directions presented in everyday texts
 Quiz: Functional Text			
 Posttest 6			

Module 7: Research

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Using Sources	Students describe the process of selecting a thesis statement for research. They identify and use sources to gather information. Finally they synthesize information from various sources to draw conclusions and refine the thesis.	45	<ul style="list-style-type: none"> • Describe the process for selecting a thesis statement for research • Describe the methods for using sources to gather information about research topics • Synthesize information from various sources to draw relevant conclusions and refine the thesis statement
 Quiz: Using Sources			
 Credibility of Sources	Students identify explain and analyze source credibility including selecting appropriate sources for a given topic; evaluating sources and authors for reliability or bias; and recognizing propaganda disinformation and censorship.	45	<ul style="list-style-type: none"> • Describe how to select sources based on reliability of information • Identify author bias • Define propaganda, disinformation, and censorship
 Quiz: Credibility of Sources			
 Writing and Evaluating Research	Students explain the process of writing and presenting research papers. Students also evaluate information found in research by identifying components that make up effective research reports.	45	<ul style="list-style-type: none"> • Explain the process for writing and presenting research papers • Analysis information found in research by identifying components that make up effective reports
 Quiz: Writing and Evaluating Research			

Lesson	Description	Time (min)	Objective(s)
📁 Documentation	Students understand the importance of respecting intellectual property and preventing plagiarism. They also learn to use MLA style for citations. Finally they create in-text citations in a research essay.	45	<ul style="list-style-type: none"> • Explain the importance of respecting copyrighted material • Describe the different style manuals and use the MLA style manual • Cite sources and make parenthetical citations
🔍 Quiz: Documentation			
★ Posttest 7			

Review Test




Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

English 2B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Comprehension Strategies

Lesson	Description	Time (min)	Objective(s)
 Reading Strategies and Tools	Students learn to apply reading strategies and tools to improve their reading. Students use skimming and scanning, make personal connections, use outlines and graphic organizers, locate text features, and ask questions to comprehend material.	45	<ul style="list-style-type: none">• Select and apply an appropriate reading strategy to comprehend text• Monitor and modify comprehension of text using a variety of reading strategies
 Quiz: Reading Strategies and Tools			
 Summary and Paraphrase	Students identify main ideas, topic sentences, and supporting details in a variety of sources. They also use graphic organizers. Finally, students use paraphrasing and summaries to check their understanding of a variety of sources.	45	<ul style="list-style-type: none">• Identify main ideas, topic sentences, and supporting details in a variety of sources• Use graphic organizers to organize information from different sources• Use paraphrasing and summaries to check your understanding of a variety of sources







Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Summary and Paraphrase			
📁 Inference	Students learn what inference is, and they learn how to use inference when reading and viewing a variety of print and nonprint sources.	45	<ul style="list-style-type: none"> • Define inference • Make inferences about messages read or viewed in a variety of print and nonprint sources
🔍 Quiz: Inference			
📁 Textual Support	Students locate the main idea and supporting details in text, and they learn to discriminate between relevant and irrelevant details. They also compare and contrast multiple authors to make judgments about the validity of the various perspectives.	45	<ul style="list-style-type: none"> • Locate the main idea and supporting details in text • Discriminate between relevant and irrelevant details in text • Compare and contrast the logic and beliefs used by multiple authors presenting similar and differing arguments, citing text-based evidence to make judgments about the validity of perspectives
🔍 Quiz: Textual Support			
★ Posttest 1			

Module 2: Literary Elements and Devices

Lesson	Description	Time (min)	Objective(s)
📁 Story Elements	Students learn to identify and describe various literary elements, plot stages, and plot structures in fiction. They also learn to analyze the development of plot to determine how internal and external conflicts are addressed and resolved.	45	<ul style="list-style-type: none"> • Identify and describe various literary elements, the stages of plot, and the structures of plot in fiction • Describe the various types of internal and external conflict • Analyze the development of plot to determine how conflicts are addressed and resolved

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Story Elements			
📁 Point of View	Students learn to distinguish between first-person and third-person points of view. They also analyze the reasons why authors choose certain points of view, and they examine the impact of those choices on the reader and the story.	45	<ul style="list-style-type: none"> • Identify first-person and third-person points of view • Determine the purpose and impact of points of view • Distinguish among the various points of view
🔍 Quiz: Point of View			
📁 Character Types and Traits	Students distinguish among different types of characters in literature. They also learn to make distinctions between direct and indirect characterization. Finally, they analyze characters' traits and motivations.	45	<ul style="list-style-type: none"> • Identify and make distinctions among different types of characters in literary texts • Make distinctions between direct and indirect characterization • Analyze a character's traits in literature • Compare and contrast the interactions of different characters' motivations, thoughts, and feelings
🔍 Quiz: Character Types and Traits			
📁 Theme	Students learn to identify stated themes, implied themes, universal themes, and archetypes in literary texts, making references to text. Students also compare and contrast how theme is treated across genres.	45	<ul style="list-style-type: none"> • Analyze the concept of theme within a work of literature for understanding of self, others, and the world • Compare and contrast the treatment of theme in works of literature
🔍 Quiz: Theme			
★ Posttest 2			




Module 3: Literary Devices and Techniques

Lesson	Description	Time (min)	Objective(s)
 Voice and Style	Students identify and analyze diction, tone, and sentence structure as components of style and voice in literary passages. They also learn how authors use sentence variety and structure for various purposes and effects.	45	<ul style="list-style-type: none"> Define and identify the components of style and voice in literary passages Analyze the diction and tone in literary works Describe the way authors use various kinds of sentence structure and the effect it has on the overall work
 Quiz: Voice and Style			
 Literary Devices I	Students identify and explain how various literary devices are used in text to achieve different purposes. The literary devices explored are metaphors, similes, personification, literary allusion, and imagery.	45	<ul style="list-style-type: none"> Identify literary devices in literary text Explain the author's purpose for using metaphors, similes, personification, allusion, and imagery
 Quiz: Literary Devices I			
 Literary Devices II	Students continue to identify and explain how various literary devices are used in text to achieve different purposes. The literary devices explored are symbolism, allegory, irony, paradox, hyperbole, and understatement.	45	<ul style="list-style-type: none"> Identify and define symbolism, allegory, irony, paradox, hyperbole, and understatement Analyze how these literary devices are used in text for various purposes
 Quiz: Literary Devices II			
 Posttest 3			




Module 4: Writing Process

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Prewriting	Students describe how to use different prewriting strategies, determine audience and purpose, and apply a prewriting strategy to a response-to-literature essay.	45	<ul style="list-style-type: none"> • Describe how to use different prewriting strategies for writing • Determine audience and purpose • Apply a prewriting strategy to a response-to-literature essay
 Quiz: Prewriting			
 Writing Drafts	Students identify and describe different components of drafts and use an organizational strategy to organize ideas. They also learn to use elaboration methods to form effective paragraphs.	45	<ul style="list-style-type: none"> • Identify and describe different components of a draft • Use an organizational strategy to put your ideas into a draft • Use methods for elaborating on information to form effective paragraphs
 Quiz: Writing Drafts			
 Editing and Revising	Students revise a draft by organizing the content. They also edit passages of text for sentence construction, word choice, and spelling. Finally, students identify the basic proofreading symbols.	45	<ul style="list-style-type: none"> • Revise a draft by organizing the content • Edit passages of text for sentence construction, word choice, and spelling • Identify the basic proofreading symbols
 Quiz: Editing and Revising			
 Evaluating Writing	Students identify criteria in evaluation rubrics for written work. They evaluate different types of writing using rubrics and offer suggestions on other student writing.	45	<ul style="list-style-type: none"> • Identify criteria to evaluate written texts • Assess the strength, weakness, and effectiveness of written texts using a set of criteria • Offer specific feedback on others' writing
 Quiz: Evaluating Writing			

Lesson	Description	Time (min)	Objective(s)
 Publishing	Students explore different methods for publishing and presenting written products. They learn the ways a computer can be used to design and share their work. They also learn the basics of creating multimedia presentations.	45	<ul style="list-style-type: none"> Describe methods for publishing writing, including the use of various media Explain how to use a computer to produce and share a finished writing project Explain how to use different technologies to create and present a writing project
 Quiz: Publishing			
 Posttest 4			

Module 5: Composition

Lesson	Description	Time (min)	Objective(s)
 Autobiography	Students identify different components and types of autobiographies. They also describe the process for writing effective autobiographies. Finally, students analyze autobiographical passages for topics, details, perspective, purpose, and authors insight.	45	<ul style="list-style-type: none"> Identify the different types of autobiographies Describe the process for writing effective autobiographies Read passages from several autobiographies for topics, details, perspective, purpose, and author's insight
 Quiz: Autobiography			
 The Structure of an Essay	Students learn to identify the basic components of essays, and they distinguish among narrative, persuasive, descriptive, and expository essays. They also learn about the different strategies for organizing various types of essays.	45	<ul style="list-style-type: none"> Distinguish among various modes of essay writing Explain the process for writing an effective essay Identify several types of essay organizational structures

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Structure of an Essay			
📖 Literary Response	Students learn various strategies for reading literature critically. They also are introduced to the basics of critical reviews. Finally, students are taken through the process of writing a literary analysis.	45	<ul style="list-style-type: none"> Describe the various reading comprehension methods useful when approaching literary critique Examine a literary work from different critical perspectives
🔍 Quiz: Literary Response			
★ Posttest 5			

Module 6: Rhetoric




Lesson	Description	Time (min)	Objective(s)
📖 Audience and Purpose	Students learn to analyze a text to identify audience and purpose. They also learn to make decisions about form, supporting details, language, and word choice to communicate effectively with a variety of audiences for multiple purposes.	45	<ul style="list-style-type: none"> Define audience and purpose Describe how form, supporting details, structure, language, and word choice differ depending on audience and purpose Describe how to approach a piece of writing with audience and purpose in mind
🔍 Quiz: Audience and Purpose			
📖 Organizational Structure	Students learn to identify and analyze a variety of organizational structures in print and nonprint sources. They also learn how choice of organizational structure relates to the purpose of a piece.	45	<ul style="list-style-type: none"> Identify various organizational structures in print and nonprint sources Analyze how choosing an organizational structures relates to the purpose of the piece

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Organizational Structure			
📖 Compare and Contrast	Students learn how to write a compare-and-contrast essay, from prewriting to revising. They also learn how to compare and contrast literary and other works, including media.	45	<ul style="list-style-type: none"> Describe the process for writing a compare-and-contrast essay appropriate to audience and purpose Describe the process for making comparisons and contrasts when reading and viewing information
🔍 Quiz: Compare and Contrast			
📖 Cause and Effect	Students learn how to identify cause-and-effect relationships. They also learn how to plan and write a cause-and-effect essay.	45	<ul style="list-style-type: none"> Describe the process for determining cause-and-effect relationships Describe the process for writing a cause-and-effect piece appropriate to audience and purpose
🔍 Quiz: Cause and Effect			
📖 Problem and Solution	Students learn how to plan and write a problem-and-solution essay.	45	<ul style="list-style-type: none"> Describe the process for preparing to write problem-and-solution essays Describe the process for drafting problem-and-solution essays
🔍 Quiz: Problem and Solution			
★ Posttest 6			

Module 7: Literature




Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Short Stories	Students learn the characteristics of short stories. They also learn how to write effective short stories. Finally, students compare and contrast the way in which authors portray characters, setting, and theme in short stories.	45	<ul style="list-style-type: none"> • Explain the basic characteristics of a short story • Explain the process for writing effective short stories • Analyze passages from short stories for treatment of characters, setting, and theme
 Quiz: Short Stories			
 Dramatic Literature	Students describe specific elements of drama, including structure, stage directions, and types of dramatic speeches. They describe different types of drama, and they analyze dramatic passages for structure, elements, and devices.	45	<ul style="list-style-type: none"> • Describe the specific elements of drama, including structure, stage directions, and types of dramatic speeches • Describe the different types of drama • Analyze passages to describe how drama is enhanced through its structure, elements, and devices
 Quiz: Dramatic Literature			
 Narrative Poetry	Students define narrative poetry, and they examine the identifying characteristics and forms of epics and ballads. Students analyze narrative poems for composition and message using a three-step reading strategy.	45	<ul style="list-style-type: none"> • Identify the characteristics of different types of narrative poetry • Analyze the composition and message of several narrative poems
 Quiz: Narrative Poetry			

Lesson	Description	Time (min)	Objective(s)
 Lyric Poetry	Students explain the identifying characteristics of lyric poems, including elegies and odes. Using a three-step reading strategy, students analyze lyric poetry for meter, imagery, and thematic content.	45	<ul style="list-style-type: none"> • Define and identify different types of lyric poetry • Analyze lyric poems for message and structure
 Quiz: Lyric Poetry			
 Historical Context	Students are introduced to literary movements and their characteristics. They examine how similar themes are treated differently according to historical context and how that context influences literary elements and devices.	45	<ul style="list-style-type: none"> • Recognize and describe literary movements based on their time periods and characteristics • Compare literary texts to examine how similar themes are treated differently according to historical context • Examine how historical context is connected to and influences literary elements and devices in literary text
 Quiz: Historical Context			
 Cultural Context	Students analyze the context of literary texts to determine the customs and concerns of the culture that they represent. Students also compare and contrast the cultural contexts of literary texts.	45	<ul style="list-style-type: none"> • Analyze the context of a literary text to determine the customs and concerns of the culture that it represents • Compare and contrast the cultural contexts of several literary texts
 Quiz: Cultural Context			
★ Posttest 7			

Module 8: Perspective and Argument

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Author's Viewpoint	Students learn to identify, discuss, and compare and contrast various viewpoints and perspectives in nonfiction text. They also learn ways to make claims about viewpoints, using evidence from text.	45	<ul style="list-style-type: none"> • Identify viewpoints found in a variety of sources • Compare and contrast viewpoints from several different sources • Describe how viewpoints are conveyed through word choice and structure
 Quiz: Author's Viewpoint			
 Fact, Opinion, and Bias	Students define, identify, and discriminate fact, opinion, and bias in text.	45	<ul style="list-style-type: none"> • Define and identify fact and opinion in text • Make distinctions between fact and opinion • Define and identify bias
 Quiz: Fact, Opinion, and Bias			
 Modes of Reasoning	Students identify modes of reasoning in text. They also distinguish between logical and illogical types of reasoning in text. Finally, students analyze a persuasive piece for effectiveness, using logic as the determining criteria.	45	<ul style="list-style-type: none"> • Identify the different modes of reasoning in text • Distinguish between logical and illogical types of reasoning in text • Analyze a persuasive piece for effectiveness using logic as the determining criteria
 Quiz: Modes of Reasoning			
 Persuasion	Students explain the process for writing a persuasive essay, and they identify persuasive elements in text.	45	<ul style="list-style-type: none"> • Explain the process for writing a persuasive piece • Identify persuasive elements in text
 Quiz: Persuasion			
 Posttest 8			

Review Test

Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

English 11



English 11

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In Semester A of this course, the student will focus on the literary movements that comprise American literature and trace the chronology of national literature from the early American and colonial period through the periods of Realism and Regionalism. In reading these diverse selections, the student will gain a thorough understanding of fiction, including short stories, poetry and drama; as well as nonfiction genres, including the oral tradition, seminal historical documents, and speeches. The student will also read Jerome Lawrence and Robert E. Lee's play *The Night Thoreau Spent in Jail*. Arthur Miller's play *The Crucible* may be read instead of *The Night Thoreau Spent in Jail*. In reading these American plays and composing a dramatic scene, the student will understand drama in its historical and literary context.

Writing instruction guides the student through the process of composing a descriptive essay and modeling the style of an American author. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer.

In Semester B of this course, the student will focus on the literary movements that comprise American literature and trace the chronology of national literature from the Modernist through the Contemporary period. In reading and responding to these diverse literature selections, the student will gain a thorough understanding of a myriad of fiction and nonfiction genres, including short stories, essays, poetry, drama, memoirs, and autobiographies. The student will also read F. Scott Fitzgerald's novel *The Great Gatsby*. Ernest Hemingway's novella *The Old Man and the Sea* may be read instead of *The Great Gatsby*. In reading these American literature selections, the student will understand longer works of literature in their historical and literary context.

Writing instruction guides the student through the process of composing a literary analysis and a research paper. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer.

Semester A Outline

1. Early American and Colonial Literature

1. American Literature: Our Nation's Voice

- Describe how a national literature develops
 - Assess three methods of note taking
 - Define vocabulary words using context clues
 - Describe the literature of early and colonial America
2. Earliest Voices: William Bradford
 - Describe the concerns and ideas of early American people and writers
 - Compare early American English to contemporary American English
 - Read, analyze, and interpret excerpts from Of Plymouth Plantation
 - Identify evidence of the Puritan legacy in American literature
 3. Contemporary Voice: Fred Veilleux
 - Describe persuasive techniques
 - Define vocabulary words in order to understand a persuasive argument
 - Analyze persuasive arguments in an essay
 4. Earliest Voices: Anne Bradstreet, Phillis Wheatley
 - Define poetic elements
 - Analyze the poetry of early American women poets
 - Determine the best definitions of words with multiple meanings in context
 5. Earliest Voice: Jonathan Edwards
 - Summarize the Great Awakening
 - Describe the life of John Edwards
 - Read, analyze, and interpret a sermon
 6. Earliest Voices: Olaudah Equiano
 - Differentiate between denotation and connotation
 - Define the connotative meaning of vocabulary words
 - Read and analyze a slave narrative
 - Read, analyze, and interpret an autobiographical account of the slave trade
 7. Earliest Voices: Thomas Paine
 - Describe how Thomas Paine helped to fuel the American Revolution
 - Read and analyze excerpts from Thomas Paine’s Common Sense
 - Define the denotative and connotative meanings of vocabulary words
 - Read, analyze, and interpret excerpts from Thomas Paine’s Common Sense
 - Analyze the audience of a persuasive essay
 8. Earliest Voices: The Founding Fathers
 - Analyze the Declaration of Independence
 - Compare denotative and connotative meanings of words
 - Assess knowledge of early American literature
 9. Author's Purpose
 - Define purposes for writing
 - Review authors and compositions from the early American and Colonial period to identify purpose
 10. Timed Writing Assessments
 - Identify and assess strategies for timed writing
 - Outline a model essay test answer
 - Compose a timed writing response
 11. Early American and Colonial Literature Review
 - Review unit essential questions
 - Practice test-taking strategies
 - Create a multimedia presentation
 12. Early American and Colonial Literature Test
2. **American Romanticism**

1. American Romanticism
 - Define genre and subgenre
 - Identify the characteristics of American Romanticism
 - Name American Romantic authors
 - Correctly capitalize words in sentences
2. Nathaniel Hawthorne
 - Read and analyze an American Romantic short story
 - Evaluate the role setting plays in literature
 - Paraphrase a variety of texts
 - Define and determine the connotations of vocabulary words
3. Contemporary Literary Criticism
 - Read and analyze literary criticism
 - Interpret symbolism and imagery in "Young Goodman Brown"
 - Review eight parts of speech and types of nouns
4. Edgar Allan Poe
 - Read and analyze Poe's letters and short stories
 - Describe how setting contributes to Poe's intended effect
 - Evaluate Poe's writing using his own criteria
 - Define and determine the connotations of vocabulary words
5. Ralph Waldo Emerson
6. Henry David Thoreau
 - Examine Transcendentalist views of God and nature
 - Analyze Henry David Thoreau's descriptive writing style
 - Identify pronouns and their antecedents
 - Select a topic and audience for a descriptive essay
 - Assess knowledge of American Romanticism
7. Descriptive Essay: Rough Draft
 - Practice strategies for developing a description
 - Compose and submit a descriptive essay rough draft
 - Match appositives to the nouns they modify
 - Evaluate denotative and connotative meanings in descriptive writing
8. Walt Whitman
 - Analyze images and poetry of Walt Whitman
 - Compare and contrast Romantic and Early American and Colonial poetry
 - Analyze literary criticism of Walt Whitman's poetry
9. American Romanticism Review
 - Prepare for the unit test
 - Apply strategies for answering reading comprehension questions
10. American Romanticism Test
11. Descriptive Essay: Final Draft
 - Review comments on descriptive writing rough draft
 - Revise, edit, and submit descriptive essay
 - Identify commonly confused homophones
3. **The Night Thoreau Spent in Jail**
 1. Obedience Versus Nonconformity
 - Explain Henry David Thoreau's willingness to be jailed
 - Define vocabulary words
 - Assess Henry's approach to and philosophy of teaching
 - Analyze the setting and structure of the play
 2. Transcendentalism: Progress or Threat?

- Describe how the play illustrates the philosophy of transcendentalism
 - Identify the central conflict of the play
 - Define vocabulary words
 - Evaluate the use of stage directions in the play
3. Opposing the War
 - Evaluate arguments for and against the Mexican American War to determine whether it was justified
 - Define vocabulary words
 - Generate ideas for a dramatic scene
 4. Crafting a Scene
 - Describe elements of drama, including plot, characters, communication, and dramatic conventions
 - Compose the rough draft of a scene
 5. A Solitary Man
 - Analyze the use of figures of speech in the play
 - Define vocabulary words
 - Evaluate how Henry's commitment to transcendentalism affects his human connections
 6. Doing the Impossible
 - Compare and contrast protest in the play with protest during the Vietnam War
 - Define vocabulary words
 - Analyze Henry's and Waldo's approaches to politics
 7. One of the Crowd
 - Analyze Henry's non-conformist attitude in relation to theme
 - Define vocabulary words
 - Describe the significance of the "unseen Congressman"
 - Analyze the play's arguments about transcendentalism
 8. The Play's the Thing
 - Evaluate the use of dialogue in the dramatic scene
 - Propose staging for the play that serves its themes
 - Incorporate meaningful stage directions into the dramatic scene
 - Revise the dramatic scene

4. Realism and Regionalism

1. Realism
 - Identify characteristics of realism
 - Describe the historical context of Realism
 - Correctly use apostrophes to show possession
2. Emily Dickinson
 - Describe the life of Emily Dickinson
 - Read, analyze, and interpret Emily Dickinson's poetry
 - Identify proper use of the apostrophe
 - Correctly use possessive pronouns
3. Sarah Orne Jewett
 - Define dialect and types of language associated with the use of dialect
 - Describe the life and influences of Sarah Orne Jewett
 - Read, analyze, and interpret a passage from Jewett's *The Country of the Pointed Firs*
 - Define vocabulary words to enhance understanding of literature
 - Correctly use apostrophes to convey ownership
4. Mark Twain
 - Define Regionalism
 - Read, analyze, and interpret the short story, "The Celebrated Jumping Frog of Calaveras County"

- Define vocabulary words to enhance understanding of a short story
 - Correctly use apostrophes to create contractions
5. Ambrose Bierce
 - Describe Ambrose Bierce’s life and writing style
 - Read, analyze, and interpret the short story “An Occurrence at Owl Creek Bridge”
 - Define foreshadowing and flashback
 - Define vocabulary words to enhance understanding of a short story
 6. Kate Chopin
 - Identify the important elements of a short story
 - Generate ideas for an alternate ending to a short story
 - Identify characteristics of Kate Chopin’s writing
 - Define vocabulary words to enhance understanding of a short story
 - Read, analyze, and interpret the short story, “A Pair of Silk Stockings”
 7. Alternate Ending: Rough Draft
 - Identify stylistic devices of a Romantic or Realist author
 - Compose an alternate ending to a Romantic or Realist story
 8. Charles Waddell Chesnutt
 - Read, analyze, and interpret the short story, “The Wife of His Youth”
 - Assess the impact complex characters have on a story
 - Define vocabulary words to enhance understanding of a short story
 9. Contemporary Connection: Cedric Yamanaka
 - Read, analyze, and interpret the short story, “The Lemon Tree Billiards House”
 - Define hyperbole, simile, and metaphor
 10. Realism and Regionalism Review
 - Prepare for unit test
 - Apply strategies for answering standard written English test items
 11. Realism and Regionalism Unit Test
 12. Alternate Ending: Final Draft
 - Compose an alternate ending to a Romantic or Realist story
 - Assess the alternate ending using teacher feedback and an evaluation checklist
5. **Semester Review and Exam**
 1. Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester A
 2. Semester Exam

Semester B Summary:

This is the second of two courses that comprise English 11. In this course, the student will focus on the literary movements that comprise American literature, and trace the chronology of national literature from the Modernist through the Contemporary period. In reading and responding to these diverse literature selections, the student will gain a thorough understanding of a myriad of fiction and nonfiction genres, including short stories, essays, poetry, drama, memoirs, and autobiographies. The student will also read F. Scott Fitzgerald’s novel *The Great Gatsby*. Ernest Hemingway’s novella *The Old Man and the Sea* may be read instead of *The Great Gatsby*. In reading these American literature selections, the student will understand longer works of literature in their historical and literary context.

Writing instruction guides the student through the process of composing a literary analysis and a research paper. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer.

Semester B Outline

1. **Voices of Modernism (1920s–1940s)**

1. Introduction to Modernism
 - Define modernism
 - Describe the events and circumstances that influenced modernism
 - Describe the unique writing styles of modernist writers
 - Identify participles and participial phrases and the words they modify
2. Hemingway
 - Identify the mood and tone of Hemingway’s writing
 - Describe the major influences on Hemingway’s writing
 - Read, analyze, and interpret the short story “In Another Country”
 - Analyze setting and imagery in “In Another Country”
 - Correctly punctuate participial phrases
3. Steinbeck
 - Define symbolism
 - Describe how John Steinbeck was influenced by the California town of Pacific Grove
 - Define vocabulary words to enhance understanding of John Steinbeck’s writing
 - Read, analyze, and interpret the short story, “The Chrysanthemums”
 - Correctly identify gerunds and gerund phrases
4. Harlem Renaissance
 - Practice using effective strategies for reading poetry
 - Describe the rise of the Harlem Renaissance
 - Read, analyze, and interpret poems of the Harlem Renaissance
 - Correctly identify infinitives and infinitive phrases
5. Ellison
 - Define diction and pathos
 - Describe the cultural contributions of African American literary and visual artists
 - Read, analyze, and interpret the short story, “The Black Ball”
 - Compare and contrast pathos, ethos, and logos
 - Revise sentences to correct misplaced and dangling modifiers
6. Hughes
 - Compare and contrast internal and external motivation
 - Analyze the distinctive voices in the poetry of Langston Hughes
 - Analyze character motivation in “Why, You Reckon?”
7. Frost
 - Identify characteristics of Robert Frost’s poetry
 - Define aphorism and metaphor to better understand Frost’s poems
 - Read, analyze, and interpret the poem, “Mending Wall”
 - Differentiate between independent and subordinate clauses
8. Writing Workshop: Literary Analysis Rough Draft
 - Identify prewriting strategies and techniques for literary analysis
 - Define vocabulary words associated with literary analysis
 - Compose an outline based on a working thesis

- Compose the first and second drafts of a literary analysis
 - Identify adverbial clauses and the words they modify
9. Fitzgerald
 - Define allegory and in medias res
 - Create and analyze a time line of F. Scott Fitzgerald’s life
 - Define vocabulary words to enhance understanding of the short story, “Babylon Revisited”
 - Read, analyze, and interpret the short story, “Babylon Revisited”
 - Complete elliptical clauses to understand their meaning
 10. Porter
 - Compare and contrast internal and external conflict
 - Define different types of literary characters
 - Read, analyze, and interpret the short story, “He”
 - Correctly punctuate adverbial clauses
 11. Voices of Modernism (1920s–1940s) Unit Review
 - Develop strategies for deriving the meanings of unfamiliar words
 - Prepare for the unit test
 12. Voices of Modernism (1920s–1940s) Unit Test
 13. Writing Workshop: Literary Analysis Final Draft
 - Revise and proofread to develop the final draft of the literary analysis
2. **Post War Voices Emerge (1950s–1960s)**
 1. Genres and Literary Movements
 - Review basic genres of literature
 - Define the prefixes sub- and ob- in order to understand the terms subjective and objective
 - Identify characteristics of postmodern literature
 2. Vonnegut
 - Define satire
 - Identify adjectival clauses and the words they modify
 - Read, analyze, and interpret the short story, "Harrison Bergeron"
 3. Updike
 - Define conflict
 - Define point of view
 - Read, analyze, and interpret the short story, "A&P"
 - Identify relative pronouns in adjectival clauses
 4. Compare and Contrast
 - Describe the requirements for the compare-and-contrast essay portfolio assignment
 - Understand how to develop, organize, and write a compare-and-contrast text
 - Read, analyze, and interpret the selection, “A Double Impulse”
 - Correctly punctuate adjectival clauses
 5. Speeches
 - Identify elements of persuasion
 - Read, analyze, and interpret the speech, "I Have a Dream"
 - Identify and correct misplaced modifiers
 6. The Rough Draft
 - Use quotations correctly and effectively
 - Document quotations correctly
 - Compose a rough draft of the compare-and-contrast essay
 7. Beat Generation
 - Identify characteristics of the poetry of the Beat Generations
 - Read, analyze, and interpret poetry of the Beat Generation
 - Compare and contrast the poetry of the Romantics with that of the Beat Generation

8. Unit Review
 - Identify elements of a successful and effective group discussion
 - Prepare for the unit test
 9. Postwar and Postmodern Unit Exam
 10. The Final Draft
 - Incorporate unique voice into a compare-and-contrast essay
 - Revise and finalize the compare-and-contrast essay
- 3. The Research Paper**
1. Introduction to Research Writing
 - Describe how to begin a research report
 - Read and analyze a model research report
 - Edit sentences to correct errors associated with standard usage
 2. Choosing a Subject
 - Choose a subject for the research report
 - Develop research questions
 - Properly cite sources in MLA format
 3. Introduction to Research
 - Gather information and evaluate sources for the research report
 4. Gathering Information
 - Compare and contrast print and Internet research sources
 - Describe how to successfully use the Internet for research
 5. Using Quotations
 - Organize notes effectively
 - Avoid plagiarism by creating source cards
 6. Synthesizing and Organizing
 - Synthesize information from different sources
 - Compose a working thesis for the research report
 7. Documenting
 - Document all sources used in research report
 - Create a works cited page
 8. Outlining
 - Organize supporting details
 - Develop an outline
 9. Drafting
 - Identify the characteristics of a successful introduction
 - Understand and implement strategies for achieving coherence
 - Compose a first draft of a research report
 10. Nonfiction Writing I
 - Understand nonfiction text structures
 - Correctly identify progressive and emphatic verb forms
 - Read, analyze, and interpret the essays, "Familiar Strangers" and "Melting Pot"
 11. Nonfiction Writing II
 - Read, analyze, and interpret a selection from "Life on the Color Lines"
 - Analyze problems with verb tenses according to the meanings of sentences
 12. Evaluating Research
 - Develop strategies for addressing "trouble spots" in the research report
 - Evaluate the research report using a checklist
 13. Revising, Editing, and Publishing
 - Revise the a research report using an evaluation checklist for revising
 - Edit a report for grammar, usage, mechanics, and spelling

- Publish the final draft of a research report

4. **The Great Gatsby**

1. The Great Gatsby: The Jazz Age
 - Describe the attitudes, fashion, and lifestyle of the 1920s
 - Compare and contrast youth culture in the 1920s with that in the present
 - Define vocabulary words in order to further understanding of the novel
 - Define direct and indirect characterization
 - Describe the central characters of The Great Gatsby
2. The Great Gatsby: F. Scott Fitzgerald
 - Describe the life of F. Scott Fitzgerald and the inspiration behind The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Connect the novel with F. Scott Fitzgerald's life
3. The Great Gatsby: Tone and Point of View
 - Define tone
 - Compare and contrast different types of point of view
 - Analyze point of view in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
4. The Great Gatsby: Social Groups and Class
 - Analyze social groups and class as they apply to The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
5. The Great Gatsby: Significance of Time
 - Analyze the significance of time in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Predict the fate of Gatsby and Daisy
6. The Great Gatsby: The Dilemmas of Nick Carraway
 - Analyze guidance for good living from American authors
 - Describe the requirements of the self-improvement plan portfolio assignment
 - Compose the rough draft of a self-improvement plan for Nick Carraway
7. The Great Gatsby: The American Dream
 - Apply the concepts of materialism and the American dream to The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Analyze the degree to which the characters in The Great Gatsby are able to achieve the American dream
8. The Great Gatsby: Symbols and Allusions
 - Define symbol and allusion
 - Analyze the use of allusions in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Review for the quiz
9. The Great Gatsby: A Timeless Tragedy
 - Describe why The Great Gatsby has stood the test of time
 - Use vocabulary words to write a personal reaction to the novel
 - Evaluate how Nick changes over the course of the novel
 - Demonstrate knowledge of the novel on a quiz
10. The Great Gatsby: Loss of Innocence
 - Describe Nick's loss of innocence and what he has learned
 - Practice linking modifiers for clarity
 - Compose the final draft of a self-improvement plan for Nick Carraway

5. **Contemporary Postmodernism**

1. Contemporary Literature
 - Identify the characteristics of the movement called contemporary postmodernism

- Identify the principal parts of irregular verbs
 - Describe the categories of poetry associated with contemporary postmodernism
2. Charming Billy
 - Describe ways in which the Vietnam War affected society
 - Identify the six verb tenses
 - Define vocabulary words to increase understanding of a short story
 - Read, analyze, and interpret the short story, "Where Have You Gone, Charming Billy?"
 3. Mortals
 - Read, analyze, and interpret the short story, "Mortals"
 - Define vocabulary words to increase understanding of a short story
 - Correctly express time using verb tenses
 4. Multicultural Meter: Many New Voices in the Mix
 - Read, analyze, and interpret several examples of poetry by American contemporary poets
 - Define the poetic elements of meter, rhythm, and rhyme
 - Distinguish between active and passive voice
 5. Personal Narrative: Rough Draft
 - Analyze a model personal narrative
 - Compose the first draft of a memoir
 6. Memoirs
 - Read, analyze, and interpret the memoir, "About Russell"
 - Identify characteristics of reflective writing
 - Correctly use the indicative, imperative, and subjunctive moods of verbs
 - Define vocabulary words to better understand a memoir
 7. American Beauty
 - Read, analyze, and interpret the memoirs, "I Want to Be Miss America" and "The Struggle to Be an All-American Girl"
 - Describe how stereotypes affect social interactions
 - Define vocabulary to better understand memoirs
 - Use the correct verb forms in sentences
 8. Contemporary Postmodernism Unit Review
 - Recognize errors in grammar, usage, and mechanics
 - Prepare for the unit test
 9. Contemporary Postmodernism Unit Test
 10. Personal Narrative: Final Draft
 - Revise a memoir using an evaluation checklist
 - Finalize and publish a memoir
- 6. Semester Review and Exam**
1. English 11 B Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester B
 2. English 11 B Semester Exam

English 11 Honors



English 11 Honors

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

In Semester A of this course, the student will focus on the literary movements that comprise American literature, and trace the chronology of national literature from the early American and colonial period through the periods of Realism and Regionalism. In reading these diverse selections, the student will gain a thorough understanding of fiction, including short stories, poetry and drama; as well as nonfiction genres, including the oral tradition, seminal historical documents, and speeches. The student will also read Jerome Lawrence and Robert E. Lee's play *The Night Thoreau Spent in Jail*. Arthur Miller's play *The Crucible* may be read instead of *The Night Thoreau Spent in Jail*. In reading these American plays and composing a dramatic scene, the student will understand drama in its historical and literary context.

Writing instruction guides the student through the process of composing a descriptive essay and modeling the style of an American author. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer. The Honors course includes more rigorous curriculum and provides greater opportunities for the student to explore concepts, engage in independent research, and demonstrate critical thinking skills.

Semester A

1. New World, New Voices

1. American Literature: Our Nation's Voice
 - Describe how a national literature develops
 - Assess three methods of note taking
 - Define vocabulary words using context clues
 - Describe the literature of early and Colonial America
2. Earliest Voices: William Bradford
 - Describe the concerns and ideas of early American people and writers
 - Compare early American English to contemporary American English
 - Read, analyze, and interpret excerpts from *Of Plymouth Plantation*
 - Identify evidence of the Puritan legacy in American literature
3. Contemporary Voice: Fred Veilleux
 - Describe persuasive techniques

- Define vocabulary words in order to understand a persuasive argument
- Analyze persuasive arguments in an essay
- 4. Earliest Voices: Anne Bradstreet, Phillis Wheatley
 - Define poetic elements
 - Read, analyze, and interpret the poetry of early American women poets
 - Determine the best definitions of words with multiple meanings in context
- 5. Earliest Voice: Jonathan Edwards
 - Summarize the Great Awakening
 - Describe the life of John Edwards
 - Read, analyze, and interpret a sermon
- 6. Earliest Voices: Olaudah Equiano
 - Review the definition of autobiography
 - Read and analyze a slave narrative
- 7. Earliest Voices: Thomas Paine
 - Describe how Thomas Paine helped to fuel the American Revolution
 - Define the denotative and connotative meanings of vocabulary words
 - Read, analyze, and interpret excerpts from Thomas Paine's Common Sense
 - Analyze the audience of a persuasive essay
- 8. Earliest Voices: The Founding Fathers
 - Analyze the Declaration of Independence
 - Compare denotative and connotative meanings of words
 - Assess knowledge of early American literature
- 9. Author's Purpose
 - Define purposes for writing
 - Review authors and compositions from the early American and Colonial period to identify purpose
- 10. Timed Writing Assessments
 - Identify and assess strategies for timed writing
 - Outline a model essay test answer
 - Compose a timed writing response
- 11. New World, New Voices Review
 - Review unit essential questions
 - Practice test-taking strategies
- 12. New World, New Voices Unit Test
- 2. **American Romanticism (1820s–1850s)**
 1. American Romanticism
 - Define genre and subgenre
 - Identify the characteristics of American romanticism
 - Name American romantic authors
 - Correctly capitalize words in sentences
 2. Nathaniel Hawthorne
 - Read and analyze an American romantic short story
 - Evaluate the role setting plays in literature
 - Paraphrase a variety of texts
 - Define and determine the connotations of vocabulary words
 3. Contemporary Literary Criticism
 - Read and analyze literary criticism
 - Interpret symbolism and imagery in "Young Goodman Brown"
 - Review eight parts of speech and types of nouns
 4. Edgar Allan Poe

- Read and analyze Poe's letters and short stories
 - Describe how setting contributes to Poe's intended effect
 - Evaluate Poe's writing using his own criteria
 - Define and determine the connotations of vocabulary words
5. Transcendentalism: Ralph Waldo Emerson
 - Examine transcendentalist views of God and nature
 - Analyze Ralph Waldo Emerson's writing style
 6. Transcendentalism: Henry David Thoreau
 - Examine transcendentalist views of God and nature
 - Analyze Henry David Thoreau's descriptive style of writing
 - Identify pronouns and their antecedents
 - Select a topic and audience for a descriptive essay
 - Assess knowledge of American romanticism
 7. Descriptive Essay: Rough Draft
 - Practice strategies for developing a description
 - Compose and submit a descriptive essay rough draft
 - Match appositives to the nouns they modify
 - Evaluate denotative and connotative meanings in descriptive writing
 8. Walt Whitman
 - Analyze images and poetry of Walt Whitman
 - Compare and contrast romantic and early American and colonial poetry
 - Analyze literary criticism of Walt Whitman's poetry
 9. American Romanticism Unit Review
 - Prepare for the unit test
 - Apply strategies for answering reading comprehension questions
 10. American Romanticism Unit Test
 11. Descriptive Essay: Final Draft
 - Review comments on descriptive writing rough draft
 - Revise and edit rough draft
 - Submit descriptive essay final draft
 - Identify commonly confused homophones
 - Compose the final draft of the descriptive essay
3. **The Night Thoreau Spent in Jail**
 1. Obedience Versus Nonconformity
 - Explain Henry David Thoreau's willingness to be jailed
 - Define vocabulary words
 - Assess Henry's approach to and philosophy of teaching
 - Analyze the setting and structure of the play
 2. Transcendentalism: Progress or Threat?
 - Describe how the play illustrates the philosophy of transcendentalism
 - Identify the central conflict of the play
 - Define vocabulary words
 - Evaluate the use of stage directions in the play
 3. Opposing the War
 - Evaluate arguments for and against the Mexican American War to determine whether it was justified
 - Define vocabulary words
 - Generate ideas for a dramatic scene
 4. Crafting a Scene

- Describe elements of drama, including plot, characters, communication, and dramatic conventions
 - Compose the rough draft of a scene
5. A Solitary Man
 - Analyze the use of figures of speech in the play
 - Define vocabulary words
 - Evaluate how Henry's commitment to transcendentalism affects his human connections
 6. Doing the Impossible
 - Compare and contrast protest in the play with protest during the Vietnam War
 - Define vocabulary words
 - Analyze Henry's and Waldo's approaches to politics
 7. One of the Crowd
 - Analyze Henry's non-conformist attitude in relation to theme
 - Define vocabulary words
 - Describe the significance of the "unseen Congressman"
 - Analyze the play's arguments about transcendentalism
 8. The Play's the Thing
 - Evaluate the use of dialogue in the dramatic scene
 - Propose staging for the play that serves its themes
 - Incorporate meaningful stage directions into the dramatic scene
 - Revise the dramatic scene
4. **Realism and Regionalism**
1. Realism
 - Identify characteristics of Realism
 - Describe the historical context of Realism
 - Correctly use apostrophes to show possession
 2. Emily Dickinson
 - Describe the life of Emily Dickinson
 - Read, analyze, and interpret Emily Dickinson's poetry
 - Identify proper use of the apostrophe
 - Correctly use possessive pronouns
 3. Sarah Orne Jewett
 - Define dialect and types of language associated with the use of dialect
 - Describe the life and influences of Sarah Orne Jewett
 - Read, analyze, and interpret a passage from Jewett's *The Country of the Pointed Firs*
 - Define vocabulary words to enhance understanding of literature
 - Correctly use apostrophes to convey ownership
 4. Mark Twain
 - Define Regionalism
 - Read, analyze, and interpret the short story, "The Celebrated Jumping Frog of Calaveras County"
 - Define vocabulary words to enhance understanding of a short story
 - Correctly use apostrophes to create contractions
 5. Ambrose Bierce
 - Describe Ambrose Bierce's life and writing style
 - Read, analyze, and interpret the short story, "An Occurrence at Owl Creek Bridge"
 - Define foreshadowing and flashback
 - Define vocabulary words to enhance understanding of a short story
 6. Kate Chopin
 - Identify the important elements of a short story
 - Generate ideas for an alternate ending to a short story

- Identify characteristics of Kate Chopin's writing
 - 7. Alternate Ending: Rough Draft
 - Identify stylistic devices of a romantic or realist author
 - Compose an alternate ending to a romantic or realist story
 - Follow guidelines for ending a story and improving style
 - 8. Charles Waddell Chesnutt
 - Read, analyze, and interpret the short story, "The Wife of His Youth"
 - Assess the impact complex characters have on a story
 - Define vocabulary words to enhance understanding of a short story
 - 9. Contemporary Connection: Cedric Yamanaka
 - Read, analyze, and interpret the short story, "The Lemon Tree Billiards House"
 - Define hyperbole, simile, and metaphor
 - 10. Realism and Regionalism Review
 - Prepare for unit test
 - Apply strategies for answering standard written English test items
 - 11. Realism and Regionalism Unit Test
 - 12. Alternate Ending: Final Draft
 - Compose an alternate ending to a romantic or realist story
 - Complete an evaluation checklist for revising
 - Identify options for publishing creative writing
- 5. Semester Review and Exam**
1. Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester A
 2. Semester Exam

Semester B

- 1. Voices of Modernism (1920s to 1940s)**
 1. Introduction to Modernism
 - Define modernism
 - Describe the events and circumstances that influenced modernism
 - Describe the unique writing styles of modernist writers
 - Identify participles, participial phrases, and the words they modify
 2. Hemingway
 - Identify the mood and tone of Hemingway's writing
 - Describe the major influences on Hemingway's writing style
 - Read, analyze, and interpret the short story "In Another Country"
 - Analyze setting and imagery in "In Another Country"
 - Correctly punctuate participial phrases
 3. Steinbeck
 - Define symbolism
 - Describe how John Steinbeck was influenced by the California town of Pacific Grove
 - Define vocabulary words to enhance understanding of John Steinbeck's writing
 - Read, analyze, and interpret the short story, "The Chrysanthemums"
 - Correctly identify gerunds and gerund phrases
 4. Harlem Renaissance
 - Practice using effective strategies for reading poetry
 - Describe the rise of the Harlem Renaissance
 - Read, analyze, and interpret poems of the Harlem Renaissance

- Correctly identify infinitives and infinitive phrases
- 5. Ellison
 - Define diction and pathos
 - Describe the cultural contributions of African American literary and visual artists
 - Read, analyze, and interpret the short story, "The Black Ball"
 - Compare and contrast pathos, ethos, and logos
 - Revise sentences to correct misplaced and dangling modifiers
- 6. Hughes
 - Compare and contrast internal and external motivation
 - Analyze the distinctive voices in the poetry of Langston Hughes
 - Analyze character motivation in "Why, You Reckin?"
- 7. Frost
 - Identify characteristics of Robert Frost's poetry
 - Define aphorism and metaphor to better understand Frost's poems
 - Read, analyze, and interpret the poem, "Mending Wall"
 - Differentiate between independent and subordinate clauses
- 8. Literary Analysis: Prewriting and Outline
 - Identify prewriting strategies and techniques for literary analysis
 - Define vocabulary words associated with literary analysis
 - Compose an outline based on a working thesis
 - Compose the first and second drafts of a literary analysis
 - Identify adverbial clauses and the words they modify
- 9. Fitzgerald
 - Define allegory and in medias res
 - Create and analyze a time line of F. Scott Fitzgerald's life
 - Define vocabulary words to enhance understanding of the short story, "Babylon Revisited"
 - Read, analyze, and interpret the short story, "Babylon Revisited"
 - Complete elliptical clauses to understand their meaning
- 10. Porter
 - Compare and contrast internal and external conflict
 - Define different types of literary characters
 - Read, analyze, and interpret the short story, "He"
 - Correctly punctuate adverbial clauses
- 11. Voices of Modernism (1920s to 1940s) Unit Review
 - Develop strategies for deriving the meaning of unfamiliar words
 - Prepare for the unit test
- 12. Voices of Modernism (1920s to 1940s) Unit Test
- 13. Literary Analysis: Final Draft
 - Revise and proofread to develop the final draft of the literary analysis
- 2. **Post-War Voices Emerge (1950s–1960s)**
 1. Genres and Literary Movements
 - Review basic genres of literature
 - Define the prefixes sub- and ob- in order to understand the terms subjective and objective
 - Identify characteristics of postmodern literature
 2. Vonnegut
 - Define satire
 - Identify adjectival clauses and the words they modify
 - Read, analyze, and interpret the short story, "Harrison Bergeron"
 3. Updike
 - Define conflict

- Define point of view
 - Read, analyze, and interpret the short story, "A&P"
 - Identify relative pronouns in adjectival clauses
4. Compare and Contrast
 - Describe the requirements for the compare-and-contrast essay portfolio assignment
 - Understand how to develop, organize, and write a compare-and-contrast text
 - Read, analyze, and interpret the selection, "A Double Impulse"
 - Correctly punctuate adjectival clauses
 5. Speeches
 - Identify elements of persuasion
 - Read, analyze, and interpret the speech, "I Have a Dream"
 - Identify and correct misplaced modifiers
 6. The Rough Draft
 - Use quotations correctly and effectively
 - Document quotations correctly
 - Compose a rough draft of the compare-and-contrast essay
 7. Beat Generation
 - Identify characteristics of the poetry of the Beat Generations
 - Read, analyze, and interpret poetry of the Beat Generation
 - Compare and contrast the poetry of the Romantics with that of the Beat Generation
 8. Post-War Voices Emerge (1950s–1960s) Unit Review
 - Identify elements of a successful and effective group discussion
 - Prepare for the unit test
 9. Post-War Voices Emerge (1950s–1960s) Unit Test
 10. The Final Draft
 - Incorporate unique voice into a compare-and-contrast essay
 - Revise and finalize the compare-and-contrast essay
3. **The Research Paper**
 1. Introduction to Research Writing
 - Describe how to begin a research report
 - Read and analyze a model research report
 - Edit sentences to correct errors associated with standard usage
 2. Choosing a Subject
 - Choose a subject for the research report
 - Develop research questions
 - Properly cite sources in MLA format
 3. Introduction to Research
 - Gather information and evaluate sources for the research report
 4. Gathering Information
 - Compare and contrast print and Internet research sources
 - Describe how to successfully use the Internet for research
 5. Using Quotations
 - Organize notes effectively
 - Avoid plagiarism by creating source cards
 6. Synthesizing and Organizing
 - Synthesize information from different sources
 - Compose a working thesis for the research report
 7. Documenting
 - Document all sources used in research report
 - Create a works cited page

8. Outlining
 - Organize supporting details
 - Develop an outline
9. Drafting
 - Identify the characteristics of a successful introduction
 - Understand and implement strategies for achieving coherence
 - Compose a first draft of a research report
10. Nonfiction Writing I
 - Understand nonfiction text structures
 - Correctly identify progressive and emphatic verb forms
 - Read, analyze, and interpret the essays, "Familiar Strangers" and "Melting Pot"
11. Nonfiction Writing II
 - Read, analyze, and interpret a selection from "Life on the Color Lines"
 - Analyze problems with verb tenses according to the meanings of sentences
12. Evaluating Research
 - Develop strategies for addressing "trouble spots" in the research report
 - Evaluate the research report using a checklist
13. Revising, Editing, and Publishing
 - Revise a research report using an evaluation checklist for revising
 - Edit a report for grammar, usage, mechanics, and spelling
 - Publish the final draft of a research report

4. **The Great Gatsby**

1. The Great Gatsby: The Jazz Age
 - Describe the attitudes, fashion, and lifestyle of the 1920s
 - Compare and contrast youth culture in the 1920s with that in the present
 - Define vocabulary words in order to further understanding of the novel
 - Define direct and indirect characterization
 - Describe the central characters of The Great Gatsby
2. The Great Gatsby: F. Scott Fitzgerald
 - Describe the life of F. Scott Fitzgerald and the inspiration behind The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Connect the novel with F. Scott Fitzgerald's life
3. The Great Gatsby: Tone and Point of View
 - Define tone
 - Compare and contrast different types of point of view
 - Analyze point of view in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
4. The Great Gatsby: Social Groups and Class
 - Analyze social groups and class as they apply to The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
5. The Great Gatsby: Significance of Time
 - Analyze the significance of time in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Predict the fate of Gatsby and Daisy
6. The Great Gatsby: The Dilemmas of Nick Carraway
 - Analyze guidance for good living from American authors
 - Describe the requirements of the self-improvement plan portfolio assignment
 - Compose the rough draft of a self-improvement plan for Nick Carraway
7. The Great Gatsby: The American Dream
 - Apply the concepts of materialism and the American dream to The Great Gatsby

- Define vocabulary words in order to further understanding of the novel
 - Analyze the degree to which the characters in *The Great Gatsby* are able to achieve the American dream
8. **The Great Gatsby: Symbols and Allusions**
 - Define symbol and allusion
 - Analyze the use of allusions in *The Great Gatsby*
 - Define vocabulary words in order to further understanding of the novel
 - Review for the quiz
 9. **The Great Gatsby: A Timeless Tragedy**
 - Describe why *The Great Gatsby* has stood the test of time
 - Use vocabulary words to write a personal reaction to the novel
 - Evaluate how Nick changes over the course of the novel
 - Demonstrate knowledge of the novel on a quiz
 10. **The Great Gatsby: Loss of Innocence**
 - Describe Nick's loss of innocence and what he has learned
 - Practice linking modifiers for clarity
 - Compose the final draft of a self-improvement plan for Nick Carraway
5. **Contemporary Postmodernism**
 1. **Contemporary Literature**
 - Identify the characteristics of the movement called contemporary postmodernism
 - Identify the principal parts of irregular verbs
 - Describe the categories of poetry associated with contemporary postmodernism
 2. **Charming Billy**
 - Describe ways in which the Vietnam War affected society
 - Identify the six tenses of verbs
 - Define vocabulary words to increase understanding of a short story
 - Read, analyze, and interpret the short story, "Where Have You Gone Charming Billy"
 3. **Mortals**
 - Describe the characteristics of morality plays
 - Correctly express time using verb tenses
 - Define vocabulary words to increase understanding of a short story
 - Read, analyze, and interpret the short story, "Mortals"
 4. **Multicultural Poetry**
 - Define the poetic elements of meter, rhythm, and rhyme
 - Distinguish between active and passive voice
 - Read, analyze, and interpret several examples of poetry by American contemporary poets
 5. **Personal Narrative: Rough Draft**
 - Analyze a model personal narrative
 - Compose the first draft of a personal narrative
 6. **Memoirs**
 - Identify characteristics of reflective writing
 - Correctly use the indicative, imperative, and subjunctive moods of verbs
 - Define vocabulary words to better understand a memoir
 - Read, analyze, and interpret the memoir, "About Russell"
 7. **American Beauty**
 - Describe how stereotypes affect social interactions
 - Define vocabulary to better understand memoirs
 - Read, analyze, and interpret the memoirs, "I Want to Be Miss America" and "The Struggle to Be an All-American Girl"
 - Use correct verb forms in sentences

8. Contemporary Postmodernism Unit Review
 - Recognize errors of grammar, usage, and mechanics
 - Prepare for the unit test
 9. Contemporary Postmodernism Unit Test
 10. Personal Narrative: Final Draft
 - Distinguish and correct problems with pronouns
 - Identify and correct problems with misused expressions
 - Revise a personal narrative using an evaluation checklist
 - Compose the final draft of a personal narrative
- 6. Semester Review and Exam**
1. Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester B
 2. Semester Exam

In Semester B of this course, the student will focus on the literary movements in American literature, and trace the chronology of national literature from the modernist through the contemporary period. In reading and responding to these diverse literature selections, the student will gain a thorough understanding of a myriad of fiction and nonfiction genres, including short stories, essays, poetry, drama, memoirs, and autobiographies. The student will also read F. Scott Fitzgerald's novel *The Great Gatsby*. Ernest Hemingway's novella *The Old Man and the Sea* may be read instead of *The Great Gatsby*. In reading these American literature selections, the student will understand longer works of literature in their historical and literary context.

Writing instruction guides the students through the process of composing a literary analysis and a research paper. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer. The Honors course includes more rigorous curriculum and provides greater opportunities for students to explore concepts, engage in independent research, and demonstrate critical thinking skills.

6. Voices of Modernism (1920s to 1940s)

1. Introduction to Modernism
 - Define modernism
 - Describe the events and circumstances that influenced modernism
 - Describe the unique writing styles of modernist writers
 - Identify participles, participial phrases, and the words they modify
2. Hemingway
 - Identify the mood and tone of Hemingway's writing
 - Describe the major influences on Hemingway's writing style
 - Read, analyze, and interpret the short story "In Another Country"
 - Analyze setting and imagery in "In Another Country"
 - Correctly punctuate participial phrases
3. Steinbeck
 - Define symbolism
 - Describe how John Steinbeck was influenced by the California town of Pacific Grove

- Define vocabulary words to enhance understanding of John Steinbeck's writing
 - Read, analyze, and interpret the short story, "The Chrysanthemums"
 - Correctly identify gerunds and gerund phrases
4. Harlem Renaissance
 - Practice using effective strategies for reading poetry
 - Describe the rise of the Harlem Renaissance
 - Read, analyze, and interpret poems of the Harlem Renaissance
 - Correctly identify infinitives and infinitive phrases
 5. Ellison
 - Define diction and pathos
 - Describe the cultural contributions of African American literary and visual artists
 - Read, analyze, and interpret the short story, "The Black Ball"
 - Compare and contrast pathos, ethos, and logos
 - Revise sentences to correct misplaced and dangling modifiers
 6. Hughes
 - Compare and contrast internal and external motivation
 - Analyze the distinctive voices in the poetry of Langston Hughes
 - Analyze character motivation in "Why, You Reckin?"
 7. Frost
 - Identify characteristics of Robert Frost's poetry
 - Define aphorism and metaphor to better understand Frost's poems
 - Read, analyze, and interpret the poem, "Mending Wall"
 - Differentiate between independent and subordinate clauses
 8. Literary Analysis: Prewriting and Outline
 - Identify prewriting strategies and techniques for literary analysis
 - Define vocabulary words associated with literary analysis
 - Compose an outline based on a working thesis
 - Compose the first and second drafts of a literary analysis
 - Identify adverbial clauses and the words they modify
 9. Fitzgerald
 - Define allegory and in medias res
 - Create and analyze a time line of F. Scott Fitzgerald's life
 - Define vocabulary words to enhance understanding of the short story, "Babylon Revisited"
 - Read, analyze, and interpret the short story, "Babylon Revisited"
 - Complete elliptical clauses to understand their meaning
 10. Porter
 - Compare and contrast internal and external conflict
 - Define different types of literary characters
 - Read, analyze, and interpret the short story, "He"
 - Correctly punctuate adverbial clauses
 11. Voices of Modernism (1920s to 1940s) Unit Review
 - Develop strategies for deriving the meaning of unfamiliar words
 - Prepare for the unit test
 12. Voices of Modernism (1920s to 1940s) Unit Test

- *There are no objectives for this lesson.*

13. Literary Analysis: Final Draft

- Revise and proofread to develop the final draft of the literary analysis

7. The Research Paper

1. Introduction to Research Writing

- Describe how to begin a research report
- Read and analyze a model research report
- Edit sentences to correct errors associated with standard usage

2. Choosing a Subject

- Choose a subject for the research report
- Develop research questions
- Properly cite sources in MLA format

3. Introduction to Research

- Gather information and evaluate sources for the research report

4. Gathering Information

- Compare and contrast print and Internet research sources
- Describe how to successfully use the Internet for research

5. Using Quotations

- Organize notes effectively
- Avoid plagiarism by creating source cards

6. Synthesizing and Organizing

- Synthesize information from different sources
- Compose a working thesis for the research report

7. Documenting

- Document all sources used in research report
- Create a works cited page

8. Outlining

- Organize supporting details
- Develop an outline

9. Drafting

- Identify the characteristics of a successful introduction
- Understand and implement strategies for achieving coherence
- Compose a first draft of a research report

10. Nonfiction Writing I

- Understand nonfiction text structures
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- Read, analyze, and interpret a selection from "Life on the Color Lines"
- Analyze problems with verb tenses according to the meanings of sentences

12. Evaluating Research

- Develop strategies for addressing "trouble spots" in the research report
- Evaluate the research report using a checklist

13. Revising, Editing, and Publishing

- Revise a research report using an evaluation checklist for revising
- Edit a report for grammar, usage, mechanics, and spelling
- Publish the final draft of a research report

8. Post-War Voices Emerge (1950s–1960s)

1. Genres and Literary Movements

- Review basic genres of literature
- Define the prefixes sub- and ob- in order to understand the terms subjective and objective
- Identify characteristics of postmodern literature

2. Vonnegut

- Define satire
- Identify adjectival clauses and the words they modify
- Read, analyze, and interpret the short story, "Harrison Bergeron"

3. Updike

- Define conflict
- Define point of view
- Read, analyze, and interpret the short story, "A&P"
- Identify relative pronouns in adjectival clauses

4. Compare and Contrast

- Describe the requirements for the compare-and-contrast essay portfolio assignment
- Understand how to develop, organize, and write a compare-and-contrast text
- Read, analyze, and interpret the selection, "A Double Impulse"
- Correctly punctuate adjectival clauses

5. Speeches

- Identify elements of persuasion
- Read, analyze, and interpret the speech, "I Have a Dream"
- Identify and correct misplaced modifiers

6. The Rough Draft

- Use quotations correctly and effectively
- Document quotations correctly
- Compose a rough draft of the compare-and-contrast essay

7. Beat Generation

- Identify characteristics of the poetry of the Beat Generations
- Read, analyze, and interpret poetry of the Beat Generation
- Compare and contrast the poetry of the Romantics with that of the Beat Generation

8. Post-War Voices Emerge (1950s–1960s) Unit Review

- Identify elements of a successful and effective group discussion
- Prepare for the unit test

9. Post-War Voices Emerge (1950s–1960s) Unit Test

- *There are no objectives for this lesson.*

10. The Final Draft

- Incorporate unique voice into a compare-and-contrast essay
- Revise and finalize the compare-and-contrast essay

9. The Great Gatsby

1. The Great Gatsby: The Jazz Age
 - Describe the attitudes, fashion, and lifestyle of the 1920s
 - Compare and contrast youth culture in the 1920s with that in the present
 - Define vocabulary words in order to further understanding of the novel
 - Define direct and indirect characterization
 - Describe the central characters of The Great Gatsby
2. The Great Gatsby: F. Scott Fitzgerald
 - Describe the life of F. Scott Fitzgerald and the inspiration behind The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Connect the novel with F. Scott Fitzgerald's life
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 - Define tone
 - Compare and contrast different types of point of view
 - Analyze point of view in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
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 - Analyze social groups and class as they apply to The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
5. The Great Gatsby: Significance of Time
 - Analyze the significance of time in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Predict the fate of Gatsby and Daisy
6. The Great Gatsby: The Dilemmas of Nick Carraway
 - Analyze guidance for good living from American authors
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 - Define vocabulary words in order to further understanding of the novel
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8. The Great Gatsby: Symbols and Allusions
 - Define symbol and allusion
 - Analyze the use of allusions in The Great Gatsby
 - Define vocabulary words in order to further understanding of the novel
 - Review for the quiz
9. The Great Gatsby: A Timeless Tragedy
 - Describe why The Great Gatsby has stood the test of time
 - Use vocabulary words to write a personal reaction to the novel
 - Evaluate how Nick changes over the course of the novel
 - Demonstrate knowledge of the novel on a quiz
10. The Great Gatsby: Loss of Innocence
 - Describe Nick's loss of innocence and what he has learned

- Practice linking modifiers for clarity
- Compose the final draft of a self-improvement plan for Nick Carraway

10. Contemporary Postmodernism

1. Contemporary Literature
 - Identify the characteristics of the movement called contemporary postmodernism
 - Identify the principal parts of irregular verbs
 - Describe the categories of poetry associated with contemporary postmodernism
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 - Describe ways in which the Vietnam War affected society
 - Identify the six tenses of verbs
 - Define vocabulary words to increase understanding of a short story
 - Read, analyze, and interpret the short story, "Where Have You Gone Charming Billy"
3. Mortals
 - Describe the characteristics of morality plays
 - Correctly express time using verb tenses
 - Define vocabulary words to increase understanding of a short story
 - Read, analyze, and interpret the short story, "Mortals"
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 - Define the poetic elements of meter, rhythm, and rhyme
 - Distinguish between active and passive voice
 - Read, analyze, and interpret several examples of poetry by American contemporary poets
5. Personal Narrative: Rough Draft
 - Analyze a model personal narrative
 - Compose the first draft of a personal narrative
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 - Identify characteristics of reflective writing
 - Correctly use the indicative, imperative, and subjunctive moods of verbs
 - Define vocabulary words to better understand a memoir
 - Read, analyze, and interpret the memoir, "About Russell"
7. American Beauty
 - Describe how stereotypes affect social interactions
 - Define vocabulary to better understand memoirs
 - Read, analyze, and interpret the memoirs, "I Want to Be Miss America" and "The Struggle to Be an All-American Girl"
 - Use correct verb forms in sentences
8. Contemporary Postmodernism Unit Review
 - Recognize errors of grammar, usage, and mechanics
 - Prepare for the unit test
9. Contemporary Postmodernism Unit Test
 - *There are no objectives for this lesson.*
10. Personal Narrative: Final Draft
 - Distinguish and correct problems with pronouns
 - Identify and correct problems with misused expressions

- Revise a personal narrative using an evaluation checklist
- Compose the final draft of a personal narrative

11. Semester Review and Exam

1. Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester B
2. Semester Exam
 - *There are no objectives for this lesson.*






English 11 Prescriptive





English 3A Syllabus

Course Home




Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Parts of Speech

Lesson	Description	Time (min)	Objective(s)
 Parts of Speech	This lesson contains an overview video and an interactive guide to themes and topics about the parts of speech.		
 Nouns and Pronouns	This lesson identifies and describes the various types of nouns and pronouns. It also examines how these word parts are used in sentences.	45	<ul style="list-style-type: none">• Identify and distinguish among various types of nouns and examine how they are used in sentences• Identify and distinguish among various types of pronouns and examine how they are used in sentences
 Quiz: Nouns and Pronouns			
 Verbs	This lesson identifies different kinds of verbs and explores how verb phrases are used in sentences.	45	<ul style="list-style-type: none">• Identify action and linking verbs• Identify transitive and intransitive verbs• Use verb phrases in a sentence
 Quiz: Verbs			

Lesson	Description	Time (min)	Objective(s)
 Adjectives and Adverbs	This lesson identifies adjectives and adverbs, and it shows students how to use them in sentences.	45	<ul style="list-style-type: none"> • Identify and use adjectives in sentences • Identify and use adverbs in sentences
 Quiz: Adjectives and Adverbs			
 Prepositions, Conjunctions, and Interjections	This lesson explains how to use prepositions, prepositional phrases, conjunctions, and interjections.	45	<ul style="list-style-type: none"> • Identify and distinguish between prepositions and prepositional phrases • Identify and use conjunctions and interjections
 Quiz: Prepositions, Conjunctions, and Interjections			
★ Posttest 1			









Module 2: Sentence Parts, Phrases, and Clauses

Lesson	Description	Time (min)	Objective(s)
 Sentence Parts, Phrases, and Clauses	This lesson contains an overview video and an interactive guide to themes and topics about sentence parts, phrases, and clauses.		
 Subjects and Predicates	This lesson identifies complete subjects and predicates. It also identifies simple and compound subjects and predicates.	45	<ul style="list-style-type: none"> • Recognize complete subjects and predicates • Identify simple and compound subjects and predicates
 Quiz: Subjects and Predicates			

Lesson	Description	Time (min)	Objective(s)
 Complements	This lesson describes how to identify and use direct objects, indirect objects, objective complements, and subject complements.	45	<ul style="list-style-type: none"> • Identify and use direct objects • Identify indirect objects • Identify objective and subject complements
 Quiz: Complements			
 Appositive Phrases	This lesson examines how to identify and use adjective and adverb prepositional phrases as well as appositives and appositive phrases.	45	<ul style="list-style-type: none"> • Recognize and use adjective and adverb prepositional phrases • Recognize and use appositives and appositive phrases
 Quiz: Appositive Phrases			
 Verbals and Verbal Phrases	This lesson discusses participles, gerunds, and infinitives, and it explores their use in phrases.	45	<ul style="list-style-type: none"> • Recognize and use participles and participial phrases • Identify gerunds and gerund phrases • Identify infinitives and infinitive phrases
 Quiz: Verbals and Verbal Phrases			
 Clauses	This lesson discusses adjective, adverb, and noun clauses.	45	<ul style="list-style-type: none"> • Identify adjective clauses • Identify adverb clauses • Identify noun clauses
 Quiz: Clauses			
★ Posttest 2			

Module 3: Effective Sentences

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Effective Sentences	This lesson contains an overview video and an interactive guide to themes and topics about effective sentences.		
 Sentence Combining and Sentence Variety	This lesson explains how to revise written passages by combining sentences. It also discusses how to improve passages by varying sentence length, beginnings, and structure.	45	<ul style="list-style-type: none"> • Revise written passages by combining sentences • Revise written passages by varying sentence length, beginnings, and structures
 Quiz: Sentence Combining and Sentence Variety			
 Fragments, Run-ons, and Modifiers	This lesson describes how to recognize and correct sentence fragments, run-on sentences, misplaced modifiers, and dangling modifiers.	45	<ul style="list-style-type: none"> • Recognize and correct sentence fragments • Recognize and correct run-on sentences • Identify and correct misplaced or dangling modifiers
 Quiz: Fragments, Run-ons, and Modifiers			
 Faulty Parallelism and Coordination	This lesson explains how to identify and correct faulty parallelism and coordination.	45	<ul style="list-style-type: none"> • Correct faulty parallelism • Identify and correct faulty coordination
 Quiz: Faulty Parallelism and Coordination			
 Posttest 3			

Module 4: Usage

Lesson	Description	Time (min)	Objective(s)

Lesson	Description	Time (min)	Objective(s)
 Usage	This lesson contains an overview video and an interactive guide to themes and topics about usage.		
 Verb Tenses	This lesson focuses on the identification and use of regular and irregular verbs, including the correct use of the four principal parts of verbs. The lesson also covers verb conjugation and the proper sequencing of tenses.	45	<ul style="list-style-type: none"> • Identify and use the six verb tenses • Identify and use the four principal parts of verbs, regular and irregular verbs, and verb conjugation • Identify and use the past, present, and future tenses • Use sequence of tenses correctly
 Quiz: Verb Tenses			
 Subjunctive Mood and Voice	This lesson explains how to revise for the subjunctive mood and to distinguish between active and passive voice.	45	<ul style="list-style-type: none"> • Revise for the subjunctive mood • Distinguish between active and passive voice
 Quiz: Subjunctive Mood and Voice			
 Pronoun Case and Usage	This lesson covers the use of pronouns in the nominative, objective, and possessive cases. It also discusses the correct use of who vs. whom and the use of pronouns in elliptical clauses.	45	<ul style="list-style-type: none"> • Recognize and correctly use pronouns in the nominative, objective, and possessive cases • Use who and whom correctly • Use pronouns correctly in elliptical clauses
 Quiz: Pronoun Case and Usage			
 Posttest 4			



Module 5: Agreement and Modifiers

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Agreement and Modifiers	This lesson contains an overview video and an interactive guide to themes and topics about agreement and modifiers.		
 Subject and Verb Agreement	This lesson covers agreement between verbs and singular, plural, and compound subjects.	45	<ul style="list-style-type: none"> • Make verbs agree with their singular and plural subjects • Make compound subjects agree with their verbs
 Quiz: Subject and Verb Agreement			
 Pronoun and Antecedent Agreement	This lesson covers agreement between antecedents and personal, indefinite, and reflexive pronouns.	45	<ul style="list-style-type: none"> • Make personal pronouns agree with their antecedents • Make personal pronouns agree with indefinite and reflexive pronouns
 Quiz: Pronoun and Antecedent Agreement			
 Making Comparisons	This lesson focuses on the identification and use of the three degrees of comparison: positive, comparative, and superlative. It also discusses how to make logical and balanced comparisons.	45	<ul style="list-style-type: none"> • Identify and use the three degrees of comparison: positive, comparative, and superlative • Use the comparative and superlative degrees correctly • Make logical, balanced comparisons
 Quiz: Making Comparisons			
 Posttest 5			

Module 6: Mechanics and Punctuation






Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Mechanics and Punctuation	This lesson contains an overview video and an interactive guide to themes and topics about mechanics and punctuation.		
 Capitalization	This lesson discusses the correct use of capital letters, including their use with quotations, lines of poetry, and titles of individuals and works.	45	<ul style="list-style-type: none"> • Place capitals correctly at the beginnings of sentences, quotations, and lines of poetry • Identify and capitalize all proper nouns and proper adjectives • Identify and capitalize all titles, including the titles of individuals and of works
 Quiz: Capitalization			
 Commas	This lesson covers the correct use of commas, including their use with compound sentences, items in a series, and parenthetical and nonessential expressions.	45	<ul style="list-style-type: none"> • Use commas with compound sentences, in a series, and with adjectives • Use commas after introductory material and with parenthetical and nonessential expressions • Use commas as needed for clarity and with dates, titles, addresses, geographical names, salutations and closings, numbers, and quotations
 Quiz: Commas			
 Semicolons and Colons	This lesson focuses on the correct use of semicolons and colons.	45	<ul style="list-style-type: none"> • Use semicolons correctly • Use colons correctly
 Quiz: Semicolons and Colons			
 Quotation Marks and Underlining	This lesson covers the correct use of quotation marks and underlining.	45	<ul style="list-style-type: none"> • Use quotation marks with quotations • Distinguish between correct usage of underlining and quotation marks




Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Quotation Marks and Underlining			
📁 Other Punctuation Marks	This lesson focuses on the correct use of dashes, parentheses, brackets, and hyphens.	45	<ul style="list-style-type: none"> • Use dashes correctly • Use parentheses correctly • Use brackets and hyphens correctly • Use apostrophes correctly
🔍 Quiz: Other Punctuation Marks			
★ Posttest 6			





Module 7: Vocabulary and Spelling






Lesson	Description	Time (min)	Objective(s)
📁 Vocabulary and Spelling	This lesson contains an overview video and an interactive guide to themes and topics about vocabulary and spelling.		
📁 Developing Vocabulary	This lesson explains how to rely on context, including connotation and denotation, to determine meaning of words and phrases. It also explains how to recognize relationships among words, including synonyms, antonyms, and analogies.	45	<ul style="list-style-type: none"> • Rely on context to determine meanings of words and phrases, including discriminating between connotative and denotative meanings • Recognize relationships among related words, including synonyms, antonyms, and analogies
🔍 Quiz: Developing Vocabulary			

Lesson	Description	Time (min)	Objective(s)
 Word Study and Word Parts	This lesson examines the use of resource materials to help determine vocabulary meaning and usage. It also covers the use of prefixes, roots, suffixes, and etymologies to aid in vocabulary comprehension.	45	<ul style="list-style-type: none"> • Use resource material, such as a dictionary or thesaurus, to determine precise meaning and usage • Apply meanings of prefixes, roots, suffixes, and etymologies in order to comprehend
 Quiz: Word Study and Word Parts			
 Improving Your Spelling	This lesson identifies ways to improve spelling, including the application of spelling rules.	45	<ul style="list-style-type: none"> • Identify ways to improve spelling • Apply spelling rules
 Quiz: Improving Your Spelling			
 Posttest 7			

Module 8: Academic and Workplace Skills

Lesson	Description	Time (min)	Objective(s)
 Academic and Workplace Skills	This lesson contains an overview video and an interactive guide to themes and topics about academic and workplace skills.		
 Speaking and Listening	This lesson discusses effective communication in groups and examines the use of critical listening skills. It also explains how to give effective and ethical oral presentations.	45	<ul style="list-style-type: none"> • Communicate effectively in group discussions • Prepare, present, and evaluate truthful and ethical presentations • Use effective critical listening skills, including responding to the speaker's message, using follow-up questions, and evaluating one's listening skills
 Quiz: Speaking and Listening			

Lesson	Description	Time (min)	Objective(s)
 Viewing and Representing	<p>This lesson examines how to interpret and use graphic organizers, brochures, maps, and graphs. It also discusses how to view fine art and information media critically. Finally, it explains how to give effective multimedia presentations.</p>	45	<ul style="list-style-type: none"> • Respond to informational elements in visual representations of texts, such as those found in maps and graphs • View information media and fine art critically, including evaluating persuasive techniques such as bias • Create graphic organizers and visual aids and use formatting and text features in brochures and flyers • Use multimedia to prepare presentations and videos
 Quiz: Viewing and Representing			
 Study, Reference, and Test-Taking Skills	<p>This lesson examines the use of strategies to improve study habits, including note-taking. It also examines methods for performing effectively on objective tests. Finally, it explains how to use library resources, including dictionaries.</p>	45	<ul style="list-style-type: none"> • Use study strategies, including note-taking, to better examine texts • Locate appropriate print and non-print information by using primary and secondary sources and by consulting text and technical resources • Use the dictionary and other print references, including electronic and media resources, to determine precise meaning and usage • Use strategies to improve performance on objective tests
 Quiz: Study, Reference, and Test-Taking Skills			


Lesson	Description	Time (min)	Objective(s)
 Workplace Skills and Competencies	This lesson describes how to communicate and work effectively with others in a workplace setting. It also explains how to use effective goal-setting and problem-solving strategies.	45	<ul style="list-style-type: none"> • Communicate and work effectively with others in a workplace setting • Use effective goal-setting and problem-solving strategies
 Quiz: Workplace Skills and Competencies			
 Workplace Writing	This lesson describes how to write business letters, memos, résumés, forms, and applications.	45	<ul style="list-style-type: none"> • Write a business letter and memo • Write a résumé • Fill out forms and applications
 Quiz: Workplace Writing			
 Posttest 8			

Review Test




Lesson	Description	Time (min)	Objective(s)
 Review Test			

English 3B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Writing I

Lesson	Description	Time (min)	Objective(s)
 Writing I	This lesson contains an overview video. It also offers an interactive guide to background information about the writing process, including how to write autobiographies, short stories, and literary responses.		
 The Writing Process	This lesson explains the five-part writing process: prewriting; drafting; revising; editing and proofreading; and publishing and presenting.	45	<ul style="list-style-type: none">• Use prewriting strategies in order to generate ideas, narrow a topic, and gather details• Develop and revise drafts by providing elaboration and by examining structure, paragraphs, sentences, and word choice• Edit, proofread, publish, and present a selected piece
 Quiz: The Writing Process			

Lesson	Description	Time (min)	Objective(s)
 Writing Composition	This lesson examines the effective use of sentence combining and sentence variety to achieve unity and coherence in composition. It also includes a discussion on the use of formal and informal English.	45	<ul style="list-style-type: none"> • Practice sentence combining to achieve a smooth, compelling writing style marked by sentence variety • Write effective paragraphs using topic and supporting sentences • Achieve unity and coherence in writing • Examine use of a writing style, including the use of formal and informal English
 Quiz: Writing Composition			
 Autobiographical Writing	This lesson discusses how to write a well-crafted autobiographical piece.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing an autobiographical piece • Revise, edit, proofread, publish, and present an autobiographical piece
 Quiz: Autobiographical Writing			
 Writing Short Stories	This lesson examines how to write a short story, including the use of showing vs. telling.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a short story • Revise, edit, proofread, publish, and present a short story
 Quiz: Writing Short Stories			
 Preparing Literary Response	This lesson examines the use of strategies when writing a response to literature. It includes discussions involving theme, literary allusion, character, setting, and sound devices.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a response to literature • Revise, edit, proofread, publish, and present a response to literature







Lesson	Description	Time (min)	Objective(s)
🔗 Quiz: Preparing Literary Response			
★ Posttest 1			

Module 2: Writing II

Lesson	Description	Time (min)	Objective(s)
📁 Writing II	This lesson contains an overview video. It also offers an interactive guide to background information about how to write description, persuasive pieces, and advertisements.		
📁 Crafting Description	This lesson examines how to write an effective descriptive piece.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a descriptive piece • Revise, edit, proofread, publish, and present a descriptive piece
🔗 Quiz: Crafting Description			
📁 Writing Persuasive Essays	This lesson focuses on writing persuasive essays. It includes a discussion of faulty logic and circular reasoning.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a persuasive essay • Revise, edit, proofread, publish, and present a persuasive essay
🔗 Quiz: Writing Persuasive Essays			
📁 Creating Advertisements	This lesson examines the use of strategies when writing advertisements, including the creation of slogans and the use of layouts.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing an advertisement • Revise, edit, proofread, publish, and present an advertisement
🔗 Quiz: Creating Advertisements			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 2			

Module 3: Writing III

Lesson	Description	Time (min)	Objective(s)
 Writing III	This lesson contains an overview video. It also offers an interactive guide to background information about how to write research papers and expository essays, including comparison and contrast, cause and effect, and problem and solution.		
 Writing Exposition	This lesson discusses how to write an effective comparison-and-contrast essay. It includes a discussion on organizational structure.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a comparison-and-contrast essay • Revise, edit, proofread, publish, and present a comparison-and-contrast essay
 Quiz: Writing Exposition			
 Exposition and the Essay	This lesson examines how to write a cause-and-effect essay. It also examines effective organizational structure for this type of essay and discusses ways to avoid vague and “empty” words.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a cause-and-effect essay • Revise, edit, proofread, publish, and present a cause-and-effect
 Quiz: Exposition and the Essay			
 Type of Exposition	This lesson focuses on the task of writing a problem-and-solution essay.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a problem-and-solution essay • Revise, edit, proofread, publish, and present a problem-and-solution essay







Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Type of Exposition			
📁 Documentation	This lesson examines how to write a documented essay. It also discusses citing sources and how to use resource materials, including electronic sources.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a documented essay • Revise, edit, proofread, publish, and present a documented essay
🔍 Quiz: Documentation			
📁 Writing Research Papers	This lesson explains how to write an effective research paper by using library resources appropriately and crediting sources. The lesson also includes a discussion on the use of style manuals.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a research paper • Revise, edit, proofread, publish, and present a research paper
🔍 Quiz: Writing Research Papers			
★ Posttest 3			

Module 4: Reading Methods

Lesson	Description	Time (min)	Objective(s)
📁 Reading Methods	This lesson contains an overview video. It also offers an interactive guide to background information about how to identify text features, use study strategies, and use reading strategies for fiction and nonfiction.		

Lesson	Description	Time (min)	Objective(s)
 Reading Strategies I	This lesson examines the use of text features to find, review, and organize information. It also discusses how to use reading and study strategies, including variable reading styles; skimming and scanning; and graphic organizers.	45	<ul style="list-style-type: none"> • Use the text features of textbooks to find, review, and organize information • Use reading and study strategies, including variable reading styles • skimming and scanning • and graphic organizers
 Quiz: Reading Strategies I			
 Reading Strategies II	This lesson examines strategies for reading nonfiction, including the distinction between fact and opinion and effective modes of reasoning. It also evaluates the use of language, including connotation, denotation, irony, and jargon.	45	<ul style="list-style-type: none"> • Use strategies for reading nonfiction, including the distinction between fact and opinion • Apply modes of reasoning, including inductive reasoning, deductive reasoning, and logical fallacies • Evaluate use of language, including denotation, connotation, irony, and jargon
 Quiz: Reading Strategies II			
 Reading Strategies III	This lesson discusses methods for analyzing and evaluating fiction, drama, and poetry. It also examines how to apply different techniques for reading from a variety of sources.	45	<ul style="list-style-type: none"> • Discuss methods for analyzing and evaluating fiction, drama, and poetry • Use methods of reading from a variety of sources
 Quiz: Reading Strategies III			
 Posttest 4			







Module 5: Early American Literature




Lesson	Description	Time (min)	Objective(s)
 Early American Literature	This lesson contains an overview video comprised of essential questions about American literature. It also offers an interactive guide to background information about early America (beginnings to 1800).		
 Meeting of Cultures	This lesson instructs students to find the main idea and then evaluate the use of symbolism found in the Iroquois Constitution, as translated by Arthur C. Parker.	45	<ul style="list-style-type: none"> • Identify the main idea from the Iroquois Constitution, as translated by Arthur C. Parker • Recognize the use of symbolism in a political document
 Quiz: Meeting of Cultures			
 A Nation Is Born I	This lesson instructs students to look for the main idea, use of persuasive elements, and word choice in the following political texts: the Declaration of Independence by Thomas Jefferson and The Crisis by Thomas Paine.	45	<ul style="list-style-type: none"> • Identify the main idea in the Declaration of Independence by Thomas Jefferson • Identify the main idea in The Crisis by Thomas Paine • Discuss the use of persuasive elements in political documents • Critique the use of word choice in political documents
 Quiz: A Nation Is Born I			
 A Nation Is Born II	This lesson instructs students to find the main idea in Benjamin Franklin's The Autobiography and Poor Richard's Almanack. It also discusses the elements of autobiography and analyzes the use of aphorisms in these texts.	45	<ul style="list-style-type: none"> • Identify the main idea in a selection from The Autobiography by Benjamin Franklin • Identify the main idea in a selection from Poor Richard's Almanack by Benjamin Franklin • Discuss the use of elements of autobiography, including cause and effect • Analyze the use of aphorisms

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: A Nation Is Born II			
★ Posttest 5			




Module 6: American Renaissance Literature






Lesson	Description	Time (min)	Objective(s)
📁 American Renaissance Literature	This lesson contains an overview video comprised of essential questions about American literature. It also offers an interactive guide to background information about the American Renaissance (1800–1870).		
📁 Fireside and Campfire	This lesson instructs students to identify the main idea in selections of poetry by Henry Wadsworth Longfellow and Oliver Wendell Holmes. It also discusses meter and the use of mood in these poetry selections.	45	<ul style="list-style-type: none"> • Identify the main idea in selections of poetry by Henry Wadsworth Longfellow and Oliver Wendell Holmes • Recognize meter in poetry • Describe the use of mood in poetry
🔍 Quiz: Fireside and Campfire			
📁 Shadows of the Imagination I	This lesson instructs students to identify the main idea and elements of Gothic literature in "The Fall of the House of Usher" by Edgar Allan Poe.	45	<ul style="list-style-type: none"> • Identify the main idea in "The Fall of the House of Usher" by Edgar Allan Poe • Recognize elements of Gothic literature in "The Fall of the House of Usher" by Edgar Allan Poe
🔍 Quiz: Shadows of the Imagination I			

Lesson	Description	Time (min)	Objective(s)
 Shadows of the Imagination II	This lesson instructs students to find the main idea in "The Raven" by Edgar Allan Poe. It also evaluates the use of the first-person speaker in this poem.	45	<ul style="list-style-type: none"> • Identify the main idea in "The Raven" by Edgar Allan Poe • Evaluate the effect of the first-person speaker in "The Raven" by Edgar Allan Poe
 Quiz: Shadows of the Imagination II			
 Shadows of the Imagination III	This lesson instructs students to identify the main idea found in a selection from Herman Melville's Moby-Dick. It also analyzes the use of symbolism and theme in this work.	45	<ul style="list-style-type: none"> • Identify the main idea in a selection from Herman Melville's Moby-Dick • Analyze the use of symbolism in a selection from Moby-Dick by Herman Melville • Identify the development of theme in a selection from Moby-Dick by Herman Melville
 Quiz: Shadows of the Imagination III			
 The Human Spirit	This lesson instructs students to identify and discuss the main idea and the author's style found in selections from Walden and "Civil Disobedience" by Henry David Thoreau.	45	<ul style="list-style-type: none"> • Identify the main idea in a selection from Walden by Henry David Thoreau • Identify the main idea in a selection from "Civil Disobedience" by Henry David Thoreau • Discuss the elements that make up an author's style in essay writing • Identify how different types of figurative language are used to develop ideas in essays
 Quiz: The Human Spirit			

Lesson	Description	Time (min)	Objective(s)
 American Masters	This lesson instructs students to locate the main idea in selections of poetry by Walt Whitman. It also examines theme and style within these poetry selections.	45	<ul style="list-style-type: none"> Identify the main idea in a selection from "Song of Myself" by Walt Whitman Examine elements of the epic theme in passages of poetry by Walt Whitman Analyze style in selections of poetry by Walt Whitman
 Quiz: American Masters			
 Posttest 6			

Module 7: Civil War and Frontier Literature






Lesson	Description	Time (min)	Objective(s)
 Civil War and Frontier Literature	This lesson contains an overview video comprised of essential questions about American literature. It also offers an interactive guide to background information about the Civil War Era and the Frontier (1850–1914).		
 A Nation Divided I	This lesson instructs students to identify the main idea and analyze literary elements in "An Episode of War" by Stephen Crane.	45	<ul style="list-style-type: none"> Identify the main idea in "An Episode of War" by Stephen Crane Analyze the short story "An Episode of War" by Stephen Crane for its literary elements
 Quiz: A Nation Divided I			

Lesson	Description	Time (min)	Objective(s)
 A Nation Divided II	This lesson instructs students to identify the main idea, author's purpose, and historical influences found in My Bondage and My Freedom by Frederick Douglass.	45	<ul style="list-style-type: none"> • Locate the main idea in a selection from My Bondage and My Freedom by Frederick Douglass • Identify the author's purpose in My Bondage and My Freedom by Frederick Douglass • Analyze the historical influences in My Bondage and My Freedom by Frederick Douglass
 Quiz: A Nation Divided II			
 A Nation Divided III	This lesson instructs students to find the main idea in Abraham Lincoln's The Gettysburg Address and in a letter written by Robert E. Lee. It also analyzes the use of diction found in these texts.	45	<ul style="list-style-type: none"> • Identify the main idea in Abraham Lincoln's The Gettysburg Address • Identify the main idea in Robert E. Lee's "Letter to His Son" • Analyze the use of diction in text
 Quiz: A Nation Divided III			
 Forging New Frontiers	This lesson instructs students to find the main idea in "The Notorious Jumping Frog of Calaveras County" by Mark Twain. It also analyzes techniques for humor in social commentary.	45	<ul style="list-style-type: none"> • Identify the main idea in "The Notorious Jumping Frog of Calaveras County" by Mark Twain • Analyze techniques for humor in social commentary
 Quiz: Forging New Frontiers			
 Living in a Changing World	This lesson instructs students to find the main idea in "The Story of an Hour" by Kate Chopin. It also analyzes the use of irony and philosophical argument in this work.	45	<ul style="list-style-type: none"> • Identify the main idea in Kate Chopin's "The Story of an Hour" • Analyze the use of irony in Kate Chopin's "The Story of an Hour" • Analyze the philosophical argument in Kate Chopin's "The Story of an Hour"


Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Living in a Changing World			
★ Posttest 7			







Module 8: Literature of the Modern Age

Lesson	Description	Time (min)	Objective(s)
📖 Literature of the Modern Age	This lesson contains an overview video comprised of essential questions about American literature. It also offers an interactive guide to background information about the Modern Age (1914–1945).		
📖 Facing Troubled Times	This lesson instructs students to find main idea, analyze thematic elements, and examine symbolic allegory in "The Turtle," a selection from The Grapes of Wrath by John Steinbeck.	45	<ul style="list-style-type: none"> • Identify the main idea in "The Turtle," a selection from The Grapes of Wrath by John Steinbeck • Analyze thematic elements in "The Turtle" from The Grapes of Wrath by John Steinbeck • Examine symbolic meanings in an allegory in The Grapes of Wrath by John Steinbeck
🔍 Quiz: Facing Troubled Times			
📖 World War I	This lesson instructs students to locate main idea, discuss author's style, and identify with characters found "In Another Country" by Ernest Hemingway.	45	<ul style="list-style-type: none"> • Identify the main idea from "In Another Country" by Ernest Hemingway • Discuss author's style using a selection from "In Another Country" by Ernest Hemingway • Identify with the characters found in a selection from "In Another Country" by Ernest Hemingway
🔍 Quiz: World War I			

Lesson	Description	Time (min)	Objective(s)
 The American South	This lesson instructs students to identify the main idea and analyze the use of archetypes in "A Worn Path" by Eudora Welty.	45	<ul style="list-style-type: none"> • Identify the main idea in "A Worn Path" by Eudora Welty • Analyze the use of archetypes in "A Worn Path" by Eudora Welty
 Quiz: The American South			
 Poetry of New England	This lesson instructs students to find the main idea, analyze pastoral elements, and understand the use of blank verse in selections of poetry by Robert Frost.	45	<ul style="list-style-type: none"> • Identify the main message in selections of poetry by Robert Frost • Analyze the use of pastoral elements in selections of poetry by Robert Frost • Explain the use of blank verse in selections of poetry by Robert Frost
 Quiz: Poetry of New England			
 Posttest 8			

Module 9: Contemporary Literature

Lesson	Description	Time (min)	Objective(s)
 Contemporary Literature	This lesson contains an overview video comprised of essential questions about American literature. It also offers an interactive guide to background information about the Contemporary Period (1970–Present).		

Lesson	Description	Time (min)	Objective(s)
 Tradition and Rebellion	This lesson instructs students to identify the main idea and elements of plot in Bernard Malamud's "The First Seven Years." It also explores how summary is used effectively in selections from this text.	45	<ul style="list-style-type: none"> • Identify the main idea in Bernard Malamud's "The First Seven Years" • Analyze the elements of plot in Bernard Malamud's "The First Seven Years" • Explore the effective use of summary in selections from Bernard Malamud's "The First Seven Years"
 Quiz: Tradition and Rebellion			
 Literature of Protest I	This lesson instructs students to identify the main idea in "The Rockpile" by James Baldwin. It also analyzes the use of setting and symbolism in this text.	45	<ul style="list-style-type: none"> • Identify the main idea in "The Rockpile" by James Baldwin • Analyze the use of setting in selections from "The Rockpile" by James Baldwin • Explain the use of symbolism in selections from "The Rockpile" by James Baldwin
 Quiz: Literature of Protest I			
 Literature of Protest II	This lesson instructs students to recognize the main idea and rhetorical devices used in the following political texts: John F. Kennedy's Inaugural Address and Martin Luther King, Jr.'s "Letter from Birmingham City Jail."	45	<ul style="list-style-type: none"> • Identify the main idea in John F. Kennedy's Inaugural Address • Discuss the use of rhetorical devices in John F. Kennedy's Inaugural Address • Identify the main idea and supporting details in a selection from "Letter from Birmingham City Jail" by Martin Luther King, Jr.
 Quiz: Literature of Protest II			

Lesson	Description	Time (min)	Objective(s)
📖 Contemporary Fiction	This lesson instructs students to identify the main idea, understand the use of dialect, and analyze characterization in "Everyday Use" by Alice Walker.	45	<ul style="list-style-type: none"> • Identify the main idea in "Everyday Use" by Alice Walker • Understand the use of dialect in a selection from "Everyday Use" by Alice Walker • Analyze characterization in a selection from "Everyday Use" by Alice Walker
🔍 Quiz: Contemporary Fiction			
★ Posttest 9			

Review Test

Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

English 12



English 12

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary

This is the first of two courses that comprise English 12. In this course, the student will take an in-depth look at early British literature from 449 to 1798 and will examine literary forms including the epic, poetry, drama, and the essay. The student will also read longer selections of literature that are representative of the historical setting, including Shakespeare's *Macbeth*. The student will read to gain an understanding and appreciation of the historical context from which the literature arose. Vocabulary development and mastery of critical grammar and communication skills prepare the student for writing creative narratives, and expository and persuasive essays.

Semester A Outline

1. The Anglo-Saxon Period: 449–1066

1. Unit Introduction
 - Preview the structure of the English 12 course
 - Read, analyze, and interpret selections from the Anglo-Saxon period
 - Compare and contrast elements of Anglo-Saxon literature
 - Analyze a descriptive writing model
 - Review the eight parts of speech
2. Grendel, The Coming of Beowulf, The Battle

- Read, analyze, and interpret elements of epic poetry
 - Compare and contrast elements of character
 - Define suffixes to interpret word meanings
 - Apply prewriting strategies for descriptive writing
 - Identify intransitive and transitive verbs, verb phrases, and linking verbs
3. Grendel's Mother, The Battle with Grendel's Mother
 - Read, analyze, and interpret elements of the elegy, including poetic devices
 - Identify alliteration, rhythm, and repetition
 - Compare and contrast epic and elegy
 - Apply prewriting strategies to develop description
 - Identify adjectives and their function in a sentence
 4. The Battle with the Dragon, The Death of Beowulf
 - Define and analyze protagonist and antagonist in fictional writing
 - Define prefixes to interpret word meanings
 - Complete prewriting strategies and identify a scene for description
 - Identify adverbs and their function in a sentence
 5. Writing Workshop: Description (First Draft)
 - Draft a descriptive essay incorporating sensory details
 - Identify prepositions and their function in a sentence
 6. Lyric Poetry: The Exeter Book
 - Read, analyze, and interpret elegy, elegiac verse, and descriptive details
 - Identify mood and the poet's attitude
 - Define denotation and connotation to interpret word meanings
 - Identify conjunctions and interjections and their function in a sentence
 7. Language Focus: Style and Voice 449 - 1066
 - Choose vivid words in writing
 - Assess understanding of the unit vocabulary and parts of speech
 8. Unit Review
 - Review the historical, social, and cultural context of the Anglo-Saxon time period
 - Review characteristics of the epic and elegy
 - Review parts of the speech and their functions in a sentence
 9. Unit Test
 - *There are no objectives for this lesson.*
 10. Writing Workshop: Description (Final Draft)
 - Edit, proofread, and publish a description

2. The Middle Ages: 1066–1485

1. The Middle Ages: Unit Introduction
 - Read, analyze, and interpret selections from the Medieval period
 - Identify elements of medieval poetry, including narrative poems and epic tales
 - Identify causes and effects in the historical and cultural context of the Middle Ages
 - Review the sentence base
2. The Canterbury Tales: "The Prologue"
 - Analyze elements of characterization
 - Identify cause-and-effect relationships
 - Compare and contrast varieties of English
 - Identify Latin roots
 - Identify subjects and predicates
3. The Canterbury Tales: "The Prologue"
 - Identify and analyze tone
 - Identify cause-and-effect relationships
 - Identify and analyze denotation and connotation
 - Identify and correct sentence fragments

4. The Canterbury Tales: "The Prologue"
 - Identify and analyze irony
 - Identify cause-and-effect relationships
 - Use figurative language to improve style and voice
 - Recognize complements
5. The Canterbury Tales: "The Pardoner's Tale"
 - Identify and understand characteristics of a frame story
 - Analyze character
 - Use a dictionary
6. The Canterbury Tales: "The Wife of Bath's Tale"
 - Identify and analyze narrator, voice, and perspective
 - Compare and contrast characters
 - Interpret word meanings through context clues
 - Create an outline for creative writing
 - Identify prepositional phrases and their function in a sentence
7. Writing Workshop: Allegory (First Draft)
 - Draft a modern allegory containing literary devices and a moral message
 - Identify verbals and verbal phrases
8. Medieval Romance: Sir Gawain and the Green Knight
 - Read, analyze, and interpret romances
 - Identify and analyze poetic devices such as alliteration
 - Define suffixes to interpret word meanings
 - Recognize and correct misplaced and dangling modifiers and sentence fragments
9. Writing/Language Focus: Style and Voice
 - Revise for sentence variety
 - Combine sentences by coordinating and subordinating
 - Apply knowledge of phrases to creative writing assessment
10. The Middle Ages: 1066–1485: Unit Review
 - Review the historical, social, and cultural context of the Middle Ages
 - Review characteristics of the narrative poem
 - Review characteristics of medieval romance
 - Review the sentence base
 - Review phrases
11. The Middle Ages: 1066–1485: Unit Test
 - *There are no objectives for this lesson.*
12. Writing Workshop: Allegory (Final Draft)
 - Edit, proofread, and publish an allegory

3. Macbeth

1. History and Heroes; Witches and Warriors
 - Explore how Shakespeare incorporated some historical characters and altered others and why
 - Discover James I's fascination with witches and regicide
 - Define tragedy, tragic hero, and tragic flaw
2. Act I, Scenes I–II
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Examine how setting influences a scene's mood
 - Define paradox and its influence on theme and character
 - Examine the differences between direct and indirect characterization
3. Act I, Scenes III–V
 - Read and analyze the text thoughtfully
 - Define new vocabulary and use in illustrative sentences
 - Make predictions

- Define the three types of irony
 - Identify examples of dramatic irony
 - Define, distinguish, and identify soliloquies and asides
4. Act I, Scenes VI–VII
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Examine how analogies are used to persuade
 - Re-examine the elements of the tragic hero as it applies to all of Act I
 - Define exposition and inciting incident and apply to Act I
 5. Act II, Scenes I–II
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Define and identify imagery
 - Define foreshadowing and make connections to clues in Act I
 6. Act II, Scenes III–IV
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Define and identify comic relief
 - Define a pun and explore its use in the porter’s speech
 - Explore the notion of the Great Chain of Being and its application to these two scenes
 - Select a topic and develop a rough draft of a persuasive essay on the play
 7. Act III, Scenes I–III
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Make predictions
 - Assess the dramatic structure, determining which past events constitute the rising action
 - Analyze sleep as an extended metaphor
 8. Act III, Scenes IV–VI
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Make predictions
 - Assess the dramatic structure and identify the play’s climax
 - Review the device of indirect characterization and apply it to Lady Macbeth in the banquet scene
 - Analyze the role of conflict—both internal and external—to drive the play’s action
 9. Act IV, Scenes I–III
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Make predictions about the witches’ prophecies
 - Define and identify rhyming couplets and create your own
 - Define blank verse, and explore the reasons Shakespeare used it so frequently
 - Define and identify alliteration
 10. Act V, Scenes I–VIII
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Examine the remaining dramatic structure and identify the falling action and resolution
 - Define and apply connotation to the “tomorrow and tomorrow and tomorrow” soliloquy
 - Re-examine dramatic irony in light of the fulfillment of the prophecies
11. The Art of Persuasion

- Revise and edit the final draft of a persuasive essay
- Proofread a final draft
- Maintain parallelism and agreement
- Complete an evaluation checklist for revising
- Review a rubric and provide self-assessment

4. The Renaissance: 1485–1660

1. The Renaissance: 1485–1660: Unit Introduction
 - Read and analyze selections from the Renaissance period
 - Identify elements of lyric poetry, pastoral, and sonnet in Renaissance literature
 - Read a time line
 - Make generalization about the historical, social, and literary context of the Renaissance
 - Review clauses
2. Sonnets: Wyatt and Spenser
 - Analyze sonnets
 - Identify Petrarchan conceits
 - Research etymology
 - Recognize independent and subordinate clauses
3. Pastoral Poetry: Marlowe and Raleigh
 - Analyze elements of lyric poetry and pastorals
 - Recognize adverbial clauses
4. Sonnets: Shakespeare
 - Analyze Shakespearean sonnets
 - Identify and analyze simile and metaphor
 - Recognize adjectival clauses
 - Recognize noun clauses
5. Writing Workshop: Expository Writing (First Draft)
 - Draft an expository essay incorporating a strong thesis statement and coherent ideas
 - Apply appropriate transitions to writing
6. Metaphysical Poetry: Donne
 - Understand and analyze metaphysical poetry
 - Identify paradoxes
 - Use synonyms
 - Paraphrase poetry
 - Understand sentence structure
7. Epigrams and Songs: Jonson
 - Identify characteristics of an epigram
 - Identify and analyze tone
 - Make inferences about author
 - Identify clause fragments
8. John Milton: Paradise Lost
 - Identify and analyze elements of the epic
 - Identify and analyze allusion
 - Define archaic language to interpret word meaning
 - Identify run-on sentences
9. Writing/Language Focus: Style and Voice
 - Identify and correct rambling sentences
 - Avoid wordiness in writing
10. The Renaissance: 1485–1660: Unit Review
 - Review the historical, social, and cultural context of the Renaissance
 - Review characteristics of poetic forms
 - Review figures of speech

- Review clauses
- 11. The Renaissance: 1485–1660: Unit Test
 - *There are no objectives for this lesson.*
- 12. Writing Workshop: Expository Writing (Final Draft)
 - Edit, proofread, and publish an expository essay
 - Review clauses

5. Writing a Research Paper

1. Writing a Research Paper
 - Comprehend the basic elements of a research paper
 - Generate a topic for a research paper
 - Conduct preliminary research to identify potential areas of focus
 - Review capitalization of first words and the pronoun I
2. Gathering Information
 - Learn strategies to select and evaluate print and online resources
 - Create outline for multimedia presentation
 - Review capitalization of nouns
3. Taking Notes
 - Practice effective note-taking strategies
 - Understand the use of note cards
 - Review capitalization of nouns
4. Organizing a Paper
 - Synthesize ideas and details from multiple informational texts
 - Draft a working thesis statement
 - Create an outline for a research paper
 - Review capitalization of nouns
5. Drafting the Introduction and Refining the Thesis
 - Draft the introduction
 - Refine the thesis
 - Review capitalization of proper adjectives
6. Drafting the Body and Conclusion
 - Draft the body paragraphs and conclusion
7. Revising for Clarity, Coherence, and Unity
 - Revise draft for clarity, coherence, and unity
 - Understand and implement comments and feedback
 - Review capitalization of titles
8. Revising at the Sentence Level
 - Revise draft at the sentence level
 - Understand and implement comments and feedback
9. Citations and Works Cited Page
 - Cite sources correctly
 - Compile a works cited page
10. Editing, Proofreading, and Publishing
 - Edit, publish, and reflect on the final draft of a research paper

6. Semester Exam

1. Semester Review
 - Review major works of British literature from the Anglo-Saxon period through the eighteenth century

- Review effective comprehension strategies for reading these selections
 - Review literary elements
 - Review elements of grammar, usage, and style
2. Semester Exam
- *There are no objectives for this lesson.*

Semester B Summary:

This is the second of two courses that comprise English 12. In this course, the student continues to explore a variety of literature selections from British literature, including well-known works. The student will learn strategies for reading lyric poetry and study the characteristics of reflective essays. The student will analyze poetry, short stories, and essays from the Romantic Period, Victorian Age, and Modern Era and will determine how the historical context affected the thematic material and writing style from each era.

Writing instruction focuses on literary analysis, including in-depth instruction in the process of writing a research paper. This project teaches the student to critically analyze primary and secondary sources and to effectively support his ideas with information gathered from outside sources.

Semester B Outline

1. The Restoration and the Enlightenment: 1660–1798

1. Lesson 1: Unit Introduction
 - Read and analyze selections from the Restoration and the Enlightenment period
 - Identify elements of diary, essay, satire, biography, and poetry
 - Read a time line
 - Read about historical and cultural context
 - Review verbs
2. Lesson 2: Diaries: Pepys
 - Identify characteristics of diary
 - Identify and analyze first-person point of view
 - Identify the principal parts of verbs
3. Lesson 3: Satire in Poetry: Pope
 - Identify and analyze element of parody
 - Analyze mock epics
 - Identify and analyze heroic couplet
 - Recognize verb tense
4. Lesson 4: The Satirical Essay: Swift
 - Identify and analyze irony and satire
 - Identify and analyze roots
 - Identify active and passive voice
5. Lesson 5: Elegy: Gray

- Identify and analyze element of the elegy
 - Analyze imagery
 - Review active and passive verbs
 - Review mood of verbs
6. Lesson 6: Writing Workshop: Creative Writing
 - Organize details for writing a poem
 - Draft a poem using a specific form
 - Use appropriate tone in writing
 - Identify active and passive voice
 7. Lesson 7: Unit Review
 - Review the historical, social, and cultural context of the Restoration and the Enlightenment
 - Review characteristics of diary, mock epic, satirical essay, and elegy
 - Review verbs
 8. Lesson 8: Unit Test
 - *There are no objectives for this lesson.*
 9. Lesson 9: Writing Workshop: Creative Writing
 - Revise, proofread, and publish a creative writing assignment
 - review verbs

2. The Romantic Period (1798–1832)

1. Unit Introduction
 - Read and analyze selections from the romantic period
 - Identify and analyze poetic elements
 - Read a time line
 - Read about historical and cultural context
 - Review pronouns in the nominative case
2. Dialect: Robert Burns
 - Identify and analyze speaker and theme
 - Review pronouns in the objective case
 - Analyze dialect poetry
3. Romantic Poetry: Blake
 - Identify and analyze symbols and tone
 - Identify Greek etymology
 - Review pronouns in the possessive case
4. Lyric Poetry: Wordsworth
 - Identify and analyze elements of lyric poetry and sonnet
 - Draw conclusions about the romantic period
 - Determine the meaning of multiple-meaning words
 - Review relative pronouns
5. Lyric Poetry: Coleridge
 - Identify and analyze sound devices in poetry
 - Analyze elements of narrative poetry
 - Identify connotation and denotation
 - Review pronouns in comparison
6. Byron
 - Identify and analyze meter
 - Identify elements of poetic structure
 - Review reflexive and intensive pronouns
7. Shelley

- Identify and analyze apostrophes, personification, and terza rima
 - Identify and understand symbols
 - Review pronouns and their antecedents
8. Keats
- Analyze odes
 - Identify and analyze simile and metaphor
 - Review pronouns and their antecedents
9. The Romantic Period (1798–1832) Unit Review
- Review dialectal poetry and forms of lyrical poetry such as odes
 - Review elements of poetry
 - Review figurative language
 - Review pronouns
10. The Romantic Period (1798–1832) Unit Test
- *There are no objectives for this lesson.*

3. Frankenstein

1. Frankenstein
- Recognize differences between popular depictions of Frankenstein's monster and the monster's portrayal in Mary Shelley's original novel
 - Learn about the author's inspiration for writing the novel
 - Understand a variety of scientific discoveries and experiments having to do with creation
 - Read and analyze the text, then respond to questions
2. Frankenstein
- Draw connections between self and text
 - Develop and apply effective comprehension strategies
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Describe the Romantic Era
3. Frankenstein
- Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Understand relationships between the novel Frankenstein and Greek mythology
4. Frankenstein
- Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Review literary elements, including setting and point of view, and analyze their role in the novel Frankenstein
5. Frankenstein
- Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Understand the relationship between the novel Frankenstein and the epic poem Paradise Lost
6. Frankenstein
- Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Review the four types of conflict and identify conflicts in the novel Frankenstein

7. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Analyze techniques by which the author creates suspense in the novel, such as foreshadowing
8. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Analyze the effect of the setting in the final chapters of the novel
9. Frankenstein Unit Review
 - Study vocabulary and review previous lesson goals
10. Frankenstein Unit Test
 - *There are no objectives for this lesson.*

4. The Victorian Age (1832–1901)

1. Unit Introduction
 - Read and analyze selections from the Victorian period
 - Identify elements of poetry
 - Read a time line
 - Read about historical and cultural context
2. Tennyson
 - Identify and analyze mood
 - Review agreement of subjects and verbs
3. Robert and Elizabeth Browning
 - Identify and analyze elements of dramatic monologue
 - Analyze a sonnet
 - Identify an unreliable narrator
 - Review the agreement of subjects and verbs
4. Hopkins
 - Identify instances of sprung rhythm
 - Analyze poetry
 - Review the agreement of subjects and verbs
5. Arnold
 - Identify and analyze theme
 - Identify and analyze tone
 - Review the agreement of subjects and verbs
6. Hardy
 - Identify and analyze imagery and irony
 - Review the agreement of subjects and verbs
7. The Victorian Age (1832–1901) Unit Review
 - Review poetic elements and devices in Victorian literature
 - Review the agreement of subjects and verbs
8. The Victorian Age (1832–1901) Unit Test
 - *There are no objectives for this lesson.*

5. The Modern Era (1901–Present)

1. Unit Introduction: A New Era
 - Read and analyze selections from the modern era

- Identify elements of poetry, short stories, and essays in modern literature
 - Evaluate the modern era of British literature
 - Read a time line
 - Read about historical and cultural context
2. William Butler Yeats
 - Identify and analyze symbols and imagery
 - Define suffixes to interpret word meanings
 - Practice response to literature
 - Review commas
 3. James Joyce
 - Identify and analyze epiphany
 - Identify and analyze setting
 - Apply prewriting strategies to develop a literary analysis
 - Define suffixes to interpret word meanings
 - Review commas
 4. Virginia Woolf
 - Analyze an essay
 - Identify and comprehend allusion
 - Define synonyms to interpret word meanings
 - Review commas
 5. T. S. Eliot
 - Identify and interpret free verse
 - Identify and analyze mood
 - Define antonyms to interpret word meanings
 - Review apostrophes
 6. Writing Workshop: Literary Analysis Rough Draft
 - Draft a literary analysis incorporating direct quotations
 - Improve stylistic and rhetorical techniques in writing
 - Implement feedback
 - Review apostrophes
 7. Dylan Thomas
 - Identify and interpret half rhyme and internal rhyme
 - Identify characteristics of a villanelle
 - Define suffixes to interpret word meanings
 - Review semicolons
 8. Graham Greene
 - Identify and interpret humor and pathos
 - Evaluate aspects of modernism
 - Review plurals
 - Review colons
 9. Owen, Brooke, Sassoon
 - Identify and analyze tone
 - Identify repetition and parallelism
 - Use context clues to interpret word meanings
 - Review italics
 10. George Orwell

- Analyze elements of a reflective essay
 - Identify and analyze irony and understatement
 - Define denotation and connotation to interpret word meanings
 - Review quotation marks
11. Stevie Smith
- Analyze voice and diction in poetry
 - Review ellipses
12. Doris Lessing
- Analyze setting and character development
 - Identify instances of kinesthetic imagery
 - Review hyphens
13. Anita Desai
- Analyze character motivation
 - Identify and analyze irony
 - Review dashes, parentheses, and brackets
14. Writing/Language Focus: Unity and Coherence
- Revise literary analysis for coherence, unity, and emphasis
 - Use parallelism to strengthen meaning
15. The Modern Era (1901–Present) Unit Review
- Review elements of modern poetry, essays, and short stories
 - Review punctuation
16. The Modern Era (1901–Present) Unit Test
- *There are no objectives for this lesson.*
17. Writing Workshop: Literary Analysis Final Draft
- Edit, proofread, and publish a literary analysis
 - Edit for sentence fragments in formal writing

6. Semester Review and Exam

1. Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester B
2. Semester Exam
 - *There are no objectives for this lesson.*

English 12 Honors



English 12 Honors

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise English 12A Honors. In this course, the student will take an in-depth look at a variety of types of English Literature that span from the Anglo-Saxon and Medieval Periods through the Restoration and the Enlightenment. In reading and responding to these selections, the student will gain an understanding of fiction and nonfiction genres including poetry, short stories, essays, and drama through examining their historical and cultural contexts, as well as specific literary elements. The student will also read Shakespeare's *Macbeth*, exploring elements of drama and common themes of the Renaissance. Writing instruction will focus on expository and creative writing, but also provides opportunities for the student to write personal responses to literature. Grammar instruction will focus on verbs and pronouns, as well as clauses and sentence structure.

Semester A Outline

1. The Anglo-Saxon Period: 449–1066

1. The Anglo-Saxon Period: 449–1066: Unit Introduction
 - Preview the structure of the English 12 course
 - Read, analyze, and interpret selections from the Anglo-Saxon period
 - Compare and contrast elements of Anglo-Saxon literature
 - Analyze a descriptive writing model
 - Review the eight parts of speech
2. Epic Poetry: *Beowulf*
 - Read, analyze, and interpret elements of epic poetry
 - Compare and contrast elements of character
 - Define suffixes to interpret word meanings
 - Apply prewriting strategies to develop descriptive writing
 - Identify intransitive and transitive verbs, verb phrases, and linking verbs
3. Epic Poetry: *Beowulf*

- Read, analyze, and interpret elements of the elegy, including poetic devices
 - Identify alliteration, rhythm, and repetition
 - Compare and contrast epic and elegy
 - Apply prewriting strategies to develop description
 - Identify adjectives and their function in a sentence
4. Epic Poetry: Beowulf
 - Define and analyze protagonist and antagonist in fictional writing
 - Define prefixes to interpret word meanings
 - Complete prewriting strategies and identify a scene for description
 - Identify adverbs and their function in a sentence
 5. Writing Workshop: Description (First Draft)
 - Draft a descriptive essay incorporating sensory details and figurative language
 - Identify prepositions and their functions in a sentence
 6. Lyric Poetry: The Exeter Book
 - Read, analyze, and interpret elegy, elegiac verse, and descriptive details
 - Identify mood and poet's attitude
 - Define denotation and connotation to interpret word meanings
 - Identify conjunctions and interjections and their function in a sentence
 7. Language Focus: Style and Voice
 - Choose vivid words in writing
 - Assess understanding of vocabulary and parts of speech
 8. The Anglo-Saxon Period: 449–1066: Unit Review
 - Review the historical, social, and cultural context of the Anglo-Saxon time period
 - Review characteristics of the epic and elegy
 - Review parts of speech and their functions in a sentence
 9. The Anglo-Saxon Period: 449–1066: Unit Test
 10. Writing Workshop: Description
 - Edit, proofread, and publish a description
2. **The Middle Ages: 1066–1485**
 1. The Middle Ages: Unit Introduction
 - Identify elements of medieval poetry, including narrative poems and epic tales
 - Identify causes and effects in the historical and cultural context of the Middle Ages
 - Review the sentence base
 2. The Canterbury Tales: The Prologue
 - Analyze elements of characterization
 - Identify cause-and-effect relationships
 - Interpret denotative and connotative word meanings
 - Identify subjects and predicates and their function within a sentence
 3. The Canterbury Tales: The Prologue
 - Analyze and interpret tone
 - Identify cause-and-effect relationships
 - Identify and correct sentence fragments
 4. The Canterbury Tales: The Prologue
 - Identify and analyze irony
 - Improve style and voice through figurative language
 - Recognize complements and their function in a sentence
 - Participate in an online discussion
 - Use figurative language to improve style and voice
 5. The Canterbury Tales: The Pardoner's Tale
 - Identify and understand characteristics of a frame story

- Analyze character
 - Identify and analyze sentence patterns
 - Determine the correct definition of a word with multiple meanings
6. The Canterbury Tales: The Wife of Bath's Tale
 - Identify and analyze narrator
 - Identify voice and perspective
 - Compare and contrast characters
 - Interpret word meanings through context clues
 - Create an outline for creative writing
 - Identify prepositional phrases, appositives, and appositive phrases
 7. Writing Workshop: Allegory (First Draft)
 - Draft a modern allegory containing literary devices and a moral message
 - Identify verbals and verbal phrases
 8. Medieval Romance: Sir Gawain and the Green Knight
 - Read and analyze romances
 - Identify and analyze poetic devices such as alliteration
 - Define suffixes to interpret word meanings
 - Recognize and correct misplaced and dangling modifiers and phrase fragments
 9. Writing/Language Focus: Style and Voice
 - Review vocabulary
 - Recognize elements of sentence structure
 10. The Middle Ages: 1066–1485: Unit Review
 - Review the historical, social, and cultural context of the Middle Ages
 - Review characteristics of the narrative poem
 - Review characteristic of medieval romance
 - Review the sentence base
 - Review phrases
 - Complete a timed writing assignment
 11. The Middle Ages: 1066–1485: Unit Test
 12. Writing Workshop: Allegory (Final Draft)
 - Edit, proofread, and publish an allegory

3. Macbeth

1. History and Heroes; Witches and Warriors
 - Explore how Shakespeare incorporated some historical characters and altered others and why
 - Discover James I's fascination with witches and regicide
 - Define tragedy, tragic hero, and tragic flaw
2. Act I, Scenes I–II
 - Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Examine how setting influences a scene's mood
 - Define paradox and its influence on theme and character
 - Examine the differences between direct and indirect characterization
3. Act I, Scenes III–V
 - Read and analyze the text thoughtfully
 - Define new vocabulary and use in illustrative sentences
 - Make predictions
 - Define the three types of irony
 - Identify examples of dramatic irony
 - Define, distinguish, and identify soliloquies and asides
4. Act I, Scenes VI–VII

- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Examine how analogies are used to persuade
 - Re-examine the elements of the tragic hero as it applies to all of Act I
 - Define exposition and inciting incident and apply to Act I
5. Act II, Scenes I–II
- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Define and identify imagery
 - Define foreshadowing and make connections to clues in Act I
6. Act II, Scenes III–IV
- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Define and identify comic relief
 - Define a pun and explore its use in the porter’s speech
 - Explore the notion of the Great Chain of Being and its application to these two scenes
 - Select a topic and develop a rough draft of a persuasive essay on the play
7. Act III, Scenes I–III
- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Make predictions
 - Assess the dramatic structure, determining which past events constitute the rising action
 - Analyze sleep as an extended metaphor
8. Act III, Scenes IV–VI
- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Make predictions
 - Assess the dramatic structure and identify the play’s climax
 - Review the device of indirect characterization and apply it to Lady Macbeth in the banquet scene
 - Analyze the role of conflict—both internal and external—to drive the play’s action
9. Act IV, Scenes I–III
- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Make predictions about the witches’ prophecies
 - Define and identify rhyming couplets and create your own
 - Define blank verse, and explore the reasons Shakespeare used it so frequently
 - Define and identify alliteration
10. Act V, Scenes I–VIII
- Read and analyze the text thoroughly
 - Define new vocabulary and use in illustrative sentences
 - Examine the remaining dramatic structure and identify the falling action and resolution
 - Define and apply connotation to the “tomorrow and tomorrow and tomorrow” soliloquy
 - Re-examine dramatic irony in light of the fulfillment of the prophecies
11. The Art of Persuasion
- Revise and edit the final draft of a persuasive essay
 - Proofread a final draft
 - Maintain parallelism and agreement
 - Complete an evaluation checklist for revising
 - Review a rubric and provide self-assessment

4. The Renaissance: 1485–1660

1. The Renaissance: 1485–1660: Unit Introduction
 - Read and analyze selections from the Renaissance period
 - Identify elements of lyric and pastoral poetry as well as the sonnet form in Renaissance literature
 - Make generalizations about the historical, social, and literary context of the Renaissance
 - Review clauses
2. Sonnets: Wyatt and Spenser
 - Analyze sonnets
 - Identify Petrarchan conceits
 - Research etymology
 - Recognize independent and subordinate clauses
3. Pastoral Poetry: Marlowe and Raleigh
 - Analyze elements of lyric poetry and pastorals
 - Recognize adverbial clauses
4. Sonnets: Shakespeare
 - Analyze Shakespearean sonnets
 - Identify and analyze simile and metaphor
 - Use a thesaurus
 - Recognize adjectival clauses
 - Recognize noun clauses
5. Expository Writing: Selecting/Researching a Topic
 - Choose and limit a subject for an expository essay based on a topic from the Renaissance
 - Gather information to support ideas in the essay, using online resources
 - Develop a working thesis statement
 - Create an outline to organize details for an expository essay
6. Writing Workshop: Expository Writing (First Draft)
 - Draft an expository essay incorporating a strong thesis statement and coherent ideas
 - Apply appropriate transitions to writing
7. Metaphysical Poetry: Donne
 - Understand and analyze metaphysical poetry
 - Identify paradoxes
 - Use synonyms
 - Paraphrase poetry
 - Understand sentence structure
8. Epigrams and Songs: Jonson
 - Identify characteristics of an epigram
 - Identify and analyze tone
 - Make inferences about author
 - Identify clause fragments
9. John Milton: Paradise Lost
 - Identify and analyze elements of the epic
 - Identify and analyze allusion
 - Define archaic language to interpret word meaning
 - Identify run-on sentences
10. Writing/Language Focus: Style and Voice
 - Identify and correct rambling sentences
 - Avoid wordiness in writing
11. The Renaissance: 1485–1660: Unit Review
 - Review the historical, social, and cultural context of the Renaissance

- Review characteristics of poetic forms
 - Review figures of speech
 - Review clauses
12. The Renaissance: 1485–1660: Unit Test
13. Writing Workshop: Expository Writing (Final Draft)
- Edit, proofread, and publish an expository essay
 - Review clauses
5. **Writing a Research Paper**
1. Writing a Research Paper
 - Comprehend the basic elements of a research paper
 - Generate a topic for a research paper
 - Conduct preliminary research to identify potential areas of focus
 - Review capitalization of first words and the pronoun I
 2. Gathering Information
 - Learn strategies to select and evaluate print and online resources
 - Create an outline for a multimedia presentation
 - Review capitalization of nouns
 3. Taking Notes
 - Practice effective note-taking strategies
 - Understand the use of note cards
 - Review capitalization of nouns
 4. Organizing a Paper
 - Synthesize ideas and details from multiple informational texts
 - Draft a working thesis statement
 - Create an outline for a research paper
 - Review capitalization of nouns
 5. Drafting the Introduction and Refining the Thesis
 - Draft the research paper
 - Create a coherent draft
 - Cite sources
 - Review capitalization of proper adjectives
 6. Drafting the Body and Conclusion
 - Strengthen the body paragraphs
 - Compose an effective conclusion
 7. Revising for Clarity, Coherence, and Unity
 - Revise draft for clarity, coherence, and unity
 - Understand and implement comments and feedback
 - Review capitalization of titles
 8. Revising at the Sentence Level
 - Revise draft at the sentence level
 - Understand and implement comments and feedback
 9. Citations and Works Cited Page
 - Cite sources correctly
 - Compile a works cited page
 10. Editing, Proofreading, and Publishing
 - Edit, publish, and reflect on the final draft of a research paper
6. **Semester Exam**
1. Semester Review
 - Review major works of English literature from the Anglo-Saxon period through the eighteenth century

- Review effective comprehension strategies for reading these selections
 - Review literary elements
 - Review elements of grammar, usage, and style
2. Semester Exam

Semester B Summary:

This is the second of two courses that comprise English 12B Honors. In this course, students will continue to study English Literature of various genres, from the Romantic Period to the Modern Era. Through reading and responding to these selections, the student will gain further understanding of fiction and nonfiction including short stories, essays, and poetry. Students will have the opportunity to analyze the literature and its elements, as well as participate in discussions with their peers. Writing instruction will focus on the writing of a research paper and a poem based on characteristics of the Romantic Era. Grammar instruction will focus on pronouns and their antecedents.

Semester B Outline

1. The Restoration and the Enlightenment: 1660–1798

1. Unit Introduction
 - Read and analyze selections from the Restoration and the Enlightenment period
 - Preview the historical, social, and cultural context of the Restoration and the Enlightenment
 - Review verbs and their function in a sentence
2. Diaries: Pepys
 - Read, analyze, and interpret a primary source document
 - Identify defining characteristics of a diary
 - Identify the principal parts of verbs
3. Satire in Poetry: Pope
 - Read, analyze, and interpret mock epics
 - Identify and analyze elements of parody and heroic couplet
 - Identify verb tenses using the principal parts of verbs
4. The Satirical Essay: Swift
 - Identify and analyze irony and satire
 - Identify and analyze roots
 - Distinguish the progressive verb tense from the emphatic verb tense
5. Elegy: Gray
 - Read, analyze, and interpret elements of the elegy
 - Identify the indicative, imperative, and subjunctive moods of verbs
6. Writing Workshop
 - Organize details for writing a poem
 - Draft a poem using a specific form
 - Distinguish active voice from passive voice
7. The Restoration and Enlightenment: Unit Review
 - Review the historical, social, and cultural context of the Restoration and the Enlightenment

- Review characteristics of diary, mock epic, satirical essay, and elegy
 - Review verbs
8. The Restoration and Enlightenment: Unit Test
 9. Writing Workshop: Creative Writing
 - Revise, proofread, and publish a creative writing assessment
 - Review verbs
2. **The Romantic Period: 1798–1832**
1. Unit Introduction
 - Define the historical and cultural context of Romanticism
 - Identify elements of Romantic poetry
 - Review pronouns in the nominative case
 2. Dialect: Robert Burns
 - Read, analyze, and interpret Romantic poetry
 - Define prefixes to interpret word meanings
 - Review pronouns in the objective case
 3. Romantic Poetry: Blake
 - Read, analyze, and interpret Romantic poetry
 - Analyze poetic devices, including symbolism
 - Interpret word meanings using Greek etymology
 - Review pronouns in the possessive case
 4. Lyric Poetry: Wordsworth
 - Read, analyze, and interpret elements of lyric poetry and sonnets
 - Draw conclusions about the Romantic Period
 - Determine the meaning of multiple-meaning words
 - Review relative pronouns
 5. Lyric Poetry: Coleridge
 - Identify and analyze sound devices in poetry
 - Analyze elements of narrative poetry
 - Interpret the connotative meaning of words
 - Review pronouns in comparison
 6. Byron
 - Read, analyze, and interpret elements of poetic structure
 - Define meter and generalize how it influences poetry
 - Review reflexive and intensive pronouns
 7. Shelley
 - Identify apostrophes, personification, and terza rima in poetry
 - Determine the meaning of archaic language using context clues
 - Interpret symbolism in Romantic poetry
 - Review pronouns and their antecedents
 8. Keats
 - Read, analyze, and interpret odes
 - Distinguish between simile and metaphor
 - Review pronouns and their antecedents
 9. Unit Review
 - Review dialectal poetry and forms of lyrical poetry such as odes
 - Review elements of poetry
 - Review figurative language
 - Review pronouns
 10. Unit Test
3. **Frankenstein**

1. Frankenstein
 - Recognize differences between popular depictions of Frankenstein's monster and the monster's portrayal in Mary Shelley's original novel
 - Learn about the author's inspiration for writing the novel
 - Understand a variety of scientific discoveries and experiments having to do with creation
 - Read and analyze the text, then respond to questions
2. Frankenstein
 - Draw connections between self and text
 - Develop and apply effective comprehension strategies
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Describe the Romantic Era
3. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Understand relationships between the novel Frankenstein and Greek mythology
4. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Review literary elements, including setting and point of view, and analyze their role in the novel Frankenstein
5. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Understand the relationship between the novel Frankenstein and the epic poem Paradise Lost
6. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Review the four types of conflict and identify conflicts in the novel Frankenstein
7. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Analyze techniques by which the author creates suspense in the novel, such as foreshadowing
8. Frankenstein
 - Read and analyze the text, then respond to questions
 - Define new vocabulary and identify words in context
 - Analyze the effect of the setting in the final chapters of the novel
9. Unit Review
 - Study vocabulary and review previous lesson goals
10. Unit Test
4. **The Victorian Age (1832–1901)**
 1. Unit Introduction
 - Read and interpret selections from the Victorian period
 - Evaluate the historical and cultural context of the Victorian age
 2. Tennyson
 - Read, analyze, and interpret the poetry of Tennyson
 - Identify and analyze mood
 - Review agreement of subjects and verbs
 3. Robert and Elizabeth Barrett Browning
 - Identify and analyze elements of dramatic monologue

- Analyze a sonnet
 - Identify an unreliable narrator
 - Review common agreement problems
4. Hopkins
 - Identify instances of sprung rhythm
 - Analyze poetry
 - Review agreement problems
 5. Arnold
 - Identify and analyze theme
 - Identify and analyze tone
 - Review the use of doesn't and don't
 - Participate in a group discussion
 6. Hardy
 - Identify and analyze imagery and irony
 - Review the use of who, which, and that
 7. Unit Review
 - Review poetic elements and devices in Victorian literature
 - Review the agreement of subjects and verbs
 8. Unit Test
5. **The Modern Era (1901–Present)**
 1. Unit Introduction: A New Era
 - Identify elements of poetry, short stories, and essays in modern literature
 - Evaluate the historical and cultural context of the modern era of British literature
 2. William Butler Yeats
 - Identify and analyze symbols and imagery
 - Define suffixes to interpret word meanings
 - Review commas and their function in a sentence
 3. James Joyce
 - Identify and analyze epiphany and setting
 - Define suffixes to interpret word meanings
 - Use commas after introductory elements correctly
 4. Virginia Woolf
 - Analyze an essay
 - Identify and comprehend allusion
 - Define synonyms to interpret word meanings
 - Review commas that enclose
 5. T. S. Eliot
 - Identify and interpret free verse and mood
 - Define antonyms to interpret word meanings
 - Review apostrophes
 6. Writing Workshop: Literary Analysis Rough Draft
 - Draft a literary analysis incorporating direct quotations
 - Improve stylistic and rhetorical techniques in writing
 - Implement feedback
 - Review use of apostrophes
 7. Dylan Thomas
 - Identify and interpret half rhyme and internal rhyme
 - Identify characteristics of a villanelle
 - Define suffixes to interpret word meanings
 - Review semicolons

8. Graham Greene
 - Identify and interpret humor and pathos
 - Evaluate aspects of Modernism
 - Review plurals
 - Review colons
9. Owen, Brooke, and Sassoon
 - Identify and analyze tone
 - Identify repetition and parallelism
 - Review italics
10. George Orwell
 - Analyze elements of a reflective essay
 - Identify and analyze irony and understatement
 - Define denotation and connotation to interpret word meanings
 - Review quotation marks
11. Stevie Smith
 - Analyze voice and diction in poetry
 - Review ellipses
12. Doris Lessing
 - Analyze setting and character development
 - Identify instances of kinesthetic imagery
 - Identify adverbs
 - Review hyphens
13. Anita Desai
 - Analyze character motivation
 - Identify and analyze irony
 - Review dashes, parentheses, and brackets
14. Writing/Language Focus: Unity and Coherence
 - Revise literary analysis for coherence, unity, and emphasis
 - Use parallelism to strengthen meaning
15. The Modern Era (1901–Present) Unit Review
 - Review elements of modern poetry, essays, and short stories
16. The Modern Era (1901–Present) Unit Test
17. Writing Workshop: Literary Analysis Final Draft
 - Edit, proofread, and publish a literary analysis
 - Edit for sentence fragments in formal writing
6. **English 12 Semester Review and Exam**
 1. Semester Review
 - Prepare for semester exam
 - Assess understanding of literature, vocabulary, grammar, and writing in Semester B
 2. Semester Exam






English 12 Prescriptive





English 4A Syllabus

Course Home




Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Parts of Speech

Lesson	Description	Time (min)	Objective(s)
 Parts of Speech	This lesson contains an overview video and an interactive guide to themes and topics about the parts of speech.		
 Nouns and Pronouns	This lesson identifies and describes the various types of nouns and pronouns. It also examines how these word parts are used in sentences.	45	<ul style="list-style-type: none">• Identify and distinguish among various types of nouns and examine how they are used in sentences• Identify and distinguish among various types of pronouns and examine how they are used in sentences
 Quiz: Nouns and Pronouns			
 Verbs	This lesson identifies different kinds of verbs and explores how verb phrases are used in sentences.	45	<ul style="list-style-type: none">• Identify action and linking verbs• Identify transitive and intransitive verbs• Use verb phrases in a sentence
 Quiz: Verbs			

Lesson	Description	Time (min)	Objective(s)
 Adjectives and Adverbs	This lesson identifies adjectives and adverbs, and it shows students how to use them in sentences.	45	<ul style="list-style-type: none"> • Identify and use adjectives in sentences • Identify and use adverbs in sentences
 Quiz: Adjectives and Adverbs			
 Prepositions, Conjunctions, and Interjections	This lesson explains how to use prepositions, prepositional phrases, conjunctions, and interjections.	45	<ul style="list-style-type: none"> • Identify and distinguish among prepositional phrases • Identify and use conjunctions and interjections
 Quiz: Prepositions, Conjunctions, and Interjections			
★ Posttest 1			







Module 2: Sentence Parts, Phrases, and Clauses

Lesson	Description	Time (min)	Objective(s)
 Sentence Parts, Phrases, and Clauses	This lesson contains an overview video and an interactive guide to themes and topics about sentence parts, phrases, and clauses.		
 Subjects and Predicates	This lesson identifies complete and simple subjects and predicates. It also explains how to correct sentence fragments.	45	<ul style="list-style-type: none"> • Recognize complete and simple subjects and predicates • Correct sentence fragments
 Quiz: Subjects and Predicates			

Lesson	Description	Time (min)	Objective(s)
 Complements	This lesson describes how to identify and use direct objects, indirect objects, objective complements, and subject complements.	45	<ul style="list-style-type: none"> • Identify and use direct objects • Identify indirect objects • Identify objective and subject complements
 Quiz: Complements			
 Appositive Phrases	This lesson examines how to identify and use adjective and adverb prepositional phrases. It also demonstrates how to recognize and use appositives and appositive phrases.	45	<ul style="list-style-type: none"> • Recognize and use adjective and adverb prepositional phrases • Recognize and use appositives and appositive phrases
 Quiz: Appositive Phrases			
 Verbals and Verbal Phrases	This lesson discusses how to recognize and use participles and participial phrases. It also examines how to identify gerunds and infinitives, and it explores their use in phrases.	45	<ul style="list-style-type: none"> • Recognize and use participles and participial phrases • Identify gerunds and gerund phrases • Identify infinitives and infinitive phrases
 Quiz: Verbals and Verbal Phrases			
 Clauses	This lesson discusses adjective, adverb, and noun clauses.	45	<ul style="list-style-type: none"> • Identify adjective clauses • Identify adverb clauses • Identify noun clauses
 Quiz: Clauses			
 Posttest 2			



Module 3: Effective Sentences

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Effective Sentences	This lesson contains an overview video and an interactive guide to themes and topics about effective sentences.		
 Sentence Combining and Sentence Variety	This lesson explains how to revise written passages by combining clauses and phrases. It also discusses how to improve passages by varying sentence length, beginnings, and word order.	45	<ul style="list-style-type: none"> • Revise written passages by combining clauses and phrases • Revise written passages by varying sentence length, beginnings, and word order
 Quiz: Sentence Combining and Sentence Variety			
 Fragments, Run-ons, and Modifiers	This lesson describes how to recognize and correct sentence fragments, run-on sentences, misplaced modifiers, and dangling modifiers.	45	<ul style="list-style-type: none"> • Recognize and correct sentence fragments • Recognize and correct run-on sentences • Identify and correct misplaced or dangling modifiers
 Quiz: Fragments, Run-ons, and Modifiers			
 Faulty Parallelism and Coordination	This lesson explains how to identify and correct faulty parallelism and coordination.	45	<ul style="list-style-type: none"> • Identify and correct faulty parallel structures • Identify and correct faulty coordination
 Quiz: Faulty Parallelism and Coordination			
★ Posttest 3			






Module 4: Usage

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Usage	This lesson contains an overview video and an interactive guide to themes and topics about usage.		
 Verb Tenses	This lesson focuses on the identification and use of regular and irregular verbs, including the correct use of the four principal parts of verbs. The lesson also covers verb conjugation and the proper sequencing of tenses.	45	<ul style="list-style-type: none"> • Identify the six verb tenses • Identify and use the four principal parts of verbs, regular and irregular verbs, and verb conjugation • Identify and use the past, present, and future tenses • Use sequence of tenses correctly
 Quiz: Verb Tenses			
 Subjunctive Mood and Voice	This lesson explains how to revise for the subjunctive mood and to distinguish between active and passive voice.	45	<ul style="list-style-type: none"> • Revise for the subjunctive mood • Distinguish between and use the active and passive voice
 Quiz: Subjunctive Mood and Voice			
 Pronoun Case and Usage	This lesson covers the use of pronouns in the nominative, objective, and possessive cases. It also discusses the correct use of who and whom and the use of pronouns in elliptical clauses.	45	<ul style="list-style-type: none"> • Recognize and correctly use pronouns in the nominative, objective, and possessive cases • Use who and whom correctly • Use pronouns correctly in elliptical clauses
 Quiz: Pronoun Case and Usage			
 Posttest 4			

Module 5: Agreement and Modifiers






Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Agreement and Modifiers	This lesson contains an overview video and an interactive guide to themes and topics about agreement and modifiers.		
 Subject and Verb Agreement	This lesson discusses how to ensure agreement of singular and plural subjects, nouns, pronouns, and verbs.	45	<ul style="list-style-type: none"> • Ensure agreement of singular and plural subjects, nouns, pronouns, and verbs • Make compound subjects agree with their verbs
 Quiz: Subject and Verb Agreement			
 Pronoun and Antecedent Agreement	This lesson covers agreement between antecedents and personal, indefinite, and reflexive pronouns.	45	<ul style="list-style-type: none"> • Make personal pronouns agree with their antecedents • Make personal pronouns agree with indefinite and reflexive pronouns
 Quiz: Pronoun and Antecedent Agreement			
 Making Comparisons	This lesson focuses on the identification and use of the three degrees of comparison: positive, comparative, and superlative. It also discusses how to make logical, balanced comparisons and how to avoid absolute modifiers in comparisons.	45	<ul style="list-style-type: none"> • Identify and use the three degrees of comparison: positive, comparative, and superlative • Use the comparative and superlative degrees correctly • Make logical, balanced comparisons and avoid using absolute modifiers in comparisons
 Quiz: Making Comparisons			
★ Posttest 5			




Module 6: Mechanics and Punctuation






Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Mechanics and Punctuation	This lesson contains an overview video and an interactive guide to themes and topics about mechanics and punctuation.		
 Capitalization	This lesson discusses the use of capital letters, including their use with quotations, lines of poetry, and titles of individuals and of works.	45	<ul style="list-style-type: none"> • Place capitals correctly at the beginnings of sentences, quotations, lines of poetry, and formal resolutions • Identify and capitalize all proper nouns and proper adjectives • Identify and capitalize all titles, including the titles of individuals and of works
 Quiz: Capitalization			
 Commas	This lesson covers the use of commas, including their use with compound sentences, items in a series, and parenthetical and nonessential expressions.	45	<ul style="list-style-type: none"> • Use commas with compound sentences, in a series, and with adjectives • Use commas after introductory material and with parenthetical and nonessential expressions • Use commas as needed for clarity and with dates, titles, addresses, geographical names, salutations and closings, numbers, and quotations
 Quiz: Commas			
 Semicolons and Colons	This lesson focuses on the use of semicolons and colons.	45	<ul style="list-style-type: none"> • Use semicolons correctly • Use colons correctly
 Quiz: Semicolons and Colons			




Lesson	Description	Time (min)	Objective(s)
 Quotation Marks and Underlining	This lesson covers the use of quotation marks and underlining.	45	<ul style="list-style-type: none"> • Use quotation marks with quotations • Distinguish between correct usage of underlining and quotation marks
 Quiz: Quotation Marks and Underlining			
 Other Punctuation Marks	This lesson focuses on the use of dashes, parentheses, brackets, and hyphens.	45	<ul style="list-style-type: none"> • Use dashes correctly • Use parentheses and brackets correctly • Use hyphens correctly • Use apostrophes correctly
 Quiz: Other Punctuation Marks			
 Posttest 6			





Module 7: Vocabulary and Spelling

Lesson	Description	Time (min)	Objective(s)
 Vocabulary and Spelling	This lesson contains an overview video and an interactive guide to themes and topics about vocabulary and spelling.		
 Developing Vocabulary	This lesson explains how to rely on context, including connotation and denotation, to determine meaning of words and phrases. It also explains how to recognize relationships among words, including synonyms, antonyms, and analogies.	45	<ul style="list-style-type: none"> • Rely on context to determine meanings of words and phrases, including discriminating between connotative and denotative meanings • Recognize relationships among related words, including synonyms, antonyms, and analogies
 Quiz: Developing Vocabulary			

Lesson	Description	Time (min)	Objective(s)
 Word Study and Word Parts	This lesson examines the use of resource materials to help determine vocabulary meaning and usage. It also covers the use of prefixes, roots, suffixes, and etymologies to aid in vocabulary comprehension.	45	<ul style="list-style-type: none"> • Use resource material, such as a dictionary or thesaurus, to determine precise meaning and usage • Apply meanings of prefixes, roots, suffixes, and etymologies in order to comprehend
 Quiz: Word Study and Word Parts			
 Improving Your Spelling	This lesson identifies ways to improve spelling, including the application of spelling rules.	45	<ul style="list-style-type: none"> • Identify ways to improve spelling • Apply spelling rules
 Quiz: Improving Your Spelling			
 Posttest 7			

Module 8: Academic and Workplace Skills

Lesson	Description	Time (min)	Objective(s)
 Academic and Workplace Skills	This lesson contains an overview video and an interactive guide to themes and topics about academic and workplace skills.		
 Speaking and Listening	This lesson discusses effective communication in groups and examines the use of critical listening skills. It also explains how to give effective and ethical oral presentations.	45	<ul style="list-style-type: none"> • Communicate effectively in group discussions • Prepare, present, and evaluate truthful and ethical presentations • Use effective critical listening skills, including responding to the speaker's message, using follow-up questions, and evaluating one's listening skills
 Quiz: Speaking and Listening			

Lesson	Description	Time (min)	Objective(s)
 Viewing and Representing	<p>This lesson examines how to interpret and use graphic organizers, brochures, maps, and graphs. It also discusses how to view fine art and information media critically. Finally, it explains how to give effective multimedia presentations.</p>	45	<ul style="list-style-type: none"> • Respond to informational elements in visual representations of texts, such as those found in maps and graphs • View information media and fine art critically, including evaluating persuasive techniques such as bias • Create graphic organizers and visual aids and use formatting and text features in brochures and flyers • Use multimedia to prepare presentations and videos
 Quiz: Viewing and Representing			
 Study, Reference, and Test-Taking Skills	<p>This lesson examines the use of strategies to improve study habits, including note-taking. It also examines methods for performing effectively on objective tests. Finally, it explains how to use primary sources, secondary sources, and library resources.</p>	45	<ul style="list-style-type: none"> • Use study strategies, including note-taking, to better examine texts • Locate appropriate print and non-print information by using primary and secondary sources and by consulting text and technical resources • Use the dictionary and other print references, including electronic and media resources, to determine precise meaning and usage • Use strategies to improve performance on objective tests
 Quiz: Study, Reference, and Test-Taking Skills			

Lesson	Description	Time (min)	Objective(s)
📁 Workplace Skills and Competencies	This lesson describes how to communicate and work effectively with others in a workplace setting. It also explains how to use effective goal-setting and problem-solving strategies.	45	<ul style="list-style-type: none"> • Communicate and work effectively with others in a workplace setting • Use effective goal-setting and problem-solving strategies
🔍 Quiz: Workplace Skills and Competencies			
📁 Workplace Writing	This lesson describes how to write business letters, memos, résumés, forms, and applications.	45	<ul style="list-style-type: none"> • Write a business letter and memo • Write a résumé • sum&#xE9 • and fill out forms and applications
🔍 Quiz: Workplace Writing			
★ Posttest 8			

Review Test




Lesson	Description	Time (min)	Objective(s)
★ Review Test			

English 4B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Writing I

Lesson	Description	Time (min)	Objective(s)
 Writing I	This lesson contains an overview video. It also offers an interactive guide to background information about the writing process, including how to write autobiographies, short stories, and literary responses.		
 The Writing Process	This lesson explains the five-part writing process: prewriting; drafting; revising; editing and proofreading; and publishing and presenting.	45	<ul style="list-style-type: none">• Use prewriting strategies in order to generate ideas, narrow a topic, and gather details• Develop and revise drafts by providing elaboration and by examining structure, paragraphs, sentences, and word choice• Edit, proofread, publish, and present a selected piece
 Quiz: The Writing Process			

Lesson	Description	Time (min)	Objective(s)
 Writing Composition	This lesson examines the effective use of sentence combining and sentence variety to achieve unity and coherence in composition. The lesson includes a discussion on the use of formal and informal English.	45	<ul style="list-style-type: none"> • Practice sentence combining to achieve a smooth, sophisticated style marked by sentence variety • Write effective paragraphs, including the use of implied main ideas, as well as topic and supporting sentences • Achieve unity and coherence in writing • Examine use of a writing style, including the use of formal and informal English
 Quiz: Writing Composition			
 Autobiographical Writing	This lesson discusses how to write a well-crafted autobiographical piece.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing an autobiographical piece • Revise, edit, proofread, publish, and present an autobiographical piece of writing
 Quiz: Autobiographical Writing			
 Writing Short Stories	This lesson describes how to write a short story, including the effective use of plot elements.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a short story • Revise, edit, proofread, publish, and present a short story
 Quiz: Writing Short Stories			
 Preparing Literary Response	This lesson examines the use of strategies when writing a response to literature.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a response to literature • Revise, edit, proofread, publish, and present a response to literature

Lesson	Description	Time (min)	Objective(s)
🔗 Quiz: Preparing Literary Response			
★ Posttest 1			


Module 2: Writing II

Lesson	Description	Time (min)	Objective(s)
📁 Writing II	This lesson contains an overview video. It also offers an interactive guide to background information about how to write description, persuasive speeches, and advertisements.		
📁 Crafting Description	This lesson examines how to write a descriptive piece, including the effective use of descriptive details.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a descriptive piece • Revise, edit, proofread, publish, and present a descriptive piece
🔗 Quiz: Crafting Description			
📁 Writing Persuasive Speeches	This lesson focuses on writing persuasive speeches. It includes a discussion of persuasive appeal, circular reasoning, overgeneralization, denotation, and connotation.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a persuasive speech • Revise, edit, proofread, publish, and present a persuasive speech
🔗 Quiz: Writing Persuasive Speeches			
📁 Creating Advertisements	This lesson examines the use of strategies when writing advertisements, including the use of alliteration and the avoidance of extraneous information.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing an advertisement • Revise, edit, proofread, publish, and present an advertisement


Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Creating Advertisements			
★ Posttest 2			

Module 3: Writing III

Lesson	Description	Time (min)	Objective(s)
📁 Writing III	This lesson contains an overview video. It also offers an interactive guide to background information about how to write research papers and expository essays, including comparison and contrast, cause and effect, and problem and solution.		
📁 Writing Exposition	This lesson discusses how to write an effective comparison-and-contrast essay. It includes a discussion on organizational structure.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a comparison-and-contrast essay • Revise, edit, proofread, publish, and present a comparison-and-contrast essay
🔍 Quiz: Writing Exposition			
📁 Exposition and the Essay	This lesson examines how to write a cause-and-effect essay.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a cause-and-effect essay • Revise, edit, proofread, publish, and present a cause-and-effect essay
🔍 Quiz: Exposition and the Essay			



Lesson	Description	Time (min)	Objective(s)
 Type of Exposition	This lesson focuses on the task of writing a problem-and-solution essay. It includes a discussion about organizational structure.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a problem-and-solution essay • Revise, edit, proofread, publish, and present a problem-and-solution essay
 Quiz: Type of Exposition			
 Documentation	This lesson examines how to write a documented essay. It also discusses developing a research plan and being aware of tone while revising.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a documented essay • Revise, edit, proofread, publish, and present a documented essay
 Quiz: Documentation			
 Writing Research Papers	This lesson explains how to write an effective research paper by crafting a thesis statement, supporting the thesis, using an outline, and citing sources.	45	<ul style="list-style-type: none"> • Use prewriting and drafting strategies when writing a research paper • Revise, edit, proofread, publish, and present a research paper
 Quiz: Writing Research Papers			
 Posttest 3			

Module 4: Reading Methods

Lesson	Description	Time (min)	Objective(s)
 Reading Methods	This lesson contains an overview video. It also offers an interactive guide to background information about how to identify text features, use study strategies, and use reading strategies for fiction and nonfiction.		







Lesson	Description	Time (min)	Objective(s)
 Reading Strategies I	This lesson examines the use of text features to find, review, and organize information. It also discusses how to use reading and study strategies, including variable reading styles; skimming and scanning; and graphic organizers.	45	<ul style="list-style-type: none"> • Use the text features of textbooks to find, review, and organize information • Use reading and study strategies, including variable reading styles • skimming and scanning • and graphic organizers
 Quiz: Reading Strategies I			
 Reading Strategies II	This lesson examines strategies for reading nonfiction, including the distinction between fact and opinion and effective modes of reasoning. It also evaluates the use of language, including connotation, denotation, irony, and jargon.	45	<ul style="list-style-type: none"> • Use strategies for reading nonfiction, including the distinction between fact and opinion • Apply modes of reasoning, including inductive reasoning, deductive reasoning, and logical fallacies • Evaluate use of language, including denotation, connotation, irony, and jargon
 Quiz: Reading Strategies II			
 Reading Strategies III	This lesson discusses methods for analyzing and evaluating fiction, drama, and poetry. It also examines how to apply different techniques for reading from a variety of sources.	45	<ul style="list-style-type: none"> • Understand methods for analyzing and evaluating fiction, drama, and poetry • Use methods of reading from a variety of sources
 Quiz: Reading Strategies III			
 Posttest 4			

Module 5: Early English Literature

Lesson	Description	Time (min)	Objective(s)
 Early English Literature	This lesson contains an overview video comprised of essential questions about British literature. It also offers an interactive guide to background information about the Old English and Medieval Periods (449–1485).		
 Perils and Adventures	This lesson instructs students to identify the main idea and evaluate literary elements in a selection from Morte d'Arthur by Sir Thomas Malory.	45	<ul style="list-style-type: none"> • Identify the main idea in a selection from Morte d'Arthur by Sir Thomas Malory • Evaluate literary elements of medieval romances and legends
 Quiz: Perils and Adventures			
 Shakespearean Sonnets	This lesson instructs students to identify the main idea in several Shakespearean sonnets. It also examines the form and text structure of these sonnets.	45	<ul style="list-style-type: none"> • Identify the main idea in several Shakespearean sonnets • Examine the form of Shakespearean sonnets • Analyze the text structure in Shakespearean sonnets
 Quiz: Shakespearean Sonnets			
 Elizabethan Drama	This lesson instructs students to identify the main idea in Act V of The Tragedy of Macbeth by William Shakespeare. It also critiques the use of literary elements and discusses the historical context from this act.	45	<ul style="list-style-type: none"> • Identify the main idea in Act V of The Tragedy of Macbeth by William Shakespeare • Critique the use of literary elements in selections from Act V of The Tragedy of Macbeth by William Shakespeare • Discuss the historical context in selections from Act V of The Tragedy of Macbeth by William Shakespeare
 Quiz: Elizabethan Drama			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 5			







Module 6: Civil War and Revolutions






Lesson	Description	Time (min)	Objective(s)
 Civil War and Revolutions	This lesson contains an overview video comprised of essential questions about British literature. It also offers an interactive guide to background information about the Seventeenth and Eighteenth Centuries (1625–1798).		
 A Nation Divided I	This lesson instructs students to recognize the main idea in two sonnets by John Milton. Using these same sonnets, the lesson also analyzes the form and content of the Italian sonnet.	45	<ul style="list-style-type: none"> • Recognize the main idea in two sonnets by John Milton • Analyze the form and content of the Italian sonnet as used by John Milton
 Quiz: A Nation Divided I			
 A Nation Divided II	This lesson instructs students to identify the main idea and explain the use of epic elements in selections from Paradise Lost by John Milton.	45	<ul style="list-style-type: none"> • Identify the main idea in Paradise Lost by John Milton • Explain the use of epic elements found in selections from Paradise Lost by John Milton
 Quiz: A Nation Divided II			
 The Ties That Bind I	This lesson instructs students to identify the main idea and examine the use of literary devices in a selection from Gulliver's Travels by Jonathan Swift.	45	<ul style="list-style-type: none"> • Identify the main idea in a selection from Gulliver's Travels by Jonathan Swift • Examine the use of literary devices in satire

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Ties That Bind I			
📁 The Ties That Bind II	This lesson instructs students to identify the main idea in Thomas Gray's "Elegy Written in a Country Churchyard" and Anne Finch's "A Nocturnal Reverie." It also analyzes characteristics of pre-Romantic poetry and the use of paraphrase.	45	<ul style="list-style-type: none"> • Identify the main idea from Thomas Gray's "Elegy Written in a Country Churchyard" • Identify the main idea from Anne Finch's "A Nocturnal Reverie" • Analyze the characteristics of pre-Romantic poetry • Use the technique of paraphrasing to determine the central message of pre-Romantic poetry
🔍 Quiz: The Ties That Bind II			
★ Posttest 6			


Module 7: Romanticism







Lesson	Description	Time (min)	Objective(s)
📁 Romanticism	This lesson contains an overview video comprised of essential questions about British literature. It also offers an interactive guide to background information about the Romantic Period (1798–1832).		
📁 Fantasy and Reality I	This lesson instructs students to identify the main idea in selections of poetry by Robert Burns and Joanna Baillie. It also discusses the use of dialect in these selections.	45	<ul style="list-style-type: none"> • Identify the main idea in a selection of poetry by Robert Burns • Identify the main idea in "Woo'd and Married and A" by Joanna Baillie • Recognize the purposes for the use of dialect in poetry selections








Lesson	Description	Time (min)	Objective(s)
 Quiz: Fantasy and Reality I			
 Fantasy and Reality II	This lesson instructs students to identify the main idea and examine archetypes in selections of poetry by William Blake.	45	<ul style="list-style-type: none"> • Identify the main idea in selections of poetry by William Blake • Examine the use of archetypes in selections of poetry by William Blake
 Quiz: Fantasy and Reality II			
 Fantasy and Reality III	This lesson instructs students to identify the main idea found in an introduction to Mary Shelley's <i>Frankenstein</i> . It also discusses characteristics of Gothic literature that are part of the Romantic movement.	45	<ul style="list-style-type: none"> • Identify the main idea in the introduction to Mary Shelley's <i>Frankenstein</i> • Discuss characteristics of Gothic literature that are part of the Romantic movement
 Quiz: Fantasy and Reality III			
 Lyric Poetry I	This lesson instructs students to identify the main idea in selections of poetry by Samuel Taylor Coleridge. It also discusses the use of alliteration, consonance, assonance, and internal rhyme in these selections of narrative poetry.	45	<ul style="list-style-type: none"> • Identify the main idea in "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge • Identify the main idea in "Kubla Khan" by Samuel Taylor Coleridge • Explain the use of alliteration and consonance in narrative poetry • Explain the use of assonance and internal rhyme in narrative poetry
 Quiz: Lyric Poetry I			

Lesson	Description	Time (min)	Objective(s)
 Lyric Poetry II	This lesson instructs students to identify the main idea in selections of odes written by John Keats. It also examines the form and content of these poetry selections.	45	<ul style="list-style-type: none"> • Recognize the main idea in "Ode to a Nightingale" by John Keats • Identify the main idea in "Ode on a Grecian Urn" by John Keats • Examine the form and content of odes written by John Keats
 Quiz: Lyric Poetry II			
 Reactions to Society's Ills	This lesson instructs students to identify the main idea and examine persuasive techniques in pieces of social commentary by Jane Austen and Mary Wollstonecraft.	45	<ul style="list-style-type: none"> • Identify the main idea in Jane Austen's "On Making an Agreeable Marriage" • Identify the main idea in Mary Wollstonecraft's A Vindication of the Rights of Women • Examine the use of persuasive techniques in social commentary
 Quiz: Reactions to Society's Ills			
 Posttest 7			

Module 8: Victorian Literature






Lesson	Description	Time (min)	Objective(s)
 Victorian Literature	This lesson contains an overview video comprised of essential questions about British literature. It also offers an interactive guide to background information about the Victorian Period (1833–1901).		




Lesson	Description	Time (min)	Objective(s)
 Relationships I	This lesson instructs students to identify the main idea, understand the use of speakers, and analyze philosophical assumptions in selections of poetry by Alfred, Lord Tennyson.	45	<ul style="list-style-type: none"> • Recognize the main idea in In Memoriam, A. H. H. by Alfred, Lord Tennyson • Identify the main idea in "The Lady of Shalott" by Alfred, Lord Tennyson • Understand the use of the speaker in selections of Victorian poetry • Analyze philosophical assumptions and beliefs in selections of Victorian poetry
 Quiz: Relationships I			
 Relationships II	This lesson instructs students to identify the main idea and examine dramatic monologue in selections of poetry by Robert Browning. It also compares and contrasts speakers in these selections.	45	<ul style="list-style-type: none"> • Identify the main idea in "My Last Duchess" by Robert Browning • Identify the main idea in "Life in a Love" by Robert Browning • Examine dramatic monologue in selections from "My Last Duchess" by Robert Browning • Compare and contrast speakers in two selections of poetry by Robert Browning
 Quiz: Relationships II			
 The Novel I	This lesson instructs students to identify the main idea and author's purpose in a selection from Hard Times by Charles Dickens. It also examines the ethical and social influences found in this selection.	45	<ul style="list-style-type: none"> • Identify the main idea in Hard Times by Charles Dickens • Examine the ethical and social influences in a selection from Hard Times by Charles Dickens • Analyze the author's purpose in a selection from Hard Times by Charles Dickens
 Quiz: The Novel I			

Lesson	Description	Time (min)	Objective(s)
 The Novel II	This lesson instructs students to identify the main idea and analyze the author's assumptions in a selection from <i>Jane Eyre</i> by Charlotte Brontë.	45	
 Quiz: The Novel II			
 The Empire and Its Discontents	This lesson instructs students to identify the main idea, examine the use of mood, and understand links to historical connections in poetry by Matthew Arnold and Rudyard Kipling.	45	<ul style="list-style-type: none"> • Identify the main idea in "Dover Beach" by Matthew Arnold • Recognize the main idea in "Recessional" by Rudyard Kipling • Examine the use of mood in selections of Victorian poetry • Make connections to historical periods in selections of Victorian poetry
 Quiz: The Empire and Its Discontents			
 Gloom and Glory	This lesson instructs students to identify the main ideas, analyze stanza structure, and examine the use of irony in poetry selections by Emily Brontë and Thomas Hardy.	45	<ul style="list-style-type: none"> • Identify the main idea in Emily Brontë's "Remembrance" • Identify the main idea in two poetry selections from Thomas Hardy • Analyze the impact that stanza structure has on the meaning in a selection of poetry • Examine the use of irony in selections of poetry
 Quiz: Gloom and Glory			
 Posttest 8			

Module 9: Modernism

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Modernism	<p>This lesson contains an overview video comprised of essential questions about British literature. It also offers an interactive guide to background information about the Modern and Postmodern Periods (1901&#8211;Present).</p>		
 Forging Modernism	<p>This lesson instructs students to identify the main idea, the use of symbolism, and philosophical assumptions in selections of poetry by William Butler Yeats.</p>	45	<ul style="list-style-type: none"> • Identify the main idea in a selection of poetry by William Butler Yeats • Explain the use of symbolism in selections of poetry by William Butler Yeats • Understand philosophical assumptions in selections of poetry by William Butler Yeats
 Quiz: Forging Modernism			
 Modernism in Fiction	<p>This lesson instructs students to identify the main idea, examine the use of plot devices, and understand the cause-and-effect relationships found in selections from "The Lagoon" by Joseph Conrad.</p>	45	<ul style="list-style-type: none"> • Identify the main idea in "The Lagoon" by Joseph Conrad • Examine the use of plot devices in selections from "The Lagoon" by Joseph Conrad • Understand cause-and-effect relationships found in selections from "The Lagoon" by Joseph Conrad
 Quiz: Modernism in Fiction			

Lesson	Description	Time (min)	Objective(s)
 Conflicts at Home and Abroad	This lesson instructs students to identify the main idea in George Orwell's "Shooting an Elephant" and Doris Lessing's "No Witchcraft for Sale." It also asks students to evaluate cultural conflict and the use of irony in these selections.	45	<ul style="list-style-type: none"> • Recognize the main idea in George Orwell's "Shooting an Elephant" • Identify the main idea in Doris Lessing's "No Witchcraft for Sale" • Evaluate cultural conflict in selections from contemporary literature • Examine the use of irony in selections from contemporary literature
 Quiz: Conflicts at Home and Abroad			
 Posttest 9			

Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Journalism



Journalism

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This is the first of two courses that comprise Journalism. In this course, the student will have the opportunity to experience what it is like to work on an online news publication. In addition, he will learn about issues in journalism from early print editions to today's multi-media formats. In addition, lessons in "Introduction to Journalism" in the first semester and "Issues in Journalism" in the second semester will satisfy the objectives of a traditional high school journalism class.

SEMESTER B

This is the second of two courses that comprise Journalism. In this course, the student will have the opportunity to experience what it is like to work on an online news publication. In addition, he will learn about issues in journalism from early print editions to today's multi-media formats. In addition, lessons in "Introduction to Journalism" in the first semester and "Issues in Journalism" in the second semester will satisfy the objectives of a traditional high school journalism class.

Course Outline:

SEMESTER A

1. The Guidelines of Good Journalism

1. Using Guidelines and the Writing Process
 - Identify and explain the five steps of the news writing process
 - Write a time management plan for meeting deadlines
 - Identify passive verbs in sentences
 - Recommend revisions of those sentences using active verbs
 - Predict which guidelines will be the most challenging
2. Using Quotations
 - Learn how to paraphrase and summarize
 - Learn to attribute quotations accurately
 - Comprehend the seriousness of plagiarizing

3. Validating Sources and Copyrights

- Learn the most common reasons for litigation against reporters and publishers
- Evaluate the credibility of the web sites when reporting
- Understand the importance of documenting sources

2. Learning the Process

1. Brainstorming for Ideas and Sources

- Read four Internet articles providing story ideas and sources
- Compile a list of 10 story ideas that would be interesting to a teen audience
- For one of these ideas, brainstorm and create three sources

2. Observations, Interviews, and Surveys

- Make a list of interesting polls from the past and present
- Take an interactive quiz on public opinion and comment on the results
- Read about the design of surveys
- Set up your own survey using the first three of four required steps
- Identify observation skills for good journalism
- Read three Internet advice articles about interviewing and set up interview questions

3. Creating Innovative Beginnings

- Learn about different types of leads
- "Discover" leads of your own in online publications
- Classify those leads by type

3. News Writing

1. Evaluating the Criteria

- Examine the criteria for news writing
- Select a news story from an online publication
- Use the criteria to evaluate the story

2. Brainstorming Topics

- Brainstorm for story ideas and sources
- Select two story ideas
- Identify the story angle

3. Gathering/Organizing Notes

- Identify the sources for each of the previously selected story ideas
- Research your sources
- Organize notes and sources
- Record notes and sources

4. Writing the First Draft(s)

- Review the strategies and purposes for writing different types of leads
- Compose a lead for each of your stories
- Compose first drafts for each story using the inverted pyramid style

5. Practice in Copyediting

- Review language and style rules
- Sharpen understanding of pronoun agreement
- Complete remedial practice drills

6. News Writing: Rewriting the Final Draft

There are no objectives for this lesson.

4. Feature Writing

1. Evaluating the Criteria
 - Examine the criteria for feature writing
 - Select a feature story from an online publication
 - Use the criteria to evaluate the story
2. Brainstorming Topics
 - Brainstorm for story ideas and sources
 - Select two story ideas
 - Identify the story angle and sources for each
3. Gathering/Organizing Notes
 - Research your sources
 - Organize notes and sources
 - Record notes and sources
4. Writing the First Draft(s)
 - Review the strategies and purposes for writing different types of leads
 - Compose a lead for each of your stories
 - Compose first drafts for each story
 - Edit the first drafts for errors
5. Practice in Copyediting
 - Review language and style rules
 - Complete the enrichment activity
6. Feature Writing: Rewriting the Final Draft
 - Review feedback from instructors and editors
 - Prepare final rewrites of your two stories for publishing
 - Observe rules of copyediting and criteria of the feature story

5. Sports Writing

1. Evaluating the Criteria
 - Examine the criteria for sports writing
 - Select a sports story from an online publication
 - Use the criteria to evaluate the story for sports news or sports features
2. Brainstorming Topics
 - Brainstorm for story ideas and sources
 - Select two story ideas
 - Identify the story angle and sources for each
3. Gathering/Organizing Notes
 - Research your sources
 - Organize notes and sources
 - Record notes and sources
4. Writing the First Draft(s)
 - Review the strategies and purposes for writing different types of leads
 - Compose a lead for each of your stories
 - Compose first drafts for each story using the inverted pyramid style
5. Practice in Copyediting
 - Review language and style rules
 - Sharpen understanding of pronoun agreement
 - Complete remedial practice drills

6. Sports Writing: Rewriting the Final Draft
There are no objectives for this lesson.

6. Journalism A Review and Final Exam

1. Journalism A Final Review
 - Organize your notes in the order of the course outline and highlight the main ideas and concepts from each unit
 - Reread your notes and review important facts and concepts from each lesson
 - Revisit prior lessons (or Web sites that increased your comprehension of the material) as needed.
 - Be able to apply grammar rules
 - Identify vocabulary/keyword definitions
 - Review terms, rules of newspaper writing, and portfolio assignments you were assigned this semester.
2. Journalism A Final Exam
There are no objectives for this lesson.

SEMESTER B

1. Evolution in Journalism

1. Yellow Journalism
 - Understand the evolution of competitive journalism
 - Analyze the motives of William Randolph Hearst
 - Explain how yellow journalism shaped the Spanish-American War
2. Pulitzer Prize
 - Compare and contrast the methods of William Randolph Hearst and Joseph Pulitzer
 - Analyze the motives of Joseph Pulitzer
 - Identify the ways Joseph Pulitzer impacted journalism
3. Power of the Media
 - Define media
 - Identify ways media changed in the 20th Century
 - Explain how television affected the habits and opinions of the American family
 - Learn how new forms of media have changed journalism
 - Analyze how the Internet has impacted the power of media

2. Journalism in the World Today

1. Media and War
 - Compare and contrast effects of wartime press coverage
 - Evaluate whether particular wartime press coverage was positive or negative
2. Media and Politics
 - Complete a module organizer
 - Compare and contrast effects of political press coverage
 - Analyze whether press coverage was positive or negative
3. Freedom of the Press
 - Examine the right to freedom of the press ensured by the U.S. Constitution
 - Compare American press freedom to that of journalists in other countries
 - Compare and contrast the lack of human rights with the lack of freedom of the press in certain countries

- Complete a module organizer
- Write a short summary analyzing the absence of a free press on the human rights of citizens

3. Review Writing

1. Evaluating the Criteria
 - Examine the criteria for review writing
 - Select a review from an online publication
 - Evaluate the review using the criteria
2. Brainstorming Topics
 - Brainstorm for story ideas and sources
 - Narrow choices and select two story ideas
 - Identify the story angle, plus three primary and two secondary sources for each
 - Research sources
 - Organize notes and sources
 - Record notes and sources
3. Gathering/Organizing Notes

There are no objectives for this lesson.
4. Writing the First Draft(s)
 - Review the strategies and purposes for writing different types of leads
 - Compose the lead for each story
 - Write the first draft of a story using inverted pyramid technique
 - Revise the first draft for errors
5. Copyediting
 - Review language and style rules
 - Consider language and style concerns
 - Assess the relevance of rules of grammar and style
6. Review Writing: Rewriting the Final Draft
 - Analyze feedback from instructors and editors
 - Observe rules of copyediting
 - Develop final rewrites of two stories for publishing

4. Opinion Writing (Op-eds)

1. Evaluating the Criteria
 - Learn Aristotle's three fundamentals of persuasive speech
 - Analyze the criteria for opinion writing
 - Select an op-ed from an online publication
 - Evaluate the op-ed using the criteria
2. Brainstorming Topics
 - Assess a story for ideas and sources
 - Select two story ideas
 - Identify the story angle
3. Gathering/Organizing Notes
 - Recognize three primary and two secondary sources for each
 - Research sources
 - Organize and record notes and sources

4. Writing First Draft(s)
 - Review the strategies and purposes for writing different types of leads
 - Develop the lead for your op-ed piece
 - Compose the first draft of your op-ed piece using the criteria you have learned
 - Revise the first draft for errors
5. Copyediting
 - Review language and style rules
 - Consider language and style concerns
 - Assess the relevance of rules of most often confused word choices
 - Remember rules of copyediting and criteria of opinion writing
6. Opinion Writing: Rewriting the Final Draft

There are no objectives for this lesson.

5. Copy and Design

1. The Role of the Editor
 - Consider the role of the editor
 - Complete your own personal list of objectives and responsibilities of an editor
 - Select three publications to evaluate
 - Assess good and bad examples for each of the criteria
2. Planning the Issue
 - Assess planning an issue
 - Formulate ideas for focus, angles, possible themes, sources, and images
3. Media Design and Images
 - Consider media design and images
 - Assess a variety of "layers" that add interest and readability to a text
 - Create an organizer for your writers' stories
 - Review a storytelling form
4. Copyediting
 - Assess standard copy-editing notations
 - Learn more editing tools
5. Providing Feedback
 - Assess more writing tools
 - Practice editing skills
6. Setting Up the Paper
 - Learn the criteria for headlines and captions

6. Journalism B Final Exam and Review

1. Journalism B Final Exam Review

There are no objectives for this lesson.
2. Journalism B Final Exam

There are no objectives for this lesson.



Cyber Charter School Application for Pennwood Cyber Charter School

Binder #2: Appendix A.2.b and A.2.c (Math & Science Course Guides)

Submission Date: October 3, 2022

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**APPENDIX A
CURRICULUM**

A.2 COURSE GUIDES

b. MATHEMATICS

This document is part of Appendix A: Curriculum.

It includes course guides for each Mathematics class for students in Kindergarten through Grade 12.

- Math K
- Math 1
- Math 2
- Math 3
- Math 3 Accelerated
- Math 4
- Math 4 Accelerated
- Math 5
- Math 5 Accelerated
- Math 6
- Math 6 Accelerated
- Math 7
- Algebra
- Algebra Readiness (Pre-Algebra)
- Pre-Algebra
- Algebra 1 A
- Algebra 1 B
- Algebra 1 Honors
- Algebra 1 Prescriptive
- Algebra 2
- Algebra 2 Honors
- Geometry
- Geometry Honors
- Geometry Prescriptive
- Pre-Calculus
- Pre-Calculus Honors
- Calculus
- Consumer Math
- Explorations in Mathematics
- Statistics

Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. Course guides include information on:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides)
- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides)

Math K



Math K A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

In this first semester course, mathematical thinking and problem solving are introduced. Students explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. The first few units focus on counting and sorting. Then, lessons introduce addition and subtraction. Throughout the course, students engage in hands on and online activities to master basic skills.

SEMESTER B

In this second semester course, students continue to engage in mathematical thinking and problem solving. Students explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. Students have opportunities to describe, sort, and compare objects and explore basic shapes. Stories and activities teach students about money, time, fractions, and measurement. Throughout the course, students engage in hands on and online activities to master basic skills.

Course Outline:

SEMESTER A

1. Let's Learn Math!

1. Learning Coach: Support Your Student in Math

There are no objectives for this lesson.

2. Welcome to Math!

There are no objectives for this lesson.

2. One to Five

1. Counting 1, 2, and 3

- Use objects to represent and count the quantities 1, 2, and 3

2. Counting 1, 2, and 3 in Different Arrangements

- Identify whether a particular set includes 1, 2, or 3 objects, regardless of how the objects are arranged

3. Reading and Writing 1, 2, and 3

- Recognize and write the numerals that describe the quantities 1, 2, and 3

4. Mid-Unit Review

- Represent and count the quantities 1 to 3

- Identify the total number of objects in a set
 - Identify the total number of objects in a set regardless of arrangement
 - Recognize and write the numerals 1 to 3
5. Counting 4 and 5
 - Use objects to represent and count the quantities 4 and 5
 6. Counting 4 and 5 in Different Arrangements
 - Identify whether a particular set includes 4 or 5 objects
 7. Reading and Writing 4 and 5
 - Recognize and write numerals that describe the quantities 4 and 5
 8. Problem Solving: Use Objects
 - Solve problems by using objects
 9. Math Project – Social Studies
 - Observe surroundings to create a number book
 10. One to Five Unit Test

There are no objectives for this lesson.

3. Comparing and Ordering 0 to 5

1. More, Fewer, and Same As
 - Use one-to-one correspondence to compare objects and decide whether one group has more, fewer, or the same number as the other group
2. 1 and 2 More
 - Recognize and identify a group of objects that has 1 more or 2 more than another group
3. 1 and 2 Fewer
 - Recognize and identify a group of objects that has 1 fewer or 2 fewer from another group
4. The Number 0
 - Understand that zero means none
5. Reading and Writing 0
 - Recognize and write the numeral that describes the quantity of 0
6. As Many, More, and Fewer
 - Use one-to-one correspondence to compare two groups and determine whether one group has more, fewer, or as many as the other group
7. Mid-Unit Review
 - Recognize and compare groups of objects to identify which group has more, fewer, or the same number
 - Use zero to represent a set of objects when there are none
 - Recognize and write the numeral 0
 - Recognize and compare two groups of objects to determine if the number of objects is as many, more, or fewer
8. Ordering Numbers 0 to 5
 - Use objects to order numbers 0 to 5 in sequence

9. Ordinal Numbers Through Fifth

- Use words first through fifth to identify ordinal positions

10. Problem Solving: Use Objects

- Use objects to show the number in each group, order the number of objects in each group, and identify the group that has the most or fewer number objects

11. Comparing and Ordering 0 to 5 Unit Test

There are no objectives for this lesson.

4. Six to Ten

1. Counting 6 and 7

- Use objects to represent and count the quantities of 6 and 7

2. Reading and Writing 6 and 7

- Recognize and write the numerals that describe the quantities 6 and 7

3. Counting 8 and 9

4. Use objects to represent and count the quantities of 8 and 9

5. Reading and Writing 8 and 9

- Recognize and write numerals that describe the quantities 8 and 9

6. Mid-Unit Review

- Represent and count the quantities 1 to 9
- Identify the total number of objects in a set regardless of arrangement
- Recognize and write the numerals 6 to 9

7. Counting 10

- Use objects to represent and count the quantity 10

8. Reading and Writing 10

- Recognize and write the numeral that describes the quantity of 10

9. Problem Solving: Looking for a Pattern

- Solve problems by identifying growing patterns and predicting what comes next

10. Math Project – Social Studies

- Observe surroundings to create a number book

11. Six to Ten Unit Test

There are no objectives for this lesson.

5. Comparing and Ordering Numbers 0 to 10

1. Comparing Numbers through 10

- Compare two numbers using sets of objects and one-to-one correspondence to determine which number is greater and which is less

2. Comparing Numbers to 5

- Given a number from 0–5, tell if the number is greater or less than 5

3. Comparing Numbers to 10

- Given a number or set from 0–12, decide if the number is greater or less than 10

4. 1 More

- Use counting to identify a number that is 1 more than another number
5. 1 Fewer
 - Use counting to identify a number that is 1 fewer than another number
 6. Mid-Unit Review
 - Analyze two different sets of objects to determine which set is greater and which set is less
 - Apply 1 to 1 correspondence to determine quantity of a set of objects
 - Analyze a number 0 to 12 and identify if a number between 0 and 12 is greater or less than 5
 - Identify if a number between 0 and 12 is greater or less than 10
 - Identify numbers that are 1 more or 1 fewer than other numbers
 7. 2 More
 - Use counting to identify a number that is 2 more than another number
 8. 2 Fewer
 - Use counting to identify a number that is 2 fewer than another number
 9. Ordering Numbers through 10
 - Order numbers from 0 through 10 in sequence
 10. Ordering Numbers on a Number Line
 - Use a number line to count numbers 0 to 10 in order
 11. Problem Solving: Use Objects
 - Solve problems by using counters to show 1 more and 2 more
 12. Comparing and Ordering Numbers 0 to 10 Unit Test

There are no objectives for this lesson.

6. Numbers to 20

1. Counting, Reading, and Writing 11 and 12
 - Recognize and write the numerals that describe the quantities 11 and 12
2. Counting, Reading, and Writing 13, 14, and 15
 - Recognize and write the numerals that describe the quantities 13 to 15
3. Mid-Unit Review
 - Recognize and represent with manipulatives the quantities 11 to 15
 - Recognize and write the numerals 11 to 15
4. Counting, Reading, and Writing 16 and 17
 - Recognize and write the numerals that describe the quantities 16 and 17
5. Counting, Reading, and Writing 18, 19, and 20
 - Recognize and write the numerals that describe the quantities 18, 19, and 20
6. Problem Solving: Use Logical Reasoning
 - Solve problems by applying logical reasoning to identify missing numbers in a number sequence
7. Numbers to 20 Unit Test

There are no objectives for this lesson.

7. Numbers to 100

1. Counting to 30
 - Count to 30 objects
2. About How Many?
 - Use benchmarks to estimate quantities of groups
3. Counting to 100
 - Count and write numbers to 100 on the hundred chart
4. Mid-Unit Review
 - Recognize, count, write, and represent with manipulatives the quantities to 100
 - Analyze groups of objects to estimate quantities
 - Evaluate groups of 10 to encourage counting up to 100
5. Counting Groups of Ten
 - Count groups of 10, up to 10 tens, and write how many
6. Patterns on a Hundred Chart
 - Use a hundred chart to recognize patterns when counting by 2s and 10s
7. Problem Solving: Look for a Pattern
 - Solve problems by looking for a pattern
8. Numbers to 100 Unit Test

There are no objectives for this lesson.

8. Understanding Addition

1. Stories About Joining
 - Act out numbers stories that involve joining two groups
2. More Joining
 - Interpret illustrations that show joining groups and write the corresponding numbers
3. Joining Groups
 - Determine how many there are altogether when two groups are joined
4. Using the Plus Sign
 - Use the plus sign (+) to represent joining groups when recording addition
5. Mid-Unit Review
 - Evaluate joining stories using manipulatives to help solve the problem
 - Evaluate and interpret images that depict joining stories
 - Write numbers that correspond to the joining stories
 - Apply the concept of altogether to joining stories
 - Recognize and use the plus sign when reading and recording joining stories
6. Finding Sums
 - Identify and use the equal sign (=); add and write the sum
7. Addition Sentences
 - Write and solve addition sentences to represent joining situations

8.
 - Solve problems by drawing pictures about joining two groups

9. Understanding Addition Unit Test

There are no objectives for this lesson.

9. **Understanding Subtraction**

1. Stories About Separating

- Act out number stories that involve separating two groups

2. Stories About Take Away

- Determine how many are left when some objects in a group are taken away

3. Stories About Comparing

- Compare two groups to find how many more or fewer

4. Using the Minus Sign

- Use the minus sign ($-$) to represent "take away" situations when recording subtraction

5. Mid-Unit Review

- Interpret stories about separating to determine the number left
- Evaluate separating stories using manipulatives to help solve the problem
- Compare two groups of objects and determine which one is more and which one is fewer and by how much
- Recognize and use the minus sign when reading and recording separating stories

6. Finding Differences

- Use the equal sign ($=$), subtract, and write the difference

7. Subtraction Sentences

- Write and solve subtraction sentences to represent take-away situations

8. Problem Solving: Use Objects

- Solve problems by choosing addition or subtraction

9. Understanding Subtraction Unit Test

There are no objectives for this lesson.

SEMESTER B

1. **Composing and Decomposing Numbers to 10**

1. Making 4 and 5

- Use objects to show 4 and 5 in two parts

2. Writing Number Sentences for 4 and 5

- Write number sentences to describe the decomposition of 4 or 5 into two parts

3. Making 6 and 7

- Use objects to show 6 and 7 in two parts

4. Writing Number Sentences for 6 and 7

- Write number sentences to describe the decomposition of 6 or 7 into two parts

5. Mid-Unit Review

- Compose and decompose numbers 0 to 7
 - Use objects to show numbers 4 to 7 in two parts
 - Write number sentences that add up to numbers 4 to 7
6. Making 8 and 9
 - Use objects to show 8 and 9 in two parts
 7. Writing Number Sentences for 8 and 9
 - Write number sentences that add up to 8 and 9
 8. Making 10
 - Use objects to show 10 in two parts
 9. Writing Number Sentences for 10
 - Write number sentences that show how two numbers can add to 10
 10. Problem Solving: Make a Graph
 - Construct graphs using real objects or pictures to answer questions
 11. Composing and Decomposing Numbers to 10 Unit Test
 - Compose and decompose numbers 0–10
 - Use objects to show numbers 4–10 in two parts
 - Write number sentences that add up to numbers 4–10
 - Construct a graph

2. **Composing Numbers 11 to 19**

1. Making 11, 12, and 13
 - Represent 11, 12, and 13 as the composition of 10 plus 1, 2, or 3
2. Making 14, 15, and 16
 - Represent 14, 15, and 16 as the composition of 10 plus 4, 5, and 6
3. Mid-Unit Review
 - Represent numbers 11 to 16 as the composition of 10 plus a number
4. Making 17, 18, and 19
 - Represent 17, 18, and 19 as the composition of 10 plus 7, 8, and 9
5. Look for a Pattern
 - Use drawings and number sentences to identify patterns on the first two rows of the hundreds chart
6. Review of Making 11-19
 - Compose numbers between 11 and 19
7. Composing Numbers 11–19 Unit Test

There are no objectives for this lesson.

3. **Decomposing Numbers 11 to 19**

1. Creating Sets to 19
 - Use objects to create sets to 19
2. Parts of 11, 12, and 13

- Represent the decomposition of 11, 12, and 13 as ten ones and additional ones
- 3. Parts of 14, 15, and 16
 - Represent the decomposition of 14, 15, and 16 as one ten and four, five, or six ones
- 4. Mid-Unit Review
 - Create sets of objects to 19
 - Represent the decomposition of 11 to 16 as ten ones and additional ones
- 5. Parts of 17, 18, and 19
 - Make drawings and write number sentences that represent the decomposition of 17, 18, and 19 into ten and 7, 8, or 9 ones
- 6. Problem Solving: Look for a Pattern
 - Identify patterns found in decomposing the teen numbers, including the constant of one ten and the variable number of ones
 - Make drawings and write number sentences for numbers 11 to 19
- 7. Decomposing Numbers 11–19 Unit Test

There are no objectives for this lesson.

4. Measurement

1. Describing Objects by More than One Attribute
 - Recognize and describe the measurable attributes of objects
2. Comparing by Length
 - Directly compare objects by length
3. More Comparing Objects by Length
 - Compare and order objects by length
4. Problem Solving: Try, Check, and Revise
 - Solve problems by comparing lengths and revising their answers
5. Mid-Unit Review
 - Describe an object by its attributes
 - Compare objects by their length
6. Comparing by Height
 - Compare objects by height
7. More Comparing Objects by Height
 - Compare and order objects by height
8. Comparing Capacities
 - Compare containers by their capacity
9. Comparing by Weight
 - Compare objects by weight
10. Social Studies Project
 - Evaluate the weight of objects
11. Measurement Unit Test

There are no objectives for this lesson.

5. **Sort, Classify, Count, and Categorize Data**

1. Same and Different
 - Identify same and different by the attributes of color, shape, size, and kind
2. Sorting by One Attribute
 - Sort objects by one attribute such as color, shape, size, or kind
3. Sorting the Same Set in Different Ways
 - Sort the same set in different ways
4. Mid-Unit Review
 - Sort objects based on their attributes
5. Sorting by More than One Attribute
 - Use more than one attribute to sort a set of objects
6. Problem Solving: Use Logical Reasoning
 - Solve problems by thinking logically
7. Real Graphs
 - Make and read a real graph
8. Picture Graphs
 - Make and read a picture graph
9. Sort, Classify, Count, and Categorize Data Test

There are no objectives for this lesson.

6. **Identifying and Describing Shapes**

1. Rectangles
 - Identify and describe rectangles
2. Squares
 - Identify and describe squares
3. Circles
 - Identify and describe circles
4. Triangles
 - Identify and describe triangles
5. Hexagons
 - Identify and describe hexagons
6. Mid-Unit Review
 - Correctly name shapes regardless of their orientation or overall size
7. Solid Figures
 - Identify cubes, cones, cylinders, and spheres and relate them to real-life objects
8. Flat Surfaces of Solid Figures
 - Identify three-dimensional figures and describe the shape of flat surfaces
9. Problem Solving: Use Objects
 - Solve problems by using objects

10. Math Project: Art

- Examine the attributes of real-world objects
- Identify and describe rectangles, squares, circles, triangles, and hexagons
- Use rectangles, squares, circles, triangles, and hexagons to create a model of a real-world object
- Describe measurable attributes of objects, such as length or height
- Sort a set of objects based on their attributes

11. Identifying and Describing Shapes Unit Test

There are no objectives for this lesson.

7. Position and Location of Shapes

1. Inside and Outside

- Describe an object as inside or outside a given place

2. Above, Below, and On

- Describe an object as above, below, or on another object

3. Mid-Unit Review

- Describe one object in relation to another

4. In Front of and Behind

- Describe an object as in front of or behind, next to or beside a given object

5. Left and Right

- Describe an object as left or right of a given object

6. Position and Location of Shapes Unit Test

There are no objectives for this lesson.

8. Geometry

1. Same Size, Same Shape

- Identify and draw figures that are the same size and the same shape

2. Making Shapes from Other Shapes

- Recognize that shapes can be combined to make other shapes

3. Comparing Solid Figures

- Identify solid figures that roll, stack, and/or slide on a flat surface

4. Mid-Unit Review

- Identify similarity in objects and use similar shapes to make other shapes
- Describe how a solid figure can move across a flat surface

5. Building with Solid Figures

- Make shapes by combining two solid figures

6. Problem Solving: Use Logical Reasoning

- Use logical reasoning to solve problems

7. Real-World Objects

- Examine the attributes of real-world objects

8. Geometry Unit Test

There are no objectives for this lesson.

Math 1



Math 1 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Math 1 A, the student will learn mathematical concepts related to addition and subtraction, measuring lengths, time, and representing and interpreting data. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Math 1 B, the student will learn mathematical concepts related to counting, place value, comparing two-digit numbers, using models to add and subtract, reasoning with shapes, and parts of figures. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Math 1 A

1. Welcome to Math 1

1. Get Ready to Learn Math
 - Meet Ladybug, your learning buddy for the course
 - Look at the types of lesson slides and activities you will see in the course

2. Addition and Subtraction Problems to 10

1. Add To
 - Solve addition problems involving situations of adding one part to another part
2. Put Together
 - Solve addition problems involving situations of putting two parts together
3. Solve Problems: Both Addends Unknown
 - Solve addition word problems by breaking apart a total number of objects
4. Solve Problems: Take From
 - Solve subtraction problems involving taking from a group
5. Solve Problems: Compare Situations
 - Solve subtraction problems that involve comparing to find how many more objects are in one group than another group

- Solve subtraction problems that involve comparing to find how many fewer objects are in one group than another group
 - 6. Practice Solving Problems: Add To
 - Solve addition problems by finding a missing addend.
 - 7. Solve Problems: Put Together and Take Apart
 - Solve problems involving putting together or taking apart
 - 8. Math Practices: Construct Arguments
 - Construct math arguments in order to solve addition and subtraction problems.
 - Construct viable arguments and critique the reasoning of others.
 - 9. Addition and Subtraction Problems to 10 Unit Test
- 3. Fluently Add and Subtract within 10**
- 1. Count on to Add
 - Add by counting on from a number
 - 2. Doubles
 - Use doubles to solve problems
 - 3. Near Doubles
 - Solve problems using near doubles facts
 - 4. Facts with 5 on the Ten-Frame
 - Use a ten-frame to solve addition facts with 5 and 10
 - 5. Add in Any Order
 - Use the same addends to write two different equations with the same sum
 - 6. Count Back to Subtract
 - Count back to solve subtraction problems
 - 7. Think Addition to Subtract
 - Use addition facts to 10 to solve subtraction problems
 - 8. Solve Word Problems with Facts to 10
 - Solve word problems by drawing pictures and writing equations
 - 9. Math Practices: Look for and Use Structure
 - Use structure and identify patterns in order to solve problems
 - 10. Fluently Add and Subtract within 10 Unit Test
- 4. Addition Facts to 20: Use Strategies**
- 1. Count On to Add
 - Count on to add using a number line
 - 2. Count On to Add Using an Open Number Line
 - Count on to add using an open number line
 - 3. Doubles
 - Memorize doubles facts
 - 4. Doubles Plus 1 and Doubles Plus 2

- Use doubles facts to solve doubles-plus-one facts
- Use doubles facts to solve doubles-plus-2 facts
- 5. Make 10 to Add
 - Make 10 to add numbers to 20
- 6. Explain Addition Strategies
 - Solve addition problems using different strategies
- 7. Solve Addition Word Problems with Facts to 20
 - Solve different types of addition word problems
- 8. Math Practices: Critique Reasoning
 - Critique the reasoning of others by using known information about addition and subtraction
- 9. Addition Facts to 20: Use Strategies Unit Test

5. **Subtraction Facts to 20: Use Strategies**

1. Count to Subtract
 - Use a number line to subtract by counting on or counting back
2. Make 10 to Subtract
 - Make subtraction easier by making 10 to subtract
3. Continue to Make 10 to Subtract
 - Count on to subtract using 10 as a landmark
4. Fact Families
 - Make addition and subtraction facts using the same three numbers
5. Use Addition to Subtract
 - Use addition facts to find subtraction facts
6. Explain Subtraction Strategies
 - Explain strategies to solve subtraction problems
7. Solve Word Problems with Facts to 20
 - Solve different types of addition and subtraction problems with unknowns in different positions
8. Math Practices: Reasoning
 - Use reasoning to write and solve number stories
9. Subtraction Facts to 20: Use Strategies Unit Test

6. **Work With Addition and Subtraction Equations**

1. Find the Unknown Numbers
 - Find the unknown number in an equation
2. True or False Equations
 - Determine if addition and subtraction equations are true or false
3. Make True Equations
 - Find the missing numbers in equations to make them true
4. Word Problems with Three Addends

- Use different strategies to solve word problems with 3 addends
- 5. Add Three Numbers
 - Use different strategies to add three numbers
- 6. Solve Addition and Subtraction Word Problems
 - Solve word problems involving comparisons
- 7. Math Practices: Precision
 - Use precision to determine the missing number or symbol in an equation
- 8. Addition and Subtraction Equations Unit Test

7. **Measure Lengths**

1. Compare and Order by Length
 - Order objects by length
2. Indirect Measurement
 - Indirectly compare objects by length
3. Use Units to Measure Length
 - Use objects to measure length
 - Use cubes and other units to compare lengths and heights of objects
4. Math Practices: Use Appropriate Tools
 - Choose an appropriate tool and use it to measure a given object
5. Measure Lengths Unit Test

8. **Time**

1. Understand the Hour and Minute Hands
 - Tell time to the hour
2. Tell and Write Time to the Hour
 - Tell time to the hour using analog and digital clocks
3. Tell and Write Time to the Half Hour
 - Tell time to the half hour
4. Math Practices: Reasoning
 - Use reasoning to tell and write time
5. Time Unit Test

9. **Represent and Interpret Data**

1. Organize Data Into Three Categories
 - Organize data into categories
2. Collect and Represent Data
 - Collect and organize information using a picture graph
3. Interpret Data
 - Interpret organized data
4. Continue to Interpret Data
 - Use a picture graph to interpret data

5. Math Practices: Make Sense and Persevere
 - Use perseverance to solve problems about sets of data
6. Represent and Interpret Data Unit Test

Math 1 B

1. Welcome to Math 1

1. Get Ready to Learn Math
 - Meet Ladybug, your learning buddy for the course
 - Look at the types of lesson slides and activities you will see in the course

2. Extend the Counting Sequence

1. Count by 10s to 120
 - Count by tens to 120
2. Count by 1s to 120
 - Count by 1s to 120
3. Count on a Number Chart to 120
 - Count on a number chart to 120
 - Find number patterns on a number chart
4. Count on an Open Number Line
 - Count to 120 using an open number line
5. Count and Write Numerals
 - Write numerals to show how many objects are in a group
6. Math Practices: Repeated Reasoning
 - Find better and faster ways to solve problems
7. Extend the Counting Sequence Unit Test

3. Understand Place Value

1. Make Numbers 11 to 19
 - Read and write numbers 11 to 19.
2. Numbers Made with Tens
 - Show groups of 10 with connecting cubes
3. Count with Groups of Tens and Leftovers
 - Group tens to solve problems.
4. Tens and Ones
 - Count tens and ones to find a two-digit number.
 - Use drawings to solve problems with tens and ones.
5. Math Practices: Look for and Use Structure
 - Use tens and ones to make numbers in different ways.
6. Understand Place Value Unit Test

4. Compare Two-Digit Numbers

1. 1 More, 1 Less; 10 More, 10 Less
 - Find numbers that are more or less than a given number
2. Make Numbers on Hundred Chart
 - Use a hundred chart to find 1 more, 1 less, and 10 more, 10 less
3. Compare Numbers
 - Use place-value blocks to compare 2 two-digit numbers
 - Compare two numbers using a greater than, a less than, or an equal to sign
4. Compare Numbers on a Number Line
 - Compare and write two-digit numbers that are greater than or less than other two-digit numbers
5. Math Practices: Make Sense and Persevere
 - Make sense of a problem and find the best way to solve it
6. Compare Two-Digit Numbers Unit Test

5. Use Models and Strategies to Add Tens and Ones

1. Add Tens Using Models
 - Add 2 multiples of 10
2. Mental Math: More Than a Number
 - Use mental math to add tens to two-digit numbers
3. Add Tens and Ones Using a Hundred Chart
 - Use a hundred chart to add tens and ones
4. Add Tens and Ones Using an Open Number Line
 - Use a number line to solve addition problems
5. Add Tens and Ones Using Models
 - Solve addition problems by using blocks or drawings
6. Make a Ten to Add
 - Make a ten to help solve addition problems
7. Add Using Place Value
 - Add 2 two-digit numbers
8. Practice Adding Using Strategies
 - Solve addition problems using different strategies
9. Math Practices: Model with Math
 - Model and solve problems by drawing a picture and writing an equation
10. Use Models to Add Tens and Ones Unit Test

6. Use Models to Subtract Tens

1. Subtract Tens Using Models
 - Use models to subtract tens
2. Subtract Tens Using a Hundred Chart

- Use a hundred chart to subtract a multiple of 10 from another multiple of 10
3. Subtract Tens Using an Open Number Line
 - Use an open number line to solve subtraction problems
 4. Use Addition to Subtract Tens
 - Use addition to subtract tens
 5. Mental Math: Ten Less Than a Number
 - Use mental math to subtract ten from a two-digit number
 6. Use Strategies to Practice Subtraction
 - Use different strategies to subtract
 7. Math Practices: Model with Math
 - Model thinking to solve problems
 8. Use Models to Subtract Tens Unit Test
- 7. Reason with Shapes and Their Attributes**
1. Use Attributes to Define Two-Dimensional Shapes
 - Use attributes to match shapes
 2. Defining and Non-Defining Attributes of 2D Shapes
 - Define 2-D shapes by their attributes
 3. Build and Draw 2D Shapes by Attributes
 - Use materials to build and draw 2-D shapes
 4. Compose 2D Shapes
 - Combine 2-D Shapes to Make Another 2-D Shape
 5. Use Attributes to Define 3D Shapes
 - Define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.
 6. Defining and Non-Defining Attributes of 3D Shapes
 - Choose defining attributes of 3-D shapes
 7. Compose with 3D Shapes
 - Combine 3-D shapes to make another 3-D shape
 8. Math Practices: Make Sense and Persevere
 - Find differences among various shapes
 9. Reason with Shapes and their Attributes Unit Test
- 8. Equal Shares of Circles and Rectangles**
1. Make Equal Shares
 - Determine whether shapes are divided into equal shares
 2. Make Halves and Fourths of Rectangles and Circles
 - Divide shapes into 2 and 4 equal shares and use words to describe those shares
 3. Understand Halves and Fourths
 - Understand that more equal shares of the same whole create smaller shares
 4. Math Practices: Model with Math

- Make a drawing or diagram to show a problem about equal shares

5. Equal Shares of Circles Unit Test

9. **Step Up to Grade 2**

1. Even and Odd Numbers

- Tell if a group of objects is even or odd

2. Use Arrays to Find Totals

- Find the total number of objects in a set of rows and columns

3. Add on a Hundred Chart

- Add 2-digit numbers to 2-digit numbers using a hundred chart

4. Models to Add 2-Digit Numbers

- Use models to add 2-digit numbers and then explain

5. Subtraction on a Hundreds Chart

- Subtract 2-digit numbers from 2-digit numbers using a hundred chart

6. Models to Subtract 2- and 1-Digit Numbers

- Use a model to subtract a 1-digit number from a 2-digit number

7. Tell Time to Five Minutes

- Tell time to the nearest five minutes

8. Understand Hundreds

- Understand place value and count by hundreds to 1,000.

9. Counting Hundreds, Tens, and Ones

- Count different types of place-value blocks to determine the number being shown

10. Skip Count by 5, 10, and 100 to 1000

- Skip count by 5, 10, and 100 using a number line

Math 2



Math 2 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Math 2 A, the student will learn mathematical concepts related to addition and subtraction, even and odd numbers, time, and money. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Math 2 B, the student will learn mathematical concepts related to measuring length, graphs and data, shapes and their attributes, and place value using models. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Math 2 A

1. Welcome to Math 2

1. Get Ready to Learn Math
 - Meet Ladybug, your learning buddy for the course
 - Look at the types of lesson slides and activities you will see in the course

2. Fluently Add and Subtract within 20

1. Addition Fact Strategies
 - Use counting on to add numbers and add numbers in any order
2. Doubles and Near Doubles
 - Use doubles and near doubles to add quickly and accurately
3. Make a 10 to Add
 - Use the strategy of making a 10 to add quickly and accurately
4. Addition Fact Patterns
 - Use number patterns on an addition facts table to complete related addition equations that show basic facts
5. Count on and Count Back to Subtract
 - Count on and count back on a number line to subtract

6. Think Addition to Subtract

- Think addition to subtract quickly and accurately

7. Make a 10 to Subtract

- Make a 10 to subtract quickly and accurately

8. Practice Addition and Subtraction Facts

- Add and subtract quickly and accurately using mental math strategies

9. Solve Addition and Subtraction Word Problems

- Use addition and subtraction to solve word problems

10. Math Practices: Construct Arguments

- Use words, pictures, numbers, and symbols to construct viable math arguments

11. Fluently Add and Subtract within 20 Unit Test

3. Add within 100 Using Strategies

1. Add Tens and Ones on a Hundred Chart

- Add within 100 using place-value strategies and a hundred chart

2. Add Tens and Ones on an Open Number Line

- Add tens to two-digit numbers using an open number line
- Use an open number line to add tens and ones within 100

3. Break Apart Numbers to Add

- Add within 100 using place-value strategies
- Break apart numbers into tens and ones to find their sum

4. Add Using Compensation

- Break apart addends and combine them in different ways to make numbers that are easy to add mentally.

5. Practice Adding Using Strategies

- Choose and use any strategy to add two-digit numbers

6. Solve One-Step and Two-Step Problems

- Use drawings and equations to solve one-step and two-step problems

7. Math Practices: Use Appropriate Tools

- Choose an appropriate tool and use it to solve a math problem

8. Add Within 100 Using Strategies Unit Test

4. Fluently Add within 100

1. Add With Partial Sums

- Add using place value and partial sums
- Add using partial sums

2. Models to Add 2-Digit Numbers

- Use models to add 2-digit numbers and then explain the work

3. Add 2-Digit Numbers

- Add 2-digit numbers and then explain the work

4. Add More Than 2-Digit Numbers
 - Add three or four 2-digit numbers
5. Solve One-Step and Two-Step Problems
 - Use drawings, models, and equations to solve one- and two-step problems
6. Math Practices: Model With Math
 - Make models to help solve math problems
7. Fluently Add Within 100 Unit Test

5. Subtract within 100 Using Strategies

1. Subtract Tens and Ones on a Hundred Chart
 - Use a hundred chart to subtract tens and ones
2. Count Back to Subtract on an Open Number Line
 - Use an open number line to subtract tens
 - Use an open number line to subtract tens and ones
3. Add Up to Subtract Using an Open Number Line
 - Add up to subtract using an open number line
4. Break Apart Numbers to Subtract
 - Break apart 1-digit numbers to make it easier to subtract mentally
 - Break apart 2-digit numbers to make it easier to subtract
5. Subtract Using Compensation
 - Make numbers that are easier to subtract and use mental math to find the difference
6. Solve One-Step and Two-Step Problems
 - Solve one- and two-step problems using addition and subtraction
7. Math Practices: Critique Reasoning
 - Critique the thinking of others by using what is known about addition and subtraction
8. Subtract within 100 Using Strategies Unit Test

6. Fluently Subtract within 100

1. Regroup 1 Ten for 10 Ones
 - Exchange 1 ten for 10 ones
2. Use Place Value and Models to Subtract
 - Use place value and models to subtract two-digit and one-digit numbers
3. Subtract 2-Digit and 1-Digit Numbers
 - Use place value and regrouping to subtract
4. Models to Subtract 2-Digit Numbers
 - Use place value and models to subtract two-digit numbers
5. Use Addition to Check Subtraction
 - Add to check subtraction
6. Practice Subtracting
 - Subtract two-digit numbers and decide when to regroup and when not to regroup

7. Solve One-Step and Two-Step Problems
 - Use models and equations to solve word problems
8. Math Practices: Reasoning
 - Reason about word problems and use bar diagrams and equations to solve them
9. Fluently Subtract Within 100 Unit Test

7. Numbers to 1,000

1. Understand Hundreds
 - Understand place value and count by hundreds to 1,000.
2. Models and 3-Digit Numbers
 - Use place-value blocks and drawings to model and write 3-digit numbers
 - Name Place Values
 - Tell the value of a digit by where it is placed in a number
3. Read and Write 3-Digit Numbers
 - Read and write 3-digit numbers in expanded form, standard form, and word form
4. Different Ways to Name the Same Number
 - Make and name a number in different ways to show the same value
5. Place-Value Patterns with Numbers
 - Use place-value patterns to mentally count by 1s and 10s from a given number
6. Skip Count By Fives, Tens, and Hundreds to 1,000
 - Skip count by 5s, 10s, and 100s using a number line
7. Compare Numbers Using Place Value
 - Compare numbers using place value
8. Compare Numbers on the Number Line
 - Compare and write a three-digit number that is greater than or less than another three-digit number
9. Math Practices: Look for and Use Structure
 - Look for patterns to help when solving problems
10. Numbers to 1,000 Unit Test

8. Add using Models and Strategies

1. Add 10 and 100
 - Add 10 or 100 mentally using place value
2. Add on an Open Number Line
 - Use an open number line to add 3-digit numbers
3. Add Using Mental Math
 - Add 3-digit numbers using mental math strategies
4. Add Using Partial Sums
 - Add 3-digit numbers using partial sums
5. Use Models to Add

- Use models to add 3-digit numbers
- 6. Explain Addition Strategies
 - Use different addition strategies and explain why they work
- 7. Math Practices: Repeated Reasoning
 - Think about and check my work as I solve a problem
- 8. Add Using Models and Strategies Unit Test
- 9. Subtract using Models and Strategies**
 1. Subtract 10 and 100
 - Subtract 10 or 100 mentally using place-value strategies
 2. Count Back to Subtract on an Open Number Line
 - Use an open number line to count back to subtract 3-digit numbers
 3. Add Up To Subtract on an Open Number Line
 - Use an open number line to add up to subtract 3-digit numbers
 4. Subtract Using Mental Math
 - Use mental math to subtract
 5. Use Models to Subtract
 - Use models to subtract 3-digit numbers
 6. Explain Subtraction Strategies
 - Explain why subtraction strategies work using models, place value, and mental math
 7. Math Practices: Make Sense and Persevere
 - Solve problems that take more than one step
 8. Subtract Using Models and Strategies Unit Test
- 10. Solving with Addition and Subtraction**
 1. Represent Addition and Subtraction Problems
 - Model problems using equations with unknowns in any position
 2. Solve Addition and Subtraction Problems
 - Use drawings and equations to make sense of the words in problems
 3. Solve Two-Step Problems
 - Model and solve two-step problems using equations
 - Use different ways to solve two-step problems
 4. Math Practices: Reasoning
 - Use reasoning to write and solve number stories
 5. Solving with Addition and Subtraction Unit Test

Math 2 B

1. **Welcome to Math 2**
 1. Get Ready to Learn Math

- Meet Ladybug, your learning buddy for the course
- Look at the types of lesson slides and activities you will see in the course

2. **Work with Equal Groups**

1. Even and Odd Numbers
 - Tell if a group of objects is even or odd
 - Use different ways to tell if a group of objects shows an even or odd number
2. Use Arrays to Find Totals
 - Find the total number of objects in a set of rows and columns
3. Make Arrays to Find Totals
 - Make arrays with equal rows or equal columns to solve addition problems
4. Math Practices: Model with Math
 - Model problems using equations, drawings, arrays, and bar diagrams
5. Work With Equal Groups Unit Test

3. **Work with Time and Money**

1. Solve Problems with Coins
 - Solve problems with coins
2. Solve Problems with Dollar Bills
 - Solve problems with dollar bills and coins that model 100 cents
 - Solve problems with dollar bills
3. Tell Time to Five Minutes
 - Tell time to the nearest five minutes
4. Tell Time Before and After the Hour
 - Say the time in different ways
5. A.M. and P.M.
 - Tell time and use reasoning to state if the event is happening in the a.m. or p.m.
6. Math Practices: Reasoning
 - Reason about values of coins and dollar bills, and find different ways to make the same total value
7. Work with Time and Money Unit Test

4. **Measuring Length**

1. Estimating Length
 - Estimate the length of an object by relating the length of the object to a measurement I know
2. Measure with Inches
 - Estimate measures and use a ruler to measure length and height to the nearest inch
3. Inches, Feet, and Yards
 - Estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard
4. Measure Length Using Different Customary Units
 - Estimate and measure the length and height of objects in inches, feet, and yards

5. Measure with Centimeters and Meters
 - Estimate measures and use a ruler to measure length and height to the nearest centimeter
 - Estimate measures and use a ruler, meter stick, or tape measure to measure length and height to the nearest centimeter or meter
6. Measure Length Using Different Metric Units
 - Measure the length and height of objects using different metric units
7. Compare Lengths
 - Tell how much longer one object is than another
8. Math Practices: Precision
 - Choose tools, units, and methods that help me be precise when I measure
9. Measuring Length Unit Test

5. **More Addition, Subtraction, and Length**

1. Add and Subtract With Measurements
 - Solve problems by adding or subtracting length measurements
2. Find Unknown Measurements
 - Add or subtract to solve problems about measurements
 - Add and subtract to solve measurement problems by using drawings and equations
3. Add and Subtract on a Number Line
 - Add and subtract on a number line
4. Math Practices: Use Appropriate Tools
 - Choose the best tool to use to solve problems
5. More Addition, Subtraction, and Length Unit Test

6. **Graphs and Data**

1. Line Plots
 - Measure the lengths of objects and make a line plot to organize the data
2. Bar Graphs
 - Draw bar graphs and use them to solve problems
3. Picture Graphs
 - Draw picture graphs and use them to solve problems
4. Draw Conclusions From Graphs
 - Draw conclusions from graphs
5. Math Practices: Reasoning
 - Reason about data in bar graphs and picture graphs to write and solve problems
6. Graphs and Data Unit Test

7. **Shapes and Their Attributes**

1. Two-Dimensional Shapes
 - Recognize shapes by how they look
2. Polygons and Angles

- Describe plane shapes by how they look
- 3. Draw Two-Dimensional Shapes
 - Draw polygon shapes
- 4. Cubes
 - Draw cubes and describe how they look
- 5. Divide Rectangles Into Equal Squares
 - Divide rectangles into equal squares
- 6. Partition Shapes
 - Divide circles and rectangles into halves, thirds, and fourths
 - Equal Shares, Different Shapes
 - Make equal shares that do not have the same shape
- 7. Math Practices: Repeated Reasoning
 - Use repeated reasoning to divide rectangles into rows and columns and to create designs with equal shares
- 8. Shapes and Their Attributes Unit Test

8. Looking Ahead to Grade 3

1. Multiplication and Repeated Addition
 - Use repeated addition to show the relationship between multiplication and addition
2. Arrays and Multiplication
 - Use repeated addition to show the relationship between multiplication and division
3. Division as Sharing
4. Division as Repeated Subtraction
5. Add with Partial Sums
 - Add numbers using partial sums
6. Models for Adding 3-Digit Numbers
 - Add 3-digit numbers using models, drawings, and place value
7. Subtract with Partial Differences
 - Subtract numbers using partial differences
8. Models for Subtracting 3-Digit Numbers
 - Subtract 3-digit numbers using models, drawings, and place value
9. Divide Regions into Equal Parts
 - Read and write a unit fraction
10. Fractions and Regions
 - Show and name part of a region

Math 3

Math 3 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Math 3 A, the student will learn mathematical concepts related to multiplication and division, patterns, rounding, and mental math. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Math 3 B, the student will learn mathematical concepts related to 2-D shapes, area, perimeter, fractions, interpreting data, time, mass, and capacity. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Math 3 A

1. Welcome to Math 3

1. Welcome to Math 3
 - Meet Clara the cat, your learning buddy for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets

2. Strategies to Add and Subtract

1. Addition Properties
 - Solve real-world problems using properties of addition
2. Algebra: Addition Patterns
 - Identify patterns in the addition table and explain them using algebraic thinking
3. Round Whole Numbers
 - Use place value and a number line to round numbers
4. Mental Math: Addition and Subtraction
 - Use mental math to add
 - Use mental math to subtract
5. Estimate Sums and Differences
 - Use rounding or compatible numbers to estimate a sum
 - Use rounding or compatible numbers to estimate a difference

6. Relate Addition and Subtraction
 - Solve one-step and multi-step problems using strategies based on the relationship between addition and subtraction
7. Math Practices: Model with Math
 - Solve one-step and multi-step problems by modeling with math
8. Strategies to Add and Subtract Unit Test

3. Fluently Add and Subtract within 1,000

1. Use Partial Sums to Add
 - Add two three-digit numbers by breaking apart problems into simpler problems
2. Add 3-Digit Numbers
 - Add three-digit numbers using the standard algorithm
3. Add 3 or More Numbers
 - Add three or more numbers using the standard algorithm
4. Use Partial Differences to Subtract
 - Subtract multi-digit numbers using the expanded algorithm
5. Subtract 3-Digit Numbers
 - Subtract three-digit numbers using the standard algorithm
6. Math Practices: Construct Arguments
 - Use addition and subtraction to justify a conjecture
7. Fluently Add and Subtract within 1,000 Unit Test

4. Whole Number Multiplication and Division

1. Multiplication as Repeated Addition
 - Use repeated addition to show the relationship between multiplication and addition
2. Multiplication on the Number Line
 - Use number lines to join equal groups
3. Arrays and Multiplication
 - Use arrays as one way to think about and understand multiplication
4. The Commutative Property
 - Understand and use the Commutative Property of Multiplication
5. Division as Sharing
 - Use sharing to separate equal groups and to think about division
6. Division as Repeated Subtraction
 - Use repeated subtraction to show the relationship between division and subtraction
7. Math Practices: Use Appropriate Tools
 - Think strategically about available tools that can be used to solve problems
8. Whole Number Multiplication and Division Unit Test

5. Multiplication Facts: Use Patterns

1. 2 and 5 as Factors
 - Gain fluency in multiplication when using 2 and 5 as factors
2. 9 as a Factor
 - Gain fluency in multiplication when using 9 as a factor
3. Apply Properties: Multiply by 0 and 1
 - Gain fluency in multiplication when multiplying by 0 or 1

4. Multiply by 10

- Gain fluency in multiplication when multiplying by 10

5. Multiplication Facts: 0, 1, 2, 5, 9, and 10

- Students will use number relationships and patterns to develop reasoning strategies to support their recall of the basic multiplication facts

6. Math Practices: Model with Math

- Use previously learned concepts and skills to represent and solve problems

7. Multiplication Facts: Use Patterns Unit Test

6. Apply Properties of Multiplication

1. The Distributive Property

- Use the Distributive Property to solve problems involving multiplication within 100

2. Apply Properties: 3 and 4 as Factors

- Use appropriate tools and the Distributive Property to break apart unknown facts with 3 as a factor
- Use the Distributive Property to break apart unknown facts with 4 as a factor

3. Apply Properties: 6 and 7 as Factors

- Use the Distributive Property to break apart unknown facts with 6 or 7 as a factor

4. Apply Properties: 8 as a Factor

- Use the Distributive Property and known facts to break apart unknown facts with 8 as a factor

5. Practice Multiplication Facts

- Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems

6. The Associative Property: Multiply with 3 Factors

- Use the Associative Property of Multiplication to group 3 factors and multiply

7. Math Practices: Repeated Reasoning

- Use repeated reasoning with known facts to make generalizations when multiplying

8. Apply Properties of Multiplication Unit Test

7. Division Facts: Use Multiplication

1. Relate Multiplication and Division

- Use multiplication facts to divide

2. Use Multiplication to Divide With 2, 3, 4, and 5

- Use multiplication facts to find related division facts

3. Use Multiplication to Divide with 6 and 7

- Use multiplication facts to find related division facts

4. Use Multiplication to Divide with 8 and 9

- Use multiplication facts to find related division facts

5. Multiplication Patterns: Even and Odd Numbers

- Use knowledge of even and odd numbers to identify multiplication patterns

6. Division Involving 0 and 1

- Use properties to understand division involving 0 and 1
- 7. Practice Multiplication and Division Facts
 - Use patterns and known facts to find unknown multiplication facts
 - Use multiplication facts to find related division facts
- 8. Solve Multiplication and Division Equations
 - Use multiplication and division facts to find unknown values in equations
- 9. Math Practices: Make Sense and Persevere
 - Use previously learned concepts to find and answer hidden questions to solve problems
- 10. Division Facts: Use Multiplication Unit Test

8. Fluently Multiply and Divide Within 100

1. Patterns for Multiplication Facts
 - Use the multiplication table and Distributive Property to find patterns in factors and products
2. Use a Multiplication Table
 - Use the multiplication table to find the missing factor in a division problem
3. Find Missing Numbers in a Multiplication Table
 - Use number sense and reasoning while practicing multiplication and division basic facts
4. Use Strategies to Multiply
 - Use strategies such as skip counting and properties of operations to multiply
5. Word Problems: Multiplication and Division Facts
 - Solve multiplication and division problems that involve different strategies and representations
6. Write Math Stories: Multiplication and Division
 - Use multiplication to write and solve real-world problems involving equal groups
 - Use division to write and solve real-world problems involving equal groups
7. Math Practices: Look for and Use Structure
 - Use the structures of multiplication and division to compare expressions
8. Fluently Multiply and Divide within 100 Unit Test

9. Multiply by Multiples of 10

1. Use an Open Number Line to Multiply
 - Use an open number line to find products when one factor is a multiple of 10
2. Use Properties to Multiply
 - Use properties of multiplication to find products when one factor is a multiple of 10
3. Multiply by Multiples of 10
 - Use different strategies to find products when one factor is a multiple of 10
4. Math Practices: Look for and Use Structure
 - Use the structure of multiplication and place value to find products when one factor is a multiple of 10
5. Multiply by Multiples of 10 Unit Test

1. Welcome to Math 3

1. Welcome to Math 3
 - Meet Clara the cat, your learning buddy for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets

2. Solve Problems with Whole Numbers

1. Two-Step Problems: Addition and Subtraction
 - Draw diagrams and write equations to solve two-step problems involving addition and subtraction of whole numbers
2. Two-Step Problems: Multiplication and Division
 - Draw diagrams and write equations to solve two-step problems involving multiplication and division of whole numbers
3. Two-Step Problems: All Operations
 - Examine relationships between quantities in a two-step word problem by writing equations
 - Choose and apply the operations needed to find the answer
4. Math Practices: Critique Reasoning
 - Critique the reasoning of others by asking questions, identifying mistakes, and providing suggestions for improvement
5. Solve Problems with Whole Numbers Unit Test

3. Understand Fractions as Numbers

1. Divide Regions into Equal Parts
 - Understand how to read and write unit fractions for equal-size parts of a region
2. Fractions and Regions
 - Use a fraction to represent multiple copies of a unit fraction
3. Understand the Whole
 - Determine and draw the whole (unit) given one part (unit fraction)
4. Number Line: Fractions Less Than 1
 - Represent fractions on a number line
5. Number Line: Fractions Greater Than 1
 - Represent fractions greater than 1 on a number line
6. Math Practices: Make Sense and Persevere
 - Determine when a problem has either extra or missing information
7. Understand Fractions as Numbers Unit Test

4. Fraction Equivalence and Comparison

1. Equivalent Fractions: Use Models
 - Find equivalent fractions that name the same part of the whole
2. Equivalent Fractions: Use the Number Line
 - Represent equivalent fractions on a number line
3. Use Models to Compare Fractions: Same Denominator
 - Use models such as fraction strips to compare fractions that refer to the same whole and have the same denominator
4. Use Models to Compare Fractions: Same Numerator
 - Use models such as fraction strips to compare fractions that refer to the same whole and have the same numerator
5. Compare Fractions: Use Benchmarks
 - Use benchmark numbers to compare fractions
6. Compare Fractions: Use the Number Line
 - Use a number line to compare fractions

7. Whole Numbers and Fractions
 - Use fraction names to represent whole numbers
8. Math Practices: Construct Arguments
 - Construct math arguments using fractions
9. Fraction Equivalence and Comparison Unit Test

5. Attributes of Two-Dimensional Shapes

1. Describe Quadrilaterals
 - Identify quadrilaterals and use attributes to describe them
2. Classify Shapes
 - Classify shapes according to their attributes
3. Analyze and Compare Quadrilaterals
 - Analyze and compare quadrilaterals and group them by their attributes
4. Math Practices: Precision
 - Solve math problems precisely, efficiently, and accurately by using appropriate tools and mathematics vocabulary
5. Attributes of Two-Dimensional Shapes Unit Test

6. Connect Area to Multiplication and Addition

1. Cover Regions
 - Use unit squares to find the area of a shape
2. Area: Nonstandard Units
 - Use unit squares to find the area of a figure
3. Area: Standard Units
 - Use standard units to measure the area of a shape
4. Area of Squares and Rectangles
 - Use unit squares and multiplication to find the areas of squares and rectangles
5. Area and the Distributive Property
 - Use areas of rectangles to model the Distributive Property of Multiplication
6. Apply Properties: Area of Irregular Shapes
 - Use areas of rectangles to find the area of irregular shapes
7. Math Practices: Look for and Use Structure
 - Solve problems by breaking apart or changing the problem into simpler problems
8. Understand Area of Shapes Unit Test

7. Solve Perimeter Problems

1. Understand Perimeter
 - Find the perimeter of different polygons
2. Perimeter of Common Shapes
 - Find the perimeter of different polygons with common shapes
3. Perimeter and Unknown Side Lengths
 - Use the given sides of a polygon and the known perimeter to find the unknown side length
4. Same Perimeter, Different Area

- Understand the relationship of shapes with the same perimeter and different areas

5. Same Area, Different Perimeter

- Understand the relationship of shapes with the same area and different perimeters

6. Math Practices: Reasoning

- Understand the relationship between numbers in order to simplify and solve problems involving perimeter

7. Solve Perimeter Problems Unit Test

8. Represent and Interpret Data

1. Line Plots and Length

- Measure length to the nearest fourth inch and show the data on a line plot
- Measure length to the nearest half inch and show the data on a line plot

2. Read Picture Graphs and Bar Graphs

- Use graphs to compare and interpret data

3. Make Picture Graphs

- Use frequency tables and picture graphs to compare and interpret data

4. Make Bar Graphs

- Use scaled bar graphs to represent data sets

5. Solve Word Problems with Information in Graphs

- Use graphs to solve problems

6. Math Practices: Precision

- Use words, symbols, and numbers to accurately and precisely solve math problems

7. Represent and Interpret Data Unit Test

9. Time, Mass, Capacity

1. Time to the Minute

- Show and tell time to the nearest minute using analog and digital clocks

2. Units of Time: Measure Elapsed Time

- Tell and write time to the nearest minute and measure time intervals in minutes

3. Units of Time: Solve Word Problems

- Solve word problems involving addition and subtraction to measure quantities of time

4. Liquid Volume

- Use standard units to estimate and measure liquid volume

5. Estimate Mass

- Use standard units to estimate the masses of solid objects

6. Measure Mass

- Use a pan balance with metric weights to measure the mass of objects in grams and kilograms

7. Mass and Liquid Volume: Solve Word Problems

- Use pictures to help solve problems about mass and volume

8. Math Practices: Reasoning

- Make sense of quantities and relationships in problems

9. Solve Time, Capacity, and Mass Problems Unit Test

10. Step Up to Grade 4

1. Place-Value Relationships

- Recognize the relationship between adjacent digits in a multi-digit number

2. Multiply by Multiples of 10, 100, and 1,000

- Multiply multiples of 10, 100, and 1,000 using mental math and place-value strategies
- Use place value understanding and properties of operations to perform multi-digit arithmetic

3. Mental Math: Multiply Multiples of 10

- Use mental math strategies to multiply 2-digit by 2-digit multiples of ten

4. Multiply 2-Digit Numbers by Multiples of 10

- Use models and properties of operations to multiply 2-digit numbers by multiples of ten

Math 3 Accelerated



Accelerated Math 3 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Accelerated Math 3 A, the student will learn mathematical concepts related to multiplication and division, patterns, rounding, mental math, and representing and interpreting data on line plots.

Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Accelerated Math 3 B, the student will learn mathematical concepts related to fraction equivalence, adding, subtracting, and multiplying fractions, comparing decimals, using whole numbers to solve problems, area, and perimeter.

Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Accelerated Math 3 A

1. Welcome to Accelerated Math 3

1. Welcome to Accelerated Math 3
 - Meet Clara the cat, your learning buddy for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets
 - Describe the At Home with Math Project

2. Fluently Add and Subtract Within 1,000

1. Addition Properties
 - Solve real-world problems using properties of addition
2. Round Whole Numbers
 - Use place value and a number line to round numbers
3. Estimate Sums and Differences

- Use rounding or compatible numbers to estimate a sum
- Use rounding or compatible numbers to estimate a difference
- 4. Relate Addition and Subtraction
 - Solve one-step and multi-step problems using strategies based on the relationship between addition and subtraction
- 5. Add 3-Digit Numbers
 - Add three-digit numbers using the standard algorithm
- 6. Add 3 or More Numbers
 - Add three or more numbers using the standard algorithm
- 7. Subtract 3-Digit Numbers
 - Subtract three-digit numbers using the standard algorithm
- 8. Math Practices: Construct Arguments
 - Use addition and subtraction to justify a conjecture
- 9. Fluently Add and Subtract Within 1,000 Unit Test

3. Whole Number Multiplication and Division

1. Multiplication as Repeated Addition
 - Use repeated addition to show the relationship between multiplication and addition
2. Multiplication on the Number Line
 - Use number lines to join equal groups
3. Arrays and Multiplication
 - Use arrays as one way to think about and understand multiplication
4. The Commutative Property
 - Understand and use the Commutative Property of Multiplication
5. Division as Sharing
 - Use sharing to separate equal groups and to think about division
6. Division as Repeated Subtraction
 - Use repeated subtraction to show the relationship between division and subtraction
7. 2 and 5 as Factors
 - Gain fluency in multiplication when using 2 and 5 as factors
8. 9 as a Factor
 - Gain fluency in multiplication when using 9 as a factor
9. Apply Properties: Multiply by 0 and 1
 - Gain fluency in multiplication when multiplying by 0 or 1
10. Multiply by 10
 - Gain fluency in multiplication when multiplying by 10
11. Math Practices: Model with Math
 - Use previously learned concepts and skills to represent and solve problems
12. Whole Number Multiplication and Division Unit Test

4. **Apply Properties of Multiplication**

1. The Distributive Property
 - Use the Distributive Property to solve problems involving multiplication within 100
2. Apply Properties: 3 and 4 as Factors
 - Use appropriate tools and the Distributive Property to break apart unknown facts with 3 as a factor
 - Use the Distributive Property to break apart unknown facts with 4 as a factor
3. Apply Properties: 6 and 7 as Factors
 - Use the Distributive Property to break apart unknown facts with 6 or 7 as a factor
4. Apply Properties: 8 as a Factor
 - Use the Distributive Property and known facts to break apart unknown facts with 8 as a factor
5. Practice Multiplication Facts
 - Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems
6. The Associative Property: Multiply with 3 Factors
 - Use the Associative Property of Multiplication to group 3 factors and multiply
7. Math Practices: Repeated Reasoning
 - Use repeated reasoning with known facts to make generalizations when multiplying
8. Apply Properties of Multiplication Unit Test

5. **Division Facts: Use Multiplication**

1. Relate Multiplication and Division
 - Use multiplication facts to divide
2. Use Multiplication to Divide With 2, 3, 4, and 5
 - Use multiplication facts to find related division facts
3. Use Multiplication to Divide With 6 and 7
 - Use multiplication facts to find related division facts
4. Use Multiplication to Divide with 8 and 9
 - Use multiplication facts to find related division facts
5. Multiplication Patterns: Even and Odd Numbers
 - Use knowledge of even and odd numbers to identify multiplication patterns
6. Division Involving 0 and 1
 - Use properties to understand division involving 0 and 1
7. Solve Multiplication and Division Equations
 - Use multiplication and division facts to find unknown values in equations
8. Math Practices: Make Sense and Persevere
 - Use previously learned concepts to find and answer hidden questions to solve problems
9. Division Facts: Use Multiplication Unit Test

6. **Multiply by 1-Digit Numbers**

1. Multiply by Multiples of 10, 100, and 1,000

- Multiply multiples of 10, 100, and 1,000 using mental math and place-value strategies
- 2. Round to Estimate products
 - Use rounding to estimate products and check if answers are reasonable
- 3. Use the Distributive Property
 - Use the Distributive Property to multiply larger numbers
- 4. Mental Math Strategies for Multiplication
 - Use place value and properties of operations to multiply mentally
- 5. Multiply 2- and 3-Digit Numbers by 1-Digit Numbers
 - Use place value and the standard algorithm to multiply 2- and 3-digit numbers by 1-digit numbers
- 6. Multiply 4-Digit by 1-Digit Numbers
 - Use the standard algorithm to multiply 4-digit numbers by 1-digit numbers
- 7. Math Practices: Model with Math
 - Use previously learned concepts and skills to represent and solve problems
- 8. Multiply by 1-Digit Numbers Unit Test

7. **Multiply by 2-Digit Numbers**

- 1. Mental Math: Multiply Multiples of 10
 - Use mental math strategies to multiply 2-digit by 2-digit multiples of ten
- 2. Estimate: Use Rounding
 - Estimate products for 2-digit by 2-digit multiplication by rounding the factors to multiples of ten
- 3. Multiply Using the Distributive Property
 - Use the Distributive Property and an area model to multiply two 2-digit numbers
- 4. Multiply by 2-Digit Numbers: Partial Products
 - Use place value and partial products to calculate products of 2-digit by 2-digit multiplication problems
- 5. Multiply 2-Digit Numbers by Multiples of 10
 - Use area models and place-value strategies to multiply 2-digit numbers by multiples of 10
- 6. Math Practices: Make Sense and Persevere
 - Make sense of problems and persevere in solving them
- 7. Multiply by 2-Digit Numbers Unit Test

8. **Divide by 1-Digit Numbers**

- 1. Mental Math: Find Quotients
 - Use mental-math and place-value strategies to divide multiples of 10 and 100 by 1-digit divisors
- 2. Mental Math: Estimate Quotients
 - Use compatible numbers to estimate quotients
- 3. Estimate Quotients for Greater Dividends
 - Use place-value patterns and division facts to estimate quotients for 4-digit dividends

4. Interpret Remainders
 - Solve division problems and interpret remainders
 5. Division as Sharing
 - Use place value and drawings to divide 2- and 3- digit numbers by 1-digit numbers
 6. Divide with 1-Digit Numbers
 - Divide 2- and 3-digit numbers by 1-digit numbers using the standard division algorithm
 - Divide 4-digit numbers by 1-digit numbers using the standard division algorithm
 7. Math Practices: Model with Math
 - Use previously-learned concepts and skills to model and solve problems
 8. Divide by 1-Digit Numbers Unit Test
- 9. Solve Problems with Whole Numbers**
1. Solve Comparison Situations
 - Interpret comparisons as multiplication or addition equations
 - Use multiplication and division to compare two quantities
 2. Solve Multi-Step Problems
 - Solve two-step problems by finding and solving the hidden question first
 3. Solve More Multi-Step Problems
 - Solve multi-step problems by finding and solving hidden questions first
 4. Math Practices: Make Sense and Persevere
 - Make sense of a multi-step problem and keep working until it is solved
 5. Solve Problems with Whole Numbers Unit Test
- 10. Algebra: Generate and Analyze Patterns**
1. Number Sequences
 - Create or extend a number sequence based on a rule
 - Identify features of the pattern in the sequence that are not described by the rule
 2. Patterns: Number Rules
 - Use a rule to extend a number pattern and solve a problem
 - Identify features of the pattern
 3. Patterns: Repeating Shapes
 - Generate a shape pattern that follows a given rule and predict a shape in the pattern
 4. Math Practices: Look For and Use Structure
 - Solve problems by using patterns
 5. Algebra: Generate and Analyze Patterns Unit Test

Accelerated Math 3 B

1. Welcome to Accelerated Math 3

1. Welcome to Accelerated Math 3
 - Meet Clara the cat, your learning buddy for the course

- Describe the different parts of a lesson
- Describe the different types of assessments
- Locate and describe lesson icons and assets
- Describe the At Home with Math Project

2. Understand Area of Shapes

1. Cover Regions
 - Use unit squares to find the area of a shape
2. Area: Standard Units
 - Use standard units to measure the area of a shape
3. Area of Squares and Rectangles
 - Use unit squares and multiplication to find the areas of squares and rectangles
4. Area and the Distributive Property
 - Use areas of rectangles to model the Distributive Property of Multiplication
5. Apply Properties: Area of Irregular Shapes
 - Use areas of rectangles to find the area of irregular shapes
6. Math Practices: Look For and Use Structure
 - Solve problems by breaking apart or changing the problem into simpler problems
7. Understand Area of Shapes Unit Test

3. Solve Perimeter Problems

1. Understand Perimeter
 - Find the perimeter of different polygons
2. Perimeter of Common Shapes
 - Find the perimeter of different polygons with common shapes
3. Perimeter and Unknown Side Lengths
 - Use the given sides of a polygon and the known perimeter to find the unknown side length
4. Same Perimeter, Different Area
 - Understand the relationship of shapes with the same perimeter and different areas
5. Same Area, Different Perimeter
 - Understand the relationship of shapes with the same area and different perimeters
6. Math Practices: Reasoning
 - Understand the relationship between numbers in order to simplify and solve problems involving perimeter
7. Solve Perimeter Problems Unit Test

4. Understand Fractions as Numbers

1. Divide Regions into Equal Parts
 - Understand how to read and write unit fractions for equal-size parts of a region
2. Fractions and Regions
 - Use a fraction to represent multiple copies of a unit fraction

3. Understand the Whole
 - Determine and draw the whole (unit) given one part (unit fraction)
4. Number Line: Fractions Less Than 1
 - Represent fractions on a number line
5. Number Line: Fractions Greater Than 1
 - Represent fractions greater than 1 on a number line
6. Math Practices: Make Sense and Persevere
 - Determine when a problem has either extra or missing information
7. Understand Fractions as Numbers Unit Test

5. **Fraction Equivalence and Ordering**

1. Equivalent Fractions: Area Models
 - Use area models to recognize and generate equivalent fractions
2. Equivalent Fractions: Number Lines
 - Use a number line to locate and identify equivalent fractions
3. Generate Equivalent Fractions: Multiplication
 - Use multiplication to find equivalent fractions
4. Generate Equivalent Fractions: Division
 - Use division to find equivalent fractions
5. Compare Fractions
 - Use benchmarks, area models, and number lines to compare fractions
 - Use models or rename fractions to compare
6. Math Practices: Construct Arguments
 - Construct arguments about fractions
7. Fraction Equivalence and Ordering Unit Test

6. **Addition and Subtraction of Fractions**

1. Model Addition of Fractions
 - Use fraction strips and number lines to add fractions
2. Decompose Fractions
 - Decompose a fraction or mixed number into a sum of fractions in more than one way
3. Add Fractions with Like Denominators
 - Solve problems involving joining parts of the same whole by adding fractions
4. Model Subtraction of Fractions
 - Use tools such as fraction strips, area models, and number lines to subtract fractions
5. Subtract Fractions with Like Denominators
 - Solve problems involving separating parts of the same whole by subtracting fractions
6. Add and Subtract Fractions with Like Denominators
 - Count forward or backward on a number line to add or subtract
7. Estimate Fraction Sums and Differences

- Use number lines and benchmark fractions to estimate fraction sums and differences
 - 8. Model Addition and Subtraction of Mixed Numbers
 - Use models and equivalent fractions to add and subtract mixed numbers
 - 9. Add Mixed Numbers
 - Use equivalent fractions and properties of operations to add mixed numbers with like denominators
 - 10. Subtract Mixed Numbers
 - Use equivalent fractions, properties of operations, and the relationship between addition and subtraction to subtract mixed numbers with like denominators
 - 11. Math Practices: Model with Math
 - Use previously learned concepts and skills to represent and solve problems
 - 12. Addition and Subtraction of Fractions Unit Test
- 7. Multiplication Concepts with Fractions**
1. Fractions as Multiples of Unit Fractions
 - Use a model to understand a fraction as a multiple of a unit fraction
 2. Multiply a Fraction by a Whole Number
 - Use models to multiply fractions by whole numbers
 - Use symbols and equations to multiply a fraction by a whole number
 3. Multiply a Whole Number and a Mixed Number
 - Use drawings and equations to represent and solve problems involving a whole number and a mixed number
 4. Solve Time Problems
 - Use the four operations to solve problems involving time
 5. Math Practices: Model with Math
 - Use previously learned concepts and skills to represent and solve problems
 6. Multiplication Concepts with Fractions Unit Test
- 8. Show and Interpret Data on Line Plots**
1. Read Line Plots
 - Read and interpret data using line plots
 2. Make Line Plots
 - Represent data using line plots and interpret data in line plots to solve problems
 3. Use Line Plots to Solve Problems
 - Solve problems involving line plots and fractions
 4. Math Practices: Critique Reasoning
 - Critique the reasoning of others using an understanding of line plots
 5. Show and Interpret Data on Line Plots Unit Test
- 9. Understand and Compare Decimals**
1. Fractions and Decimals
 - Relate fractions and decimals with denominators of 10 and 100

- Locate and describe fractions and decimals on number lines
- 2. Compare Decimals
 - Compare decimals by reasoning about their size
- 3. Add Fractions with Denominators of 10 and 100
 - Add fractions with denominators of 10 and 100 by using equivalent fractions
- 4. Solve Word Problems Involving Money
 - Use fractions or decimals to solve word problems involving money
- 5. Math Practices: Look For and Use Structure
 - Use the structure of the place-value system for decimals to solve problems
- 6. Understand and Compare Decimals Unit Test

10. Find Equivalence in Units of Measure

1. Equivalence with Customary Units of Length
 - Recognize the relative size of customary units of length and convert from a larger unit to a smaller unit
2. Equivalence with Customary Units of Capacity
 - Recognize the relative size of customary units of capacity and convert from a larger unit to a smaller unit
3. Equivalence with Customary Units of Weight
 - Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit
4. Equivalence with Metric Units of Length
 - Recognize the relative size of metric units of length and convert from a larger unit to a smaller unit
5. Equivalence with Metric Units of Capacity and Mass
 - Recognize the relative size of metric units of capacity and mass, and convert from a larger unit to a smaller unit
6. Solve Perimeter and Area Problems
 - Find the unknown length or width of a rectangle using the known area or perimeter
7. Math Practices: Precision
 - Be precise when solving measurement problems
8. Find Equivalence in Units of Measure Unit Test

11. Geometric Measurement

1. Lines, Rays, and Angles
 - Recognize and draw lines, rays, and angles with different measures.
2. Measure and Draw Angles
 - Use a protractor to measure and draw angles
3. Lines
 - Draw and identify perpendicular, parallel, and intersecting lines
4. Classify Triangles
 - Classify triangles by line segments and angles

5. Classify Quadrilaterals

- Classify quadrilaterals by lines and angles

6. Line Symmetry

- Recognize and draw lines of symmetry; identify line symmetric figures

7. Math Practices: Critique Reasoning

- Use understanding of two-dimensional shapes to critique the reasoning of others

8. Geometric Measurement Unit Test

Math 4



Math 4 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Math 4 A, the student will learn mathematical concepts related to place value, adding and subtracting multi-digit whole numbers, strategies for multiplication and division, factors, multiples, algebra, and patterns. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Math 4 B, the student will learn mathematical concepts related to fraction equivalence, adding, subtracting, and multiplying fractions, comparing decimals, interpreting data, angles, lines, shapes, and measurement. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Math 4 A

1. Welcome to Math 4

1. Get Ready to Learn Math

- Meet Clara the cat, your learning buddy for the course
- Describe the different parts of a lesson
- Describe the different types of assessments
- Locate and describe lesson icons and assets

2. Generalize Place Value Understanding

1. Numbers Through One Million

- Read and write numbers in expanded form, with numerals, and using number names

2. Place Value Relationships

- Recognize the relationship between adjacent digits in a multi-digit number

3. Compare Whole Numbers

- Use place value to compare multi-digit numbers

4. Round Whole Numbers

- Use place value to round multi-digit numbers

5. Math Practices: Construct Arguments
 - Use previously learned concepts and skills to construct arguments about place value
6. Generalize Place Value Understanding Unit Test

3. **Fluently Add and Subtract Multi-Digit Numbers**

1. Mental Math: Find Sums and Differences
 - Add and subtract whole numbers mentally using a variety of methods
2. Mental Math: Estimate Sums and Differences
 - Round greater whole numbers to estimate sums and differences
3. Add Whole Numbers
 - Add numbers to one million with and without regrouping using the standard algorithm
4. Subtract Whole Numbers
 - Use place value and an algorithm to subtract whole numbers
5. Subtract Across Zeros
 - Use number sense and regrouping to subtract across zeros
6. Math Practices and Problem Solving: Reasoning
 - Use previously learned concepts and skills to reason abstractly and make sense of quantities and their relationships in problem situations
7. Unit Test

4. **Multiply by 1-Digit Numbers**

1. Multiply by Multiples of 10, 100, and 1,000
 - Multiply multiples of 10, 100, and 1,000 using mental math and place-value strategies
2. Round to Estimate Products
 - Use rounding to estimate products and check if answers are reasonable
3. The Distributive Property
 - Use the Distributive Property to multiply larger numbers
4. Mental Math Strategies for Multiplication
 - Use place value and properties of operations to multiply mentally
5. Arrays and Partial Products
 - Use arrays and partial products to multiply 3- and 4-digit numbers by 1-digit numbers
6. Multiply by 1-Digit Numbers: Partial Products
 - Use place value and partial products to multiply 3- and 4-digit numbers by 1-digit numbers
7. Multiply 2- and 3-Digit Numbers by 1-Digit Numbers
 - Use place value and the standard algorithm to multiply 2- and 3-digit numbers by 1-digit numbers
8. Multiply 4-Digit by 1-Digit Numbers
 - Use the standard algorithm to multiply 4-digit numbers by 1-digit numbers
9. Multiply by 1-Digit Numbers
 - Use the standard algorithm to multiply 2-, 3-, and 4-digit numbers by 1-digit numbers. Estimate to check if answers are reasonable.

10. Math Practices: Model with Math

- Use previously learned concepts and skills to represent and solve problems

11. Multiply by 1-Digit Numbers Unit Test

5. Multiply by 2-Digit Numbers

1. Mental Math: Multiply Multiples of 10

- Use mental math strategies to multiply 2-digit by 2-digit multiples of ten

2. Multiply 2-Digit Numbers by Multiples of 10

- Use models and properties of operations to multiply 2-digit numbers by multiples of ten

3. Estimate: Use Rounding

- Estimate products for 2-digit by 2-digit multiplication by rounding the factors to multiples of ten

4. Use Compatible Numbers

- Use compatible numbers to estimate products of 2-digit by 2-digit multiplication problems

5. Arrays and Partial Products

- Use arrays, place value, partial products and properties of operations to multiply two 2-digit numbers

6. Multiply Using the Distributive Property

- Use the Distributive Property and an area model to multiply two 2-digit numbers

7. Multiply by 2-Digit Numbers: Partial Products

- Use place value and partial products to calculate products of 2-digit by 2-digit multiplication problems

8. Multiply 2-Digit Numbers by Multiples of 10

- Use area models and place-value strategies to multiply 2-digit numbers by multiples of 10

9. Multiply 2-Digit by 2-Digit Numbers

- Use the expanded and the standard algorithm to multiply 2-digit by 2-digit numbers and estimate to check if the products are reasonable
- Use models and algorithms to solve 2-digit by 2-digit multiplication problems

10. Math Practices: Make Sense and Persevere

- Make sense of problems and persevere in solving them

11. Multiply by 2-Digit Numbers Unit Test

6. Divide by 1-Digit Numbers

1. Mental Math: Find Quotients

- Use mental-math and place-value strategies to divide multiples of 10 and 100 by 1-digit divisors

2. Mental Math: Estimate Quotients

- Use compatible numbers to estimate quotients

3. Estimate Quotients for Greater Dividends

- Use place-value patterns and division facts to estimate quotients for 4-digit dividends

4. Interpret Remainders

- Solve division problems and interpret remainders

5. Division as Sharing
 - Use place value and drawings to divide 2- and 3- digit numbers by 1-digit numbers
6. Use Partial Quotients to Divide
 - Use partial quotients to divide
7. Use Partial Quotients to Divide Greater Dividends
 - Use partial quotients and place-value understandings to divide with greater dividends
8. Divide with 1-Digit Numbers
 - Divide 2- and 3-digit numbers by 1-digit numbers using the standard division algorithm
 - Divide 4-digit numbers by 1-digit numbers using the standard division algorithm
9. Math Practices: Model with Math
 - Use previously-learned concepts and skills to model and solve problems
10. Divide by 1-Digit Numbers Unit Test

7. Solve Problems with Whole Numbers

1. Solve Comparison Situations
 - Interpret comparisons as multiplication or addition equations
 - Use multiplication and division to compare two quantities
2. Solve Multi-Step Problems
 - Solve two-step problems by finding and solving the hidden question first
3. Solve More Multi-Step Problems
 - Solve multi-step problems by finding and solving hidden questions first
4. Math Practices: Make Sense and Persevere
 - Make sense of a multi-step problem and keep working until it is solved
5. Solve Problems with Whole Numbers Unit Test

8. Algebra: Generate and Analyze Patterns

1. Number Sentences
 - Create or extend a number sequence based on a rule
 - Identify features of the pattern in the sequence that are not described by the rule
2. Patterns: Number Rules
 - Use a rule to extend a number pattern and solve a problem
 - Identify features of the pattern
3. Patterns: Repeating Shapes
 - Generate a shape pattern that follows a given rule and predict a shape in the pattern
4. Math Practices: Look for and Use Structure
 - Solve problems by using patterns
5. Algebra: Generate and Analyze Patterns Unit Test

9. Factors and Multiples

1. Understand Factors
 - Use arrays to find the factors of a given whole number
2. Factors

- Use multiplication to find all the factor pairs for a whole number
- 3. Prime and Composite Numbers
 - Use factors to determine whether a whole number greater than 1 is a prime or composite
- 4. Multiples
 - Use multiplication to find multiples of a given number
- 5. Math Practices: Repeated Reasoning
 - Use repeated reasoning to generalize how to solve problems that are similar
- 6. Factors and Multiples Unit Test

Math 4 B

1. Welcome to Math 4

1. Get Ready to Learn Math
 - Meet Clara the cat, your learning buddy for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets

2. Fraction Equivalence and Ordering

1. Equivalent Fractions: Area Models
 - Use area models to recognize and generate equivalent fractions
2. Equivalent Fractions: Number Lines
 - Use a number line to locate and identify equivalent fractions
3. Generate Equivalent Fractions: Multiplication
 - Use multiplication to find equivalent fractions
4. Generate Equivalent Fractions: Division
 - Use division to find equivalent fractions
5. Compare Fractions
 - Use benchmarks, area models, and number lines to compare fractions
 - Use models or rename fractions to compare
6. Math Practices: Construct Arguments
 - Construct arguments about fractions
7. Fraction Equivalence and Ordering Unit Test

3. Addition and Subtraction of Fractions

1. Model Addition of Fractions
 - Use fraction strips and number lines to add fractions
2. Decompose Fractions
 - Decompose a fraction or mixed number into a sum of fractions in more than one way
3. Add Fractions with Like Denominators
 - Solve problems involving joining parts of the same whole by adding fractions
4. Model Subtraction of Fractions
 - Use tools such as fraction strips, area models, and number lines to subtract fractions

5. Subtract Fractions with Like Denominators
 - Solve problems involving separating parts of the same whole by subtracting fractions
6. Add and Subtract Fractions with Like Denominators
 - Count forward or backward on a number line to add or subtract
7. Estimate Fraction Sums and Differences
 - Use number lines and benchmark fractions to estimate fraction sums and differences
8. Model Addition and Subtraction of Mixed Numbers
 - Use models and equivalent fractions to add and subtract mixed numbers
9. Add Mixed Numbers
 - Use equivalent fractions and properties of operations to add mixed numbers with like denominators
10. Subtract Mixed Numbers
 - Use equivalent fractions, properties of operations, and the relationship between addition and subtraction to subtract mixed numbers with like denominators
11. Math Practices: Model with Math
 - Use previously learned concepts and skills to represent and solve problems
12. Addition and Subtraction of Fractions Unit Test

4. Multiplication Concepts with Fractions

1. Fractions as Multiples of Unit Fractions
 - Use a model to understand a fraction as a multiple of a unit fraction
2. Multiply a Fraction by a Whole Number
 - Use models to multiply fractions by whole numbers
 - Use symbols and equations to multiply a fraction by a whole number
3. Multiply a Whole Number and a Mixed Number
 - Use drawings and equations to represent and solve problems involving a whole number and a mixed number
4. Solve Time Problems
 - Use the four operations to solve problems involving time
5. Math Practices: Model with Math
 - Use previously learned concepts and skills to represent and solve problems
6. Multiplication Concepts with Fractions Unit Test

5. Understand and Compare Decimals

1. Fractions and Decimals
 - Relate fractions and decimals with denominators of 10 and 100
 - Locate and describe fractions and decimals on number lines
2. Compare Decimals
 - Compare decimals by reasoning about their size
3. Add Fractions with Denominators of 10 and 100
 - Add fractions with denominators of 10 and 100 by using equivalent fractions

4. Solve Word Problems Involving Money

- Use fractions or decimals to solve word problems involving money

5. Math Practices: Look for and Use Structure

- Use the structure of the place-value system for decimals to solve problems

6. Understand and Compare Decimals Unit Test

6. Show and Interpret Data on Line Plots

1. Read Line Plots

- Read and interpret data using line plots

2. Make Line Plots

- Represent data using line plots and interpret data in line plots to solve problems

3. Use Line Plots to Solve Problems

- Solve problems involving line plots and fractions

4. Math Practices: Critique Reasoning

- Critique the reasoning of others using an understanding of line plots

5. Show and Interpret Data on Line Plots Unit Test

7. Angles and Angle Measurement

1. Lines, Rays, and Angles

- Recognize and draw lines, rays, and angles with different measures.

2. Understand Angles and Unit Angles

- Find the measure of an angle that turns through a fraction of a circle

3. Measure with Unit Angles

- Use known angle measures to measure unknown angles

4. Measure and Draw Angles

- Use a protractor to measure and draw angles

5. Add and Subtract Angle Measures

- Use addition and subtraction to solve problems with unknown angle measures

6. Math Practices: Use Appropriate Tools

- Use appropriate tools, such as a protractor and ruler, to solve problems

7. Angles and Angle Measurement Unit Test

8. Lines, Angles, and Shapes

1. Lines

- Draw and identify perpendicular, parallel, and intersecting lines

2. Classify Triangles

- Classify triangles by line segments and angles

3. Classify Quadrilaterals

- Classify quadrilaterals by lines and angles

4. Line Symmetry

- Recognize and draw lines of symmetry; identify line symmetric figures

5. Draw Shapes with Line Symmetry

- Draw figures that have symmetry

6. Math Practices: Critique Reasoning

- Use understanding of two-dimensional shapes to critique the reasoning of others

7. Lines, Angles, and Shapes Unit Test

9. Find Equivalence in Units of Measure

1. Equivalence with Customary Units of Length

- Recognize the relative size of customary units of length and convert from a larger unit to a smaller unit

2. Equivalence with Customary Units of Capacity

- Recognize the relative size of customary units of capacity and convert from a larger unit to a smaller unit

3. Equivalence with Customary Units of Weight

- Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit

4. Equivalence with Metric Units of Length

- Recognize the relative size of metric units of length and convert from a larger unit to a smaller unit

5. Equivalence with Metric Units of Capacity and Mass

- Recognize the relative size of metric units of capacity and mass, and convert from a larger unit to a smaller unit

6. Solve Perimeter and Area Problems

- Find the unknown length or width of a rectangle using the known area or perimeter

7. Math Practices: Precision

- Be precise when solving measurement problems

8. Find Equivalence in Units of Measure Unit Test

10. Step Up to Grade 5

1. Understand Decimal Place Value

- Read and write numbers with decimals through thousandths using standard form, expanded form, and number names; identify equivalent decimals

2. Compare Decimals

- Use place value to compare decimals through thousandths

3. Use Models to Add and Subtract Decimals

- Model sums and differences of decimals

4. Estimate Products of a Decimal and a Whole Number

- Use rounding and compatible numbers to estimate the product of a decimal and a whole number

Math 4 Accelerated



Accelerated Math 4 A/B

Course Summary: 170 hours

Instructional Activities: Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary: In Accelerated Math 4 A, the student will learn mathematical concepts related to place value, adding and subtracting multi-digit whole numbers, adding and subtracting decimals, using models to multiply and divide, the coordinate plane, algebra, patterns, and relationships.

Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Accelerated Math 4 B, the student will learn mathematical concepts related to angles, shapes and measurement, 2D figures, operations with fractions, volume, converting measurements, interpreting data, equivalent expressions, the coordinate plane, patterns and relationships.

Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Accelerated Math 4 A

1. Welcome to Accelerated Math 4
 1. Welcome to Accelerated Math 4
 - Meet Clara the cat, your learning buddy for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets
 - Describe the Making a Difference with Math Project
 2. Generalize Place Value Understanding
 1. Numbers Through One Million
 2. Place Value Relationships
 - Recognize the relationship between adjacent digits in a multi-digit number
 3. Compare Whole Numbers
 - Use place value to compare multi-digit numbers
 4. Round Whole Numbers
 - Use place value to round multi-digit numbers
 5. Math Practices: Construct Arguments
 - Use previously learned concepts and skills to construct arguments about place value
 6. Generalize Place Value Understanding Test

3. **Add and Subtract Multi-Digit Numbers**

1. Mental Math: Find Sums and Differences
 - Add and subtract whole numbers mentally using a variety of methods
2. Mental Math: Estimate Sums and Differences
 - Round greater whole numbers to estimate sums and differences
3. Add Whole Numbers
 - Add numbers to one million with and without regrouping using the standard algorithm
4. Subtract Whole Numbers
 - Use place value and an algorithm to subtract whole numbers
5. Subtract Across Zeros
 - Use number sense and regrouping to subtract across zeros
6. Math Practices: Reasoning
 - Use previously learned concepts and skills to reason abstractly and make sense of quantities and their relationships in problem situations
7. Add and Subtract Multi-Digit Numbers Test

4. **Understand Decimal Place Value**

1. Patterns with Exponents and Powers of 10
 - Use exponents to write powers of 10 and calculate products
2. Understand Whole-Number Place Value
 - Read and write whole numbers using standard form, expanded form, and number names
3. Decimals to Thousandths
 - Represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals
4. Understand Decimal Place Value
 - Read and write decimals through thousandths in different ways
5. Compare Decimals
 - Use place value to compare decimals through thousandths
6. Round Decimals
 - Round decimals to different places
7. Math Practices: Look For and Use Structure
 - Use the structure of the decimal place value system in order to solve problems involving patterns
8. Understand Place Value Unit Test

5. **Add and Subtract Decimals to Hundredths**

1. Mental Math
 - Use properties of addition and strategies to solve problems mentally
2. Estimate and Model Decimal Sums and Differences
 - Use rounding or compatible numbers to estimate sums and differences
 - Model sums and differences of decimals

3. Add Decimals

- Add decimals to the hundredths using the standard algorithm

4. Subtract Decimals

- Subtract decimals to the hundredths using the standard algorithm

5. Add and Subtract Decimals

- Add and subtract decimals

6. Math Practices: Model with Math

- Use prior math knowledge and equations or bar diagrams to solve problems

7. Add and Subtract Decimals to Hundredths Unit Test

6. Multiply Multi-Digit Whole Numbers

1. Multiply Greater Numbers by Powers of 10

- Use place-value understandings and patterns to mentally multiply whole numbers and powers of 10

2. Estimate products

- Use rounding and compatible numbers to estimate products

3. Multiply 3-Digit by 2-Digit Numbers

- Multiply 3-digit by 2-digit numbers by combining equal groups and adding partial products

4. Multiply Whole Numbers with Zeros

- Use knowledge about place value and multiplying with 2-digit and 3-digit numbers to multiply with zeros

5. Multiply Multi-Digit Numbers

- Use properties and the standard algorithm for multiplication to find the product of multi-digit numbers

6. Solve Word Problems Using Multiplication

- Use models and strategies to solve word problems

7. Math Practices: Critique Reasoning

- Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products

8. Multiply Multi-Digit Whole Numbers Unit Test

7. Strategies to Multiply Decimals

1. Multiply Decimals by Powers of 10

- Use knowledge about place value and patterns to find the product of a decimal number and a power of 10

2. Estimate Decimal and Whole Number Products

- Use rounding and compatible numbers to estimate the product of a decimal and a whole number
- Use models to represent multiplying a decimal and a whole number

3. Multiply a Decimal by a Whole Number

- Use place-value understanding and the standard multiplication algorithm to multiply a decimal by a whole number

4. Use Models to Multiply a Decimal and a Decimal
 - Use grids to model decimals and find the product of a decimal and a decimal
5. Multiply Decimals Using Partial Products
 - Multiply decimals using partial products and models
6. Use Number Sense to Multiply Decimals
 - Use number sense and reasoning to place the decimal point in a product
7. Math Practices: Model with Math
 - Use previously-learned concepts and skills to represent and solve problems
8. Strategies to Multiply Decimals Unit Test

8. Strategies to Divide Whole Numbers

1. Use Patterns and Mental Math to Divide
 - Use place-value patterns and mental math to find quotients
2. Estimate 2-Digit Divisor Quotients
 - Use compatible numbers and place-value patterns to estimate quotients
 - Use models to find quotients
3. Use Partial Quotients to Divide
 - Solve division problems using partial quotients
4. Divide by Multiples of 10
 - Find the quotient when the divisor is a multiple of 10
5. Estimate to Place the First Digit of a Quotient
 - Decide where to place the first digit of the quotient when dividing whole numbers
6. Divide by 2-Digit Divisors
 - Use estimation to decide whether a quotient is reasonable when dividing a 2-digit divisor
7. Math Practices: Make Sense and Persevere
 - Make sense of problems and keep working
8. Strategies to Divide Whole Numbers Unit Test

9. Strategies to Divide Decimals

1. Patterns for Dividing with Decimals
 - Use mental math and place-value patterns to divide a decimal by a power of 10
2. Estimate and Model Decimal Quotients
 - Use reason and strategies such as rounding and compatible numbers to estimate quotients in problems with decimals
 - Use models to help find quotients in problems involving decimals
3. Divide by a 1-Digit Whole Number
 - Use the standard algorithm for division to divide decimals by a whole number
4. Divide by a 2-Digit Whole Number

- Use models to visualize the relationship between division and multiplication to divide decimals by a 2-digit whole number
- 5. Use Number Sense to Divide Decimals
 - Use number sense and reasoning to place the decimal point in the quotient when dividing two decimals
- 6. Divide by a Decimal
 - Use the standard algorithm and place-value patterns to divide a decimal by another decimal
 - Use the standard algorithm to divide decimals, annexing zeros as needed
- 7. Math Practices: Reasoning
 - Use reasoning to solve problems by making sense of quantities and relationships in the situation
- 8. Strategies to Divide Decimals Unit Test

10. Classify Two-Dimensional Figures

1. Classify Triangles
 - Classify triangles by their angles and sides
2. Classify Quadrilaterals
 - Classify quadrilaterals by their properties
3. Continue to Classify Quadrilaterals
 - Classify quadrilaterals using a hierarchy
4. Math Practices: Construct Arguments
 - Construct arguments about geometric figures
5. Classify Two-Dimensional Figures Unit Test

Accelerated Math 4 B

1. Welcome to Accelerated Math 4

1. Welcome to Accelerated Math 4
 - Meet Clara the cat, your learning buddy for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets
 - Describe the Making a Difference with Math Project

2. Add and Subtract Fractions

1. Estimate Sums and Differences of Fractions
 - Estimate sums and differences of fractions by using the nearest half or whole number
2. Find Common Denominators
 - Find common denominators for fractions with unlike denominators
3. Add Fractions with Unlike Denominators
 - Add fractions with unlike denominators using equivalent fractions with a common denominator
4. Subtract Fractions with Unlike Denominators

- Subtract fractions with unlike denominators
- 5. Add and Subtract with Equivalent Fractions
 - Write equivalent fractions to add and subtract fractions with unlike denominators
- 6. Estimate Sums and Differences of Mixed Numbers
 - Estimate sums and differences of fractions and mixed numbers
- 7. Add Mixed Numbers
 - Add mixed numbers using models
 - Add mixed numbers using equivalent fractions and a common denominator
- 8. Subtract Mixed Numbers
 - Use models to subtract mixed numbers
 - Subtract mixed numbers using equivalent fractions and a common denominator
- 9. Add and Subtract Mixed Numbers
 - Add and subtract mixed numbers using equivalent fractions and a common denominator
- 10. Math Practices: Model with Math
 - Represent a problem situation with a mathematical model
- 11. Add and Subtract Fractions Unit Test

3. **Multiply Fractions**

1. Multiply a Whole Number by a Fraction
 - Multiply a whole number by a fraction
 - Multiply a fraction by a whole number
2. Multiply Fractions and Whole Numbers
 - Multiply fractions and whole numbers
3. Multiply Two Fractions
 - Use models to multiply two fractions
 - Multiply two fractions
4. Area of a Rectangle
 - Find the area of a rectangle using fractions and diagrams
5. Multiply Mixed Numbers
 - Use models, equations, and previously learned strategies to multiply mixed numbers
6. Multiplication as Scaling
 - Compare the size of the product to the size of one factor without multiplying to consider multiplication as scaling
7. Math Practices: Make Sense and Persevere
 - Use previously learned knowledge to make sense of problems and persevere in solving them
8. Multiply Fractions Unit Test

4. **Divide Fractions**

1. Fractions and Division
 - Understand how fractions are related to division

2. Fractions and Mixed Numbers as Quotients

- Implement division of fractions to show quotients as fractions and mixed numbers

3. Use Multiplication to Divide

- Use multiplication to divide a whole number by a unit fraction

4. Divide Whole Numbers by Unit Fractions

- Use models such as pictorial models or a number line to show dividing a whole number by a unit fraction

5. Divide Unit Fractions by Non-Zero Whole Numbers

- Use models to divide unit fractions by nonzero whole numbers

6. Divide Whole Numbers and Unit Fractions

- Use models to divide whole numbers and unit fractions. Check your answer using multiplication

7. Solve Problems Using Division

- Solve multi-step problems involving division with unit fractions

8. Math Practices: Repeated Reasoning

- Notice repetition in calculations and generalize about how to divide whole numbers and unit fractions

9. Divide Fractions Unit Test

5. Understand Volume Concepts

1. Model Volume

- Find the volume of solid figures

2. Develop a Volume Formula

- Find the volume of rectangular prisms using a formula

3. Volumes of Prisms

- Find the volume of prisms in different ways

4. Combine Volumes of Prisms

- Find the volume of a solid figure that is the combination of two or more rectangular prisms

5. Solve Word Problems Using Volume

- Use models, prior knowledge of volumes, and previously learned strategies to solve word problems involving volume

6. Math Practices: Use Appropriate Tools

- Use previously learned knowledge about volumes to choose the appropriate tools to solve volume problems

7. Understand Volume Concepts Unit Test

6. Convert Measurements

1. Convert Customary Units of Length

- Convert customary units of length

2. Convert Customary Units of Capacity

- Convert customary units of capacity

3. Convert Customary Units of Weight

- Convert customary units of weight
- 4. Convert Metric Units of Length
 - Convert metric units of length
- 5. Convert Metric Units of Capacity
 - Convert metric units of capacity
- 6. Convert Metric Units of Mass
 - Convert metric units of mass
- 7. Solve Word Problems Using Measurement Conversions
 - Solve real-world problems with measurement conversions
- 8. Math Practices: Precision
 - Be precise when solving measurement problems
- 9. Convert Measurements Unit Test

7. Represent and Interpret Data

1. Analyze Line Plots
 - Read and analyze line plots
2. Make Line Plots
 - Organize and display data in a line plot
3. Solve Word Problems Using Measurement Data
 - Solve problems using data in a line plot
4. Math Practices: Critique Reasoning
 - Critique the reasoning of others using understanding of line plots and fractions
5. Represent and Interpret Data Unit Test

8. Algebra: Numerical Expressions

1. Order of Operations
 - Use the order of operations to evaluate expressions
2. Evaluate Expressions
 - Evaluate expressions with parentheses, brackets, and braces
3. Write Numerical Expressions
 - Write simple expressions that show calculations with numbers
4. Interpret Numerical Expressions
 - Interpret numerical expressions without evaluating them
5. Math Practices: Reasoning
 - Use reasoning to solve problems by making sense of quantities and relationships in the situation
6. Algebra: Numerical Expressions Unit Test

9. Graph Points on the Coordinate Plane

1. The Coordinate System
 - Locate points on a coordinate grid

2. Graph Data Using Ordered Pairs

- Graph points on a coordinate grid

3. Solve Problems Using Ordered Pairs

- Solve real-world problems by graphing points

4. Math Practices: Reasoning

- Use reasoning to solve problems by making sense of quantities and relationships in the situation

5. Graph Points on the Coordinate Plane Unit Test

10. Algebra: Patterns and Relationships

1. Numerical Patterns

- Analyze numerical patterns

2. More Numerical Patterns

- Use tables to identify relationships between patterns

3. Analyze and Graph Relationships

- Analyze patterns and graph ordered pairs generated from number sequences

4. Math Practices: Make Sense and Persevere

- Make sense of problems and persevere in solving them

5. Algebra: Patterns and Relationships Unit Test

Math 5



Math 5 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Math 5 A, the student will learn mathematical concepts related to place value, adding and subtracting decimals, using models to multiply and divide, the coordinate plane, algebra, patterns, and relationships. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

In Math 5 B, the student will learn mathematical concepts related to 2-D figures, operations with fractions, volume, converting measurements, interpreting data, and equivalent expressions. Concepts are developed using mathematical processes of problem-solving, reasoning, communicating, representing, and making connections. Building both conceptual knowledge and procedural fluency supports the student's development of mathematical thinking and reasoning in solving various problems of authentic contexts.

Course Outline

Math 5 A

1. Welcome to Math 5

1. Get Ready to Learn Math
 - Meet Clara the cat, your guide for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets

2. Classify Two-Dimensional Figures

1. Classify Triangles
 - Classify triangles by their angles and sides
2. Classify Quadrilaterals
 - Classify quadrilaterals by their properties
3. Continue to Classify Quadrilaterals
 - Classify quadrilaterals using a hierarchy
4. Math Practices: Construct Arguments
 - Construct arguments about geometric figures
5. Classify Two-Dimensional Figures Unit Test

3. Understand Place Value

1. Patterns with Exponents and Powers of 10
 - Use exponents to write powers of 10 and calculate products
2. Understand Whole-Number Place Value
 - Read and write whole numbers using standard form, expanded form, and number names
3. Decimals to Thousandths
 - Represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals
4. Understand Decimal Place Value
 - Read and write decimals through thousandths in different ways
5. Compare Decimals
 - Use place value to compare decimals through thousandths
6. Round Decimals
 - Round decimals to different places
7. Math Practices: Look For and Use Structure
 - Use the structure of the decimal place value system in order to solve problems involving patterns
8. Understand Place Value Unit Test

4. Add and Subtract Decimals to Hundredths

1. Mental Math
 - Use properties of addition and strategies to solve problems mentally
2. Estimate and Model Decimal Sums and Differences

- Use rounding or compatible numbers to estimate sums and differences
 - Model sums and differences of decimals
3. Add Decimals
 - Add decimals to the hundredths using the standard algorithm
 4. Subtract Decimals
 - Subtract decimals to the hundredths using the standard algorithm
 5. Add and Subtract Decimals
 - Add and subtract decimals
 6. Math Practices: Model with Math
 - Use prior math knowledge and equations or bar diagrams to solve problems
 7. Add and Subtract Decimals to Hundredths Unit Test
- 5. Multiply Multi-Digit Whole Numbers**
1. Multiply Greater Numbers by Power of 10
 - Use place-value understandings and patterns to mentally multiply whole numbers and powers of 10
 2. Estimate Products
 - Use rounding and compatible numbers to estimate products
 3. Multiply 3-Digit by 2-Digit Numbers
 - Multiply 3-digit by 2-digit numbers by combining equal groups and adding partial products
 4. Multiply Whole Numbers with Zeros
 - Use knowledge about place value and multiplying with 2-digit and 3-digit numbers to multiply with zeros
 5. Multiply Multi-Digit Numbers
 - Use properties and the standard algorithm for multiplication to find the product of multi-digit numbers
 6. Solve Word Problems Using Multiplication
 - Use models and strategies to solve word problems
 7. Math Practices: Critique Reasoning
 - Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products
 8. Multiply Multi-Digit Whole Numbers Unit Test
- 6. Strategies to Multiply Decimals**
1. Multiply Decimals by Powers of 10
 - Use knowledge about place value and patterns to find the product of a decimal number and a power of 10
 2. Estimate Decimal and Whole Number Products
 - Use rounding and compatible numbers to estimate the product of a decimal and a whole number
 - Use models to represent multiplying a decimal and a whole number
 3. Multiply a Decimal by a Whole Number

- Use place-value understanding and the standard multiplication algorithm to multiply a decimal by a whole number
- 4. Use Models to Multiply a Decimal and a Decimal
 - Use grids to model decimals and find the product of a decimal and a decimal
- 5. Multiply Decimals Using Partial Products
 - Multiply decimals using partial products and models
- 6. Use Properties to Multiply Decimals
 - Use properties to multiply decimals
- 7. Use Number Sense to Multiply Decimals
 - Use number sense and reasoning to place the decimal point in a product
- 8. Multiply Decimals
 - Multiply decimals using the standard algorithm for multiplication and multiplication strategies
- 9. Math Practices: Model with Math
 - Use previously-learned concepts and skills to represent and solve problems
- 10. Strategies to Multiply Decimals Unit Test

7. Strategies to Divide Whole Numbers

- 1. Use Patterns and Mental Math to Divide
 - Use place-value patterns and mental math to find quotients
- 2. Estimate and Model 2-Digit Divisor Quotients
 - Use compatible numbers and place-value patterns to estimate quotients
 - Use models to find quotients
- 3. Use Partial Quotients to Divide
 - Solve division problems using partial quotients
- 4. Divide by Multiples of 10
 - Find the quotient when the divisor is a multiple of 10
- 5. Estimate to Place the First Digit of a Quotient
 - Decide where to place the first digit of the quotient when dividing whole numbers
- 6. Divide by 2-Digit Divisors
 - Use estimation to decide whether a quotient is reasonable when dividing a 2-digit divisor
- 7. Math Practices: Make Sense and Persevere
 - Make sense of problems and keep working
- 8. Strategies to Divide Whole Numbers Unit Test

8. Strategies to Divide Decimals

- 1. Patterns for Dividing with Decimals
 - Use mental math and place-value patterns to divide a decimal by a power of 10
- 2. Estimate and Model Decimal Quotients
 - Use reason and strategies such as rounding and compatible numbers to estimate quotients in problems with decimals
 - Use models to help find quotients in problems involving decimals

3. Divide by a 1-Digit Whole Number
 - Use the standard algorithm for division to divide decimals by a whole number
4. Divide by a 2-Digit Whole Number
 - Use models to visualize the relationship between division and multiplication to divide decimals by a 2-digit whole number
5. Use Number Sense to Divide Decimals
 - Use number sense and reasoning to place the decimal point in the quotient when dividing two decimals
6. Divide by a Decimal
 - Use the standard algorithm and place-value patterns to divide a decimal by another decimal
 - Use the standard algorithm to divide decimals, annexing zeros as needed
7. Math Practices: Reasoning
 - Use reasoning to solve problems by making sense of quantities and relationships in the situation
8. Strategies to Divide Decimals Unit Test
- 9. Graph Points on the Coordinate Plane**
 1. The Coordinate System
 - Locate points on a coordinate grid
 2. Graph Data Using Ordered Pairs
 - Graph points on a coordinate grid
 3. Solve Problems Using Ordered Pairs
 - Solve real-world problems by graphing points
 4. Math Practices: Reasoning
 - Use reasoning to solve problems by making sense of quantities and relationships in the situation
 5. Graph Points on the Coordinate Plane Unit Test

Math 5 B

- 1. Welcome to Math 5**
 1. Get Ready to Learn Math
 - Meet Clara the cat, your guide for the course
 - Describe the different parts of a lesson
 - Describe the different types of assessments
 - Locate and describe lesson icons and assets
- 2. Add and Subtract Fractions**
 1. Estimate Sums and Differences of Fractions
 - Estimate sums and differences of fractions by using the nearest half or whole number
 2. Find Common Denominators
 - Find common denominators for fractions with unlike denominators
 3. Add Fractions with Unlike Denominators

- Add fractions with unlike denominators using equivalent fractions with a common denominator
 - 4. Subtract Fractions with Unlike Denominators
 - Subtract fractions with unlike denominators
 - 5. Add and Subtract with Equivalent Fractions
 - Write equivalent fractions to add and subtract fractions with unlike denominators
 - 6. Estimate Sums and Differences of Mixed Numbers
 - Estimate sums and differences of fractions and mixed numbers
 - 7. Add Mixed Numbers
 - Add mixed numbers using models
 - Add mixed numbers using equivalent fractions and a common denominator
 - 8. Subtract Mixed Numbers
 - Use models to subtract mixed numbers
 - Subtract mixed numbers using equivalent fractions and a common denominator
 - 9. Add and Subtract Mixed Numbers
 - Add and subtract mixed numbers using equivalent fractions and a common denominator
 - 10. Math Practices: Model with Math
 - Represent a problem situation with a mathematical model
 - 11. Add and Subtract Fractions Unit Test
- 3. Multiply Fractions**
- 1. Multiply a Whole Number by a Fraction
 - Multiply a whole number by a fraction
 - Multiply a fraction by a whole number
 - 2. Multiply Fractions and Whole Numbers
 - Multiply fractions and whole numbers
 - 3. Multiply Two Fractions
 - Use models to multiply two fractions
 - Multiply two fractions
 - 4. Area of a Rectangle
 - Find the area of a rectangle using fractions and diagrams
 - 5. Multiply Mixed Numbers
 - Use models, equations, and previously learned strategies to multiply mixed numbers
 - 6. Multiplication as Scaling
 - Compare the size of the product to the size of one factor without multiplying to consider multiplication as scaling
 - 7. Math Practices: Make Sense and Persevere
 - Use previously learned knowledge to make sense of problems and persevere in solving them
 - 8. Multiply Fractions Unit Test
- 4. Divide Fractions**

1. Fractions and Division

- Understand how fractions are related to division

2. Fractions and Mixed Numbers as Quotients

- Implement division of fractions to show quotients as fractions and mixed numbers

3. Use Multiplication to Divide

- Use multiplication to divide a whole number by a unit fraction

4. Divide Whole Numbers by Unit Fractions

- Use models such as pictorial models or a number line to show dividing a whole number by a unit fraction

5. Divide Unit Fractions by Non-Zero Whole Numbers

- Use models to divide unit fractions by nonzero whole numbers

6. Divide Whole Numbers and Unit Fractions

- Use models to divide whole numbers and unit fractions. Check your answer using multiplication

7. Solve Problems Using Division

- Solve multi-step problems involving division with unit fractions

8. Math Practices: Repeated Reasoning

- Notice repetition in calculations and generalize about how to divide whole numbers and unit fractions

9. Divide Fractions Unit Test

5. Understand Volume Concepts

1. Model Volume

- Find the volume of solid figures

2. Develop a Volume Formula

- Find the volume of rectangular prisms using a formula

3. Volumes of Prisms

- Find the volume of prisms in different ways

4. Combine Volumes of Prisms

- Find the volume of a solid figure that is the combination of two or more rectangular prisms

5. Solve Word Problems Using Volume

- Use models, prior knowledge of volumes, and previously learned strategies to solve word problems involving volume

6. Math Practices: Use Appropriate Tools

- Use previously learned knowledge about volumes to choose the appropriate tools to solve volume problems

7. Understand Volume Concepts Unit Test

6. Convert Measurements

1. Convert Customary Units of Length

- Convert customary units of length

2. Convert Customary Units of Capacity

- Convert customary units of capacity
- 3. Convert Customary Units of Weight
 - Convert customary units of weight
- 4. Convert Metric Units of Length
 - Convert metric units of length
- 5. Convert Metric Units of Capacity
 - Convert metric units of capacity
- 6. Convert Metric Units of Mass
 - Convert metric units of mass
- 7. Solve Word Problems Using Measurement Conversions
 - Solve real-world problems with measurement conversions
- 8. Math Practices: Precision
 - Be precise when solving measurement problems
- 9. Convert Measurements Unit Test

7. Represent and Interpret Data

- 1. Analyze Line Plots
 - Read and analyze line plots
- 2. Make Line Plots
 - Organize and display data in a line plot
- 3. Solve Word Problems Using Measurement Data
 - Solve problems using data in a line plot
- 4. Math Practices: Critique Reasoning
 - Critique the reasoning of others using understanding of line plots and fractions
- 5. Represent and Interpret Data Unit Test

8. Algebra: Numerical Expressions

- 1. Order of Operations
 - Use the order of operations to evaluate expressions
- 2. Evaluate Expressions
 - Evaluate expressions with parentheses, brackets, and braces
- 3. Write Numerical Expressions
 - Write simple expressions that show calculations with numbers
- 4. Interpret Numerical Expressions
 - Interpret numerical expressions without evaluating them
- 5. Math Practices: Reasoning
 - Use reasoning to solve problems by making sense of quantities and relationships in the situation
- 6. Algebra: Numerical Expressions Unit Test

9. Look How Far You've Come!

1. See How Much You've Learned!

- See how your knowledge of several math concepts developed over time

10. Algebra: Patterns and Relationships

1. Numerical Patterns

- Analyze numerical patterns

2. More Numerical Patterns

- Use tables to identify relationships between patterns

3. Analyze and Graph Relationships

- Analyze patterns and graph ordered pairs generated from number sequences

4. Math Practices: Make Sense and Persevere

- Make sense of problems and persevere in solving them

5. Algebra: Patterns and Relationships Unit Test

Math 5 Accelerated



Accelerated Math 5 A/B

Course Instructional Times: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Course Summary:

In this course, the student will use the four operations with decimals, fractions, and integers to solve equations and inequalities. The student will simplify expressions with exponents and rational numbers. In the study of number theory, the student will further strengthen his or her skills as he solves problems involving factors and multiples by using divisibility tests and prime factorization. The student will apply ratios, rates, proportions, and scale drawings to solve various problems and then solve percent problems, including percent of change and commission.

Semester B Course Summary:

In this course, the student will explore concepts in geometry including identifying and describing the properties of geometric figures, as well as the relationships that exist between them. The student will find perimeter, area, and volume of two-dimensional figures and extend measurement skills to determine surface area and volume of three-dimensional figures. Next, the student will use tables, graphs, formulas, and functions to identify and extend number patterns. The student will graph linear and nonlinear relationships, identify slope, and explore translations. In the study of statistics, the student will create, analyze, and interpret different data displays. At the end of the course, the student will study probability and explore dependent events, compound events, and combinations.

Semester A Outline

1. Focus on Success in Accelerated Math 5

1. Planning Ahead

- Describe the characteristics of quality goals
- Set goals for success in mathematics
- Reflect on strengths, weaknesses, and how to apply them
- Recognize the importance of being an active learner

2. Resources for Success

- Identify the various resources that you can use in the course
- Modify goals to include using resources effectively

2. Decimals and Integers

1. Adding and Subtracting Decimals

- Add and subtract decimals
- Apply properties of addition to add decimal numbers using mental math

2. Multiplying Decimals

- Multiply decimals
- Apply properties of multiplication to multiply decimal numbers using mental math

3. Dividing Decimals

- Divide decimals

4. Comparing and Ordering Integers

- Compare and order integers
- Find absolute values

5. Adding Integers

- Add integers with the same sign
- Add integers with different signs

6. Subtracting Integers

- Subtract integers with the same sign
- Subtract integers with different signs

7. Multiplying and Dividing Integers
 - Multiply and divide integers with the same sign
 - Multiply and divide integers with different signs
8. Mean, Median, Mode, and Range
 - Describe data using mean, median, mode, and range
9. Box-and-Whisker Plots
 - Construct and interpret box-and-whisker plots
10. Decimals and Integers Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
11. Decimals and Integers Unit Test

3. Exponents, Factors, and Fractions

1. Exponents and Order of Operations
 - Write and simplify expressions with exponents
2. Divisibility Tests
 - Apply divisibility rules to integers
3. Prime Factorization
 - Determine factors and multiples of numbers by applying prime factorization
4. Simplifying Fractions
 - Determine equivalent fractions by simplifying
5. Comparing and Ordering Fractions
 - Compare and order fractions
6. Mixed Numbers and Improper Fractions
 - Convert between improper fractions and mixed numbers
7. Mid-Unit Review
 - Review the concepts, keywords, and all important concepts covered so far in this unit
8. Fractions and Decimals
 - Convert between fractions and decimals
9. Rational Numbers
 - Compare and order rational numbers
10. Scientific Notation
 - Convert numbers between scientific notation and standard form
11. Exponents, Factors, and Fractions Review
 - Decide which strategies you will use to prepare for your exam

- Organize your time and study materials
- Review your notes, key words, formulas, and other important information that may be covered on this exam

12. Exponents, Factors, and Fractions Unit Test

4. Operations with Fractions and Rational Numbers

1. Estimating With Fractions and Mixed Numbers
 - Estimate sums, differences, products, and quotients of fractions
2. Adding and Subtracting Fractions
 - Add and subtract fractions and solve problems involving fractions
3. Adding and Subtracting Mixed Numbers
 - Add and subtract mixed numbers
4. Adding and Subtracting Rational Numbers
 - Add and subtract rational numbers
5. Multiplying Fractions and Mixed Numbers
 - Multiply fractions and mixed numbers
6. Multiplication of Rational Numbers
 - Multiply rational numbers
7. Dividing Fractions and Mixed Numbers
 - Divide fractions and mixed numbers
8. Division of Rational Numbers
 - Divide rational numbers
9. Changing Units in the Customary System
 - Convert standard units of length, weight, and capacity
10. Changing Units in the Metric System
 - Convert metric units of length, weight, and capacity
11. Operations with Fractions Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words, formulas, and all important concepts that may be covered on this exam
12. Operations with Fractions Unit Test

5. Equations and Inequalities

1. Evaluating and Writing Algebraic Expressions
 - Write and evaluate algebraic expressions
2. Simplifying Expressions
 - Apply the Distributive Property to expand expressions
 - Simplify expressions by combining like terms and applying order of operations
3. Using Number Sense to Solve Equations
 - Solve one-step equations using substitution, mental math, and estimation

4. Solving One-Step Equations by Adding/Subtracting
 - Solve equations by adding or subtracting
5. Solving One-Step Equations by Multiplying/Dividing
 - Solve equations by multiplying or dividing
6. Exploring Two-Step Problems
 - Write and evaluate expressions with two operations
 - Solve two-step equations using number sense
7. Solving Two-Step Equations
 - Solve two-step equations using inverse operations
8. Solving Equations of the Form $p(x + q) = r$
 - Apply the Distributive Property to solve equations
9. Graphing and Writing Inequalities
 - Graph and write algebraic inequalities
10. Solving Inequalities by Adding and Subtracting
 - Solve inequalities by adding or subtracting
11. Solving Inequalities by Multiplying or Dividing
 - Solve inequalities by multiplying or dividing
12. Solving Two-Step Inequalities
 - Solve two-step inequalities and graph the solutions on a number line
13. Equations and Inequalities Review
 - Discuss the meaning of an equation and how to keep an equation balanced
 - Review notes, Key Words, and homework
 - Use online tools to practice skills studied in this unit
14. Equations and Inequalities Unit Test

6. Ratios, Rates, and Proportions

1. Ratios
 - Create ratios to compare given quantities
 - Recognize equivalent ratios
2. Unit Rates and Proportional Reasoning
 - Apply proportional reasoning to compute unit rates and unit costs
3. Unit Rates and Ratios of Fractions
 - Apply proportional reasoning to compute unit rates associated with ratios of fractions
4. Using Conversion Factors
 - Apply conversion factors to convert measures to varying units
5. Proportions
 - Evaluate ratios to determine if they form a proportional relationship
6. Solving Proportions
 - Identify the unit rate in proportional relationships

- Use unit rates, cross products, and number sense to solve proportions

7. Mid-Unit Review

- Review and reinforce understanding of ratios, rates, and proportions

8. Similar Figures

- Evaluate figures for similarity
- Formulate and solve proportions to discover missing side lengths of similar polygons

9. Maps and Scale Drawings

- Apply proportions to interpret scale drawings and solve problems based on scale ratios

10. Ratios, Rates, and Proportions Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

11. Ratios, Rates, and Proportions Unit Test

7. Percents

1. Understanding Percents

- Create graphic models of percents
- Rewrite percents as equivalent ratios

2. Percents, Fractions, and Decimals

- Convert fractions, decimals, and percents to equivalent fractions, decimals, or percents

3. Percents Greater Than 100% or Less than 1%

- Evaluate and convert percents greater than 100%
- Evaluate and convert percents less than 1%

4. Finding a Percent of a Number

- Estimate and calculate the percent of a given number

5. Mid-Unit Review

- Review and reinforce understanding of percents

6. Solving Percent Problems Using Proportions

- Solve percent problems by applying proportions

7. Solving Percent Problems Using Equations

- Solve percent problems by generating and solving equations

8. Applications of Percent

- Generate and solve equations involving real-world applications of percents
- Estimate solutions to problems involving real-world applications of percents

9. Finding Percent of Change

- Solve applications of percent problems by determining percents of increase and decrease

10. Percents Review

- Review your notes, key words, steps, and other important information that may be covered on the exam

11. Percents Unit Test

Semester B Outline

1. Geometry

1. Lines and Planes
 - Identify planes and points
 - Distinguish between parallel, perpendicular, and skew lines
1. Identifying and Classifying Angles: 1
 - Classify acute, right, obtuse, and straight angles
 - Classify pairs of angles as supplementary and complementary angles
 - Write and solve equations to determine missing angle measures
2. Identifying and Classifying Angles: 2
 - Classify sets of angles as vertical and adjacent angles
 - Apply knowledge of angle theorems to determine missing angle measures
3. Classifying Triangles
 - Classify triangles by side length and angle measure
 - Write and solve equations to determine missing angle measures
4. Drawing Triangles
 - Construct triangles from three measures of angles or sides
 - Evaluate triangle characteristics to distinguish unique triangles
5. Classifying Polygons
 - Identify polygons according to side and angle measures
 - Distinguish between regular and irregular polygons
6. Classifying Quadrilaterals
 - Identify special quadrilaterals according to side and angle measures
7. Congruent Figures
 - Recognize congruent figures
 - Analyze congruent figures to determine missing measures
8. Circles
 - Recognize the parts of a circle and their relationships to one another

9. Circle Graphs

- Construct circle graphs with given conditions
- Analyze data contained in a circle graph

10. Constructions

- Create congruent line segments and perpendicular bisectors using a compass and straight edge

11. Geometry Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

12. Geometry Unit Test

2. Measurement

1. Area and Perimeter of Parallelograms

- Calculate the area and perimeter of parallelograms

2. Area and Perimeter of Triangles

- Calculate the area and perimeter of triangles

3. Area of Trapezoids and Other Figures

- Apply area formulas to calculate areas of trapezoids and other irregular polygons

4. Circumference and Area of a Circle

- Apply appropriate formulas to calculate circumference and area of a circle

5. Square Roots and Irrational Numbers

- Determine square roots of perfect squares
- Estimate square roots
- Distinguish between rational and irrational numbers

6. The Pythagorean Theorem Part 1

- Apply the Pythagorean Theorem to find missing lengths of right triangle legs or hypotenuse

7. The Pythagorean Theorem Part 2

- Apply the Pythagorean Theorem to calculate solutions to real-world situations

8. Mid-Unit Review

- Review and reinforce your understanding of measurement

9. Three-Dimensional Figures

- Identify three-dimensional figures according to faces, edges, and vertices
- Sketch three-dimensional figures on graph paper

10. Three Views of an Object

- Create two-dimensional sketches of the top, front, and side views of three-dimensional objects

11. Cross-Sections

- Recognize and describe cross sections of three-dimensional objects

12. Drawing Nets

- Sketch nets of three-dimensional figures
- Recognize nets of three-dimensional figures

13. Surface Area of Prisms and Cylinders

- Apply knowledge of nets to calculate surface area of prisms and cylinders

14. Volume of Prisms and Cylinders

- Apply appropriate formulas to calculate the volume of prisms and cylinders

15. Efficiency Expert Portfolio

- Apply knowledge of dimensions, area, and volume

16. Measurement Review

- Organize your time and study materials
- Review your notes, Key Words, steps, and other important information that may be covered on the exam

17. Measurement Unit Test

3. Patterns and Rules

1. Number Sequences

- Recognize patterns in arithmetic and geometric sequences and write rules to describe them
- Analyze patterns to find missing terms in sequences

2. Patterns and Tables

- Create tables to represent patterns
- Interpret patterns in tables to find missing terms

3. Function Rules

- Generate rules for functions
- Apply function rules to find missing terms

4. Using Tables, Rules, and Graphs

- Create tables, function rules, and graphs and apply them to solve real-world problems

5. Interpreting Graphs

- Create graphs to analyze real-world situations

6. Simple Interest

- Apply the appropriate formula to compute simple interest

7. Compound Interest

- Apply appropriate formula to compute compound interest

8. Transforming Formulas

- Evaluate formulas to find solutions to problems

9. Patterns and Rules Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

10. Patterns and Rules Unit Test

4. Graphing in the Coordinate Plane

1. Graphing Points in Four Quadrants
 - Identify points on all four quadrants of a coordinate plane
 - Graph points on all four quadrants of a coordinate plane
 2. Graphing Linear Equations
 - Determine solutions and graph to test solutions of linear equations
 3. Finding the Slope of a Line
 - Determine the slope of a line
 - Recognize characteristics of slope
 - Apply slope to problem solving
 4. Graphs and Proportional Relationships
 - Analyze graphs and tables to determine whether or not two quantities have a proportional relationship
 5. Constant of Proportionality
 - Identify the constant of proportionality (unit rate) in tables, graphs, and equations
 6. Graphing Nonlinear Relationships
 - Graph nonlinear equations and absolute value equations
 7. Translations
 - Graph translations on a coordinate plane
 - Generate rules to describe translations
 8. Line Symmetry and Reflections
 - Recognize lines of symmetry and apply them to graph reflections
 9. Exploring Tessellations
 - Create a tessellation of a figure
 10. Rotational Symmetry and Rotations
 - Recognize rotational symmetry by identifying the center of rotation
 - Determine the angle of rotation and graph a rotation of a figure
 11. Graphing in the Coordinate Plane Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
 12. Graphing in the Coordinate Plane Unit Test
- 5. Displaying and Analyzing Data**
1. Reporting Frequency
 - Generate frequency tables, histograms, and line plots to represent data
 - Interpret frequency tables, histograms, and line plots
 2. Stem-and-Leaf Plots
 - Generate stem-and-leaf plots to represent data
 - Interpret data represented on stem-and-leaf plots
 3. Choosing the Best Data Display

- Determine the most accurate and appropriate way to display data
- 4. Data Variability
 - Interpret data displays according to the visual overlap of two data sets
 - Compare two data sets according to mean, median, and variability
- 5. Random Samples and Surveys
 - Compose a survey question
 - Identify biased questions
 - Recognize a random sample of a population
- 6. Estimating Population Size
 - Apply proportions to estimate population sizes
 - Draw inferences about a population
 - Generate simulated random samples
- 7. Using Data to Persuade
 - Identify misleading graphs and statistics
- 8. Exploring Scatter Plots
 - Create scatter plots
 - Interpret scatter plots
- 9. Displaying and Analyzing Data Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
- 10. Displaying and Analyzing Data Unit Test

6. Using Probability

1. Probability
 - Determine the probability of an event
 - Determine the complement of an event
 - Find the probability of the complement of an event
2. Experimental Probability
 - Find experimental probability
 - Use simulations
3. Sample Spaces
 - Make and use sample spaces
 - Use the counting principle
4. Compound Events
 - Find the probability of independent and dependent events
5. Simulating Compound Events
 - Design and use a simulation to generate frequencies for compound events
6. Permutations

- Determine permutations using the counting principle or factorials
7. Combinations
 - Determine combinations of objects
 8. Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the unit test
 9. Using Probability Unit Test

Math 6



Math 6 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

In this course, the student will use the four operations with decimals, fractions, and integers. The student will study patterns and variables as a precursor to solving equations and inequalities. The study of number theory will help the student understand divisibility, prime numbers, factors, and multiples. The student will learn about ratios, proportions, and percents and apply them in scale drawings.

Throughout the course, the student will engage in many problem-solving strategies, make real-world connections, and participate in mathematical discussions with peers.

SEMESTER B

In this course, the student will explore the foundations of geometry, such as classifying polygons, and use measurement skills to find the perimeter, area, and volume of geometric figures. Then the student will study basic probability and explore permutations. By the end of the course, the student will work with integers using all four operations, solve equations and inequalities, and solve problems using the Pythagorean Theorem.

Course Outline:

SEMESTER A

1. Focus on Success in Math 6

1. Looking Ahead

- Describe the characteristics of quality goals
- Set goals for success in mathematics
- Reflect on strengths, weaknesses, and how to apply them
- Recognize the importance of personal effort to learning

2. Gearing Up

- Identify the various resources that you can use in the course
- Modify goals to include using resources effectively

2. Whole Numbers and Decimals

1. Identifying the Value of Whole Numbers

- Identify the place value of a digit in the given number
- Compare the value of two whole numbers

2. Whole Number Estimation

- Apply strategies for estimation to find sums, differences, products, or quotients

3. Computing with Whole Numbers

- Calculate to find the sum, difference, product, or quotient of two whole numbers

4. Properties of Addition and Multiplication

- Apply the Commutative Property, Associative Property, or Identity Property of Addition or Multiplication to solve computation problems

5. Order of Operations in Numerical Expressions

- Apply the order of operations to solve numerical expressions

6. Whole Numbers and Operations Mid-Unit Review

- Utilize estimation strategies, properties of operations, and the order of operations to solve computation problems with whole numbers

7. Identifying the Value of Decimals

- Identify the value of a specified digit in a decimal
- Apply the rules of rounding to decimals

8. Comparing and Ordering Decimals

- Compare the value of decimals
- Identify the order of decimals based on their numerical value

9. Decimal Addition and Subtraction

- Identify sums and differences by adding and subtracting decimals

10. Decimal Multiplication

- Identify the product when a decimal is multiplied by a whole number or another decimal

11. Multiplying and Dividing Decimals by Powers of Ten

- Identify the product or quotient when multiplying or dividing a decimal by a power of ten

12. Decimal Division

- Identify the quotient when dividing a decimal by a whole number or another decimal

13. Problem Solving: The Four-Step Plan

- Apply the four-step plan to solve word problems

14. Whole Numbers and Decimals Review

- Identify how to use place value and computation skills in solving a real-world problem
- Find the answers to computation problems involving whole numbers and decimals

15. Whole Numbers and Decimals Unit Test

3. Data and Graphs

1. Mean and Outliers

- Compute the mean when given a set of numbers

2. Median and Mode

- Identify the median and mode of a given set of numbers
- Explain which measure of central tendency is best in a given situation

3. Tables and Plots

- Identify the range, middle value, upper value, and lower value of a set of numbers
 - Read a frequency table, line plot, or a box-and-whisker plot to find the mean, median, mode, or range
4. Bar Graphs and Line Graphs
 - Create a double bar graph when given a set of data
 - Create and read a single line graph
 5. Histograms
 - Identify the value of a bar in a given histogram
 6. Shape and Variability of Data
 - Find the mean and range of a given data set
 - Identify the degree of variability in a chart, graph, or plot
 7. Stem-and-Leaf Plots
 - Order data to create a stem-and-leaf plot
 - Read a stem-and-leaf plot in order to compute the range and measures of central tendency
 8. Misleading Graphs and Statistics
 - Analyze graphs for misleading information
 9. Statistical Questions
 - Differentiate between a statistical question and a question that is not statistical
 10. Data and Graphs Review
 - Explain preferred methods for representing data and identify real-world scenarios that could be represented in this manner
 11. Data and Graphs Unit Test

4. **Patterns and Variables**

1. Patterns, Rules, and Numerical Expressions
 - Identify numerical patterns
 - Define the rule for a sequence
2. What Is an Exponent?
 - Identify the exponent for a given expression
 - Apply the order of operations to solve expressions with exponents
3. Scientific Notation
 - Identify the standard and scientific forms for a numerical value
4. Algebraic Expressions
 - Differentiate between a numerical and algebraic expression
 - Evaluate algebraic expressions for the given quantity
5. From Words to Algebraic Expressions
 - Translate words into algebraic expressions
6. What Are Equations?
 - Calculate the answer to a one-step question by utilizing mental math strategies
7. Equations with Addition

- Demonstrate the Subtraction Property of Equality when solving equations with addition

8. Equations with Subtraction

- Demonstrate the Addition Property of Equality when solving equations with subtraction

9. Equations with Multiplication and Division

- Demonstrate the Division Property of Equality when solving an equation with multiplication
- Demonstrate the Multiplication Property of Equality when solving an equation with division

10. Distributive Property

- Apply the distributive property in order to generate equivalent expressions

11. Problem Solving and Equations

- Develop and solve an equation to solve a word problem

12. Patterns and Variables Review

- Identify numerical patterns and their rules
- Simplify a numerical expression through the use of exponents
- Evaluate expressions using the given values
- Apply the Distributive Property to solve computation problems
- Generate an equation and use it to solve problems

13. Patterns and Variables Unit Test

5. Number Theory and Fractions

1. Divisibility and Mental Math

- Identify whether a number is divisible by a second number
- Identify whether a number is even or odd

2. Prime Time

- Distinguish between prime and composite numbers
- Identify the factors of a composite number

3. Greatest Common Factor

- Identify the greatest common factor of two or more numbers

4. Writing Expressions that Are Equivalent

- Generate equivalent numerical and algebraic expressions using the Distributive Property

5. Equivalent Fractions

- Identify fractions that are equivalent to the original fraction

6. Fractions Greater Than 1

- Convert mixed numbers into improper fractions and improper fractions into mixed numbers

7. Multiples

- Identify the least common multiple of at least two numbers

8. Comparing and Ordering Fractions

- Compare the value of the given fractions and mixed numbers
- Identify the numerical order of a given set of fractions and/or mixed numbers

9. Fractions and Decimals

- Convert decimals into fractions and fractions into decimals
- Identify the order of a set of fractions and decimals from least to greatest and greatest to least

10. Number Theory and Fractions Review

- Identify factors of numbers and apply them to identify the prime factorization of numbers
- Use factors and multiples to find the least common denominator
- Generate equivalent fractions and expressions
- Convert between forms of numbers, such as mixed numbers into fractions and fractions into decimals
- Compare and order fractions and decimals

11. Number Theory and Fractions Unit Test

6. **Adding and Subtracting Fractions**

1. Estimating Fractions/Mixed Numbers

- Demonstrate rounding fractions and mixed numbers to the nearest one-half
- Calculate the estimated sum or difference of fractions and mixed numbers

2. Add and Subtract Fractions with Like Denominators

- Find the sum or difference when two or more fractions with like denominators are added or subtracted.

3. Addition of Fractions with Unlike Denominators

- Calculate the sum of two or more fractions with unlike denominators added together

4. Subtraction of Fractions with Unlike Denominators

- Calculate the difference of two fractions with unlike denominators

5. Adding and Subtracting Fractions Mid-Unit Review

- Add and subtract fractions with like and unlike denominators

6. Addition with Mixed Numbers

- Calculate the sum when adding with mixed numbers.

7. Subtraction with Mixed Numbers

- Calculate the difference when subtracting with mixed numbers

8. Solving Equations with Fractions

- Calculate the answer to an equation with fractions

9. Elapsed Time

- Calculate the time that has elapsed between the start and end times

10. Adding and Subtracting Fractions Review

- Explain the method for solving problems with addition and subtraction of fractions and mixed numbers.

11. Adding and Subtracting Fractions Unit Test

7. **Multiplying and Dividing Fractions**

1. Multiplying a Whole Number and a Fraction

- Calculate the product of a whole number and a fraction

2. Multiplying Two or More Fractions

- Calculate the product of two or more fractions
- 3. Multiplication with Mixed Numbers
 - Calculate the product of mixed numbers
- 4. Multiplication of Fractions Review
 - Calculate the product of fractions, whole numbers, and mixed numbers
- 5. Division with Fractions
 - Identify the reciprocal of a given fraction
 - Calculate the quotient of two fractions
- 6. Division with Mixed Numbers
 - Calculate the quotient of mixed numbers
- 7. Solving Equations with Fractions
 - Calculate the answer to an equation with fractions through multiplication
- 8. What Is the Customary System?
 - Identify the best customary unit for a given object
- 9. Changing Units in the Customary System
 - Convert measurements written in customary units into other customary units
- 10. Multiplying and Dividing Fractions Review
 - Calculate the product of whole numbers, fractions, and mixed numbers
 - Identify the reciprocal
 - Calculate the quotient of fractions and mixed numbers
 - Identify customary units of measurement
 - Calculate how to convert between units of measurement in the customary system
- 11. Multiplying and Dividing Fractions Test

SEMESTER B

1. Ratios, Proportions, and Percents

1. Ratios and Equivalent Ratios
 - Identify the ratio for a given situation
 - Identify at least one equivalent ratio for the given ratio
2. Understanding and Using Unit Rates
 - Calculate the unit rate given two amounts
 - Find and use unit rates and unit costs
3. Proportions
 - Determine whether or not two ratios form a proportion
 - Identify the missing value in a proportion
4. Scale Drawings
 - Calculate the distance of an actual item or the model using a scale
5. Putting It All Together: Ratios, Rates, Proportions
 - Calculate ratios, unit rates, equivalent rates, and the missing value in proportions

6. Writing Percents, Fractions, and Decimals

- Identify the decimal, fractional form, and percent form for a given value
- Ordering percents, fractions, and decimals

7. What Is the Percent of that Number?

- Calculate a percentage of a given number
- Identify the whole number when given the part and percentage

8. Circle Graphs

- Use a circle graph to solve problems

9. Using Percents in Everyday Life

- Calculate sales tax, amount to tip, discounts, and sale price

10. Ratios, Proportions, and Percents Review

- Use your knowledge of ratios, rates, proportions, and percents to solve problems
- Review Key Words and assessments from the unit

11. Ratios, Proportions, and Percents Unit Test

2. Geometry and Measurement

1. Metric Units

- Identify the best metric unit of measure for a given situation

2. Conversions in the Metric System

- Calculate a measurement in a metric unit, given the measurement in another metric unit in the same category

3. Perimeters and Areas of Rectangles and Squares

- Calculate the perimeter and area of rectangles and squares

4. Areas of Parallelograms, Trapezoids, and Triangles

- Calculate the area of parallelograms, trapezoids, and triangles

5. Finding the Area of Composite Figures

- Find the area of a composite figure

6. Mid-Unit Review

- Identify the best metric unit of measure for a given situation
- Calculate the perimeter or area of a figure given the formula

7. Circumference of a Circle

- Calculate the circumference of a circle

8. Area of a Circle

- Calculate the area of a circle when given the length of the radius or diameter.

9. Three-Dimensional Figures

- Name three-dimensional figures

10. Prisms and Surface Area

- Find the surface area of prisms

11. Rectangular Prisms and Volume

- Calculate the volume of a rectangular prism

12. Geometry and Measurement Review

- Calculate the perimeter, area, surface area, and/or volume of a given figure
- Name two-dimensional and three-dimensional figures
- Identify metric units and convert from one unit to another

13. Geometry and Measurement Unit Test

3. Integers

1. What Is an Integer?

- Locate an integer on the number line

- Identify the absolute value of an integer
- 2. Comparing and Ordering Integers
 - Compare two integers
 - Identify the order of a set of integers
- 3. Addition of Integers
 - Calculate the sum of integers
- 4. Subtraction of Integers
 - Calculate the difference of integers
- 5. Multiplication of Integers
 - Calculate the product of integers
- 6. Division of Integers
 - Calculate the quotient of integers
- 7. Solving Equations with Integers
 - Solve equations with integers
- 8. Applications of Integers
 - Calculate the sum or difference of integers to solve application problems.
- 9. Integers Review
 - Identify the absolute value of an integer and locate where integers fall on the number line
 - Compare and order a set of integers from least to greatest
 - Calculate the sum, difference, product, and quotient of integers
 - Solve equations with integers
- 10. Integers Unit Test
- 4. **Graphing, Equations, and Inequalities**
 - 1. Understanding the Coordinate Plane
 - Name points by their ordered pairs
 - Graph points in the coordinate plane
 - 2. Using Rational Numbers on the Coordinate Plane
 - Plot ordered pairs consisting of rational numbers on a coordinate plane
 - 3. Finding Distances on the Coordinate Plane
 - Calculate the distance between two points on a coordinate plane
 - Create a polygon in the coordinate plane from a set of ordered pairs
 - 4. What Are Functions?
 - Identify the output or y-value when given an input or x-value and the rule
 - Calculate the rule when given the input and output
 - Graph the function on a coordinate plane
 - 5. Independent and Dependent Variables
 - Identify the independent and dependent variable in a function
 - Generate an equation for the function
 - 6. Graphing and Functions Review
 - Discuss the definition of a function and identify an example to support the definition
 - 7. Solving Equations with Two Steps
 - Solve two-step equations
 - Use two-step equations to solve problems
 - 8. Writing and Graphing Inequalities
 - Represent a situation by writing and/or graphing an inequality
 - 9. Solving One-Step Inequalities
 - Solve one-step inequalities
 - 10. Graphing, Equations, and Inequalities Review
 - Locate and name the ordered pair for points on the coordinate plane
 - Write rules and equations for functions
 - Evaluate functions
 - Identify the solution to a two-step equation
 - Name, graph, and solve inequalities
 - 11. Graphing, Equations, and Inequalities Unit Test
- 5. **Exploring Probability**

1. Counting Outcomes
 - Identify the total number of possible outcomes using either a tree diagram or the counting principle
2. What Is Probability?
 - Identify the probability that an event will or will not occur
3. Theoretical and Experimental Probability
 - Identify the theoretical and experimental probability of a situation
 - Conduct a series of experiments and communicate their findings in writing
4. Using Data to Make Predictions
 - Make a prediction based on data
5. Probability of Independent Events
 - Calculate the probability of independent events for a given situation
6. Exploring Probability Review
 - Calculate the total number of outcomes
 - Calculate theoretical and/or experimental probability
 - Predict the probability of an event based on data
 - Calculate the probability of independent events
7. Exploring Probability Unit Test

6. Tools of Geometry

1. Points, Segments, Rays, Lines, and Planes
 - Identify the specified point, segment, ray, line, or plane when given a figure
2. Types of Angles
 - Classify the type of angle and/or the name of the angle when given a figure
3. Special Angles
 - Identify and classify special angle pairs in a figure
 - Calculate the measure of an angle in a special angle pair
4. Types of Triangles
 - Classify a triangle based on its angle measures or by its sides
5. Points, Lines, Angles, and Triangles Review
 - Classify lines, angles, and triangles when given a figure
6. Classifying Quadrilaterals and Other Polygons
 - Classify a polygon based on the number and length of its sides
 - Determine missing angle measures in a quadrilateral
7. Figures that are Congruent or Similar
 - Classify figures as being congruent, similar, or neither
8. Line Symmetry
 - Identify lines of symmetry
9. Translations, Reflections, and Rotations
 - Classify transformations as translations, reflections, or rotations
10. Tools of Geometry Review
 - Classify lines, angles, and figures
 - Identify congruent and similar figures
 - Identify lines of symmetry

- Classify transformations

11. Tools of Geometry Unit Test

Math 6 Accelerated

Accelerated Math 6 A/B

Course Instructional Times: 170 hours

Instructional Activities: Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then the student will explore problems involving operations of fractions and will apply knowledge of algebra to solve real-world ratio, proportion, and percentage problems. Finally, the student will examine and evaluate two-step and multi-step equations and inequalities.

Semester A Outline

1. **Focus on Success in Algebra Readiness**
 1. Preparing for Success
 - Describe the characteristics of quality goals
 - Set goals for success in mathematics
 - Reflect on strengths, weaknesses, and how to apply them
 - Recognize the importance of personal effort to learning
 2. Resources for Success
 - Identify the various resources that you can use in the course
 - Modify goals to include using resources effectively
2. **Integers and Algebraic Expressions**
 1. Order of Operations
 - Apply the order of operations to correctly solve an equation
 - Evaluate variable expressions when the value of the variable is given
 - Translate phrases into mathematical expressions
 2. Integers and Absolute Value
 - Identify the absolute value of a given integer
 - Identify the opposite of a given integer
 - Evaluate expressions with absolute value
 - Order integers
 3. Adding and Subtracting Integers
 - Apply the rules of addition and subtraction of integers
 - Change subtraction problems to involve addition of an opposite
 4. Multiplying and Dividing Integers
 - Apply the rules of multiplication and division of integers
 5. Properties of Numbers

- Identify the additive and multiplicative inverse of a number
- Use the Distributive Property to make mental math easier
- 6. Solving Equations by Adding and Subtracting
 - Write and solve equations using addition and subtraction
- 7. Solve Equations by Multiplying and Dividing
 - Write and solve equations using multiplication and division
- 8. Integers and Algebra Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
- 9. Integers and Algebraic Expressions Unit Test

3. Rational Numbers

1. Rational and Irrational Numbers
 - Differentiate between rational and irrational numbers
2. Fractions and Decimals
 - Convert between fractions and decimals
3. Adding and Subtracting Fractions
 - Add and subtract fractions
 - Add and subtract mixed numbers
4. Multiplying and Dividing Fractions
 - Multiply and divide fractions
 - Multiply and divide mixed numbers
 - Scale up a favorite recipe $2\frac{1}{2}$ times
 - Scale down a different favorite recipe by $\frac{1}{4}$
5. Exponent Basics
 - Use powers and exponents in expressions
 - Evaluate expressions using exponents
6. Properties of Exponents
 - Multiply powers
 - Divide powers
 - Apply negative and zero exponents
7. Scientific Notation Basics
 - Convert between scientific notation and standard form
 - Convert between standard form and scientific notation
8. Scientific Notation Comparison
 - Compare relative size of numbers in scientific notation
9. Operations and Applications of Scientific Notation
 - Perform operations expressed in scientific notation

- Apply scientific notation to real world problems

10. Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

11. Rational Numbers Unit Test

4. Real Numbers and the Coordinate Plane

1. Squares and Square Roots

- Find the square and square roots of numbers

2. Real Numbers

- Identify rational and irrational numbers

3. Estimating Irrationals

- Estimate the value of an irrational number by comparing it to rational numbers

4. Roots as Solutions to Equations, Cube Roots

- Evaluate perfect squares and cubes
- Use roots to represent solutions to equations

5. Pythagorean Theorem

- Solve problems using the Pythagorean Theorem

6. Converse of Pythagorean Theorem

- Apply the converse of the Pythagorean Theorem
- Identify a right triangle
- Prove the Pythagorean Theorem

7. Coordinate Plane

- Graph points on the coordinate plane
- Use the Pythagorean Theorem to find the distance between two graphed points
- Apply the Distance Formula

8. Movement in the Coordinate Plane

- Graph and describe translations in the coordinate plane
- Graph reflections in the coordinate plane and identify lines of symmetry

9. Rotations in the Coordinate Plane

- Graph rotations and identify rotational symmetry

10. Real Numbers and the Coordinate Plane Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

11. Real Numbers and the Coordinate Plane Unit Test

5. Applications of Proportions

1. Ratios and Rates

- Write ratios and unit rates

- Use rates to solve problems
- 2. Proportions
 - Identify and solve proportions
- 3. Similar Figures
 - Identify similar figures
 - Use proportions to find missing measurements in similar figures
- 4. Ratios of Similar Figures
 - Compare the lengths, perimeters, and areas of similar rectangles
 - Calculate the perimeter and area of a similar figure
- 5. Dilations
 - Graph dilations on the coordinate plane
 - Determine the scale factor of a dilation
- 6. Scale Drawings
 - Use proportions to solve problems involving scale
- 7. Unit Review
 - Review information from previous lessons to prepare for the test
 - Submit the scale drawing of your room
- 8. Applications of Proportions Unit Test

6. Applications of Percents

1. Fractions, Decimals, and Percents
 - Convert between fractions, decimals, and percents
 - Order rational numbers
2. Estimating with Percents
 - Estimate percents using decimals and fractions
3. Percents and Proportions
 - Use proportions to find part of a whole, a whole amount, or a percent
4. Percent Equations
 - Use equations to solve problems involving percents
5. Percent of Change
 - Find percent of change
 - Solve problems involving percent of increase and percent of decrease
6. Markup, Discount, and Sales Tax
 - Use percent of change to find markup, discount, and selling price
7. Simple Interest
 - Find simple interest and account balances
8. Unit Review
 - Organize your time and study materials

- Review your notes, key words, steps, and other important information that may be covered on the exam

9. Applications of Percent Unit Test

7. Equations and Inequalities

1. Solving Two-Step Equations

- Solve two-step equations
- Use two-step equations to solve problems

2. Simplifying Algebraic Expressions

- Simplify algebraic expressions by combining like terms

3. Solving Multi-Step Equations

- Write and solve multi-step equations

4. Variables on Both Sides

- Write and solve equations with variables on both sides

5. Transforming Equations

- Transform equations into simpler forms to determine the number of solutions

6. Graphing and Solving Inequalities

- Write and solve inequalities

7. Solving Inequalities by Multiplying or Dividing

- Solve inequalities by multiplication and division

8. Unit Review

- Review materials within this unit

9. Equations and Inequalities Unit Test

Semester B Summary:

In this course, the student will explore basic algebraic principles. The student will examine and evaluate two-step and multi-step equations and inequalities and then explore and use graphs to solve linear relations and functions. Next, the student will explore basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. Next, the student will apply knowledge of geometry and algebra to solve area and volume problems. Then the student will explore nonlinear functions and polynomials. Finally, the student will examine properties of right triangles, data analysis, and probability.

Semester B Outline

1. Geometry

1. Pairs of Angles

- Explore and classify angles
- Determine angle measures based on angle relationships

2. Parallel Lines and Angles

- Identify parallel lines
- Identify the types of angles formed by a transversal
- Find the measures of angles formed by parallel lines

3. Congruent Polygons

- Determine if figures are congruent or similar to one another
- Describe a sequence of transformations for congruent and similar figures
- 4. Classifying Polygons
 - Classify certain polygons
- 5. Polygons and Angles
 - Classify polygons
 - Find the interior angle measure of polygons
- 6. Area of Polygons
 - Find the area of parallelograms, triangles, and trapezoids
- 7. Area and Circumference of Circles
 - Calculate the circumference and area of circles
 - Calculate the area of an irregular figure
- 8. Geometric Constructions
 - Perform geometric constructions
- 9. Geometry Unit Review
- 10. Geometry Unit Test

2. Measurement

1. Polyhedrons, 3-D Figures, and Solids
 - Identify solids, parts of solids, and skewed line segments
2. 3-D Views
 - Draw 3-D figures, base plans, and isometric views
3. 3-D Figures and Nets
 - Identify nets of solids
4. Surface Area of Prisms and Cylinders
 - Find surface area of prisms and cylinders using nets and formulas
5. Surface Area of Pyramids and Cones
 - Find surface area of pyramids and cones using nets and formulas
6. Using Pythagorean Theorem with 3-D Figures
 - Apply the Pythagorean Theorem in three-dimensional figures
7. Volumes of Prisms and Cylinders
 - Calculate the volume of prisms and cylinders
8. Volumes of Pyramids and Cones
 - Calculate the volume of pyramids and cones
9. Spheres
 - Find the surface area and volume of a sphere
10. Similar Solids
 - Apply proportional reasoning to find the missing measurement in similar solids
11. Surface Area and Volume in the Real World

- Calculate the surface area and volume (in appropriate units) of three-dimensional objects found in the home, such as a can of food, box of tissues, shoebox, etc.

12. Measurement Unit Review

- Review previously studied material

13. Measurement Unit Test

3. Using Graphs to Analyze Data

1. Measures of Center

- Compute mean, median, mode, range and select appropriate measure of tendency

2. Frequency

- Utilize line plots, frequency tables, and histograms to display data

3. Venn Diagrams

- Examine relationships between data with Venn diagrams

4. Stem-and-Leaf Plots

- Represent and interpret data using stem-and-leaf plots

5. Box-and-Whisker Plots

- Represent and interpret data using box-and-whisker plots

6. Scatter Plots

- Create scatter plots and analyze trends to make predictions

7. Bivariate Data

- Analyze bivariate data
- Describe patterns of association in bivariate data

8. Modeling Data with Lines

- Examine data to determine accuracy of models

9. Circle Graphs

- Interpret data using circle graphs
- Present data by creating circle graphs

10. Choosing the Right Graph

- Choose the best graph to represent various data

11. Relative Frequency

- Create and analyze data using a two-way table

12. Using Graphs to Analyze Data Unit Review

- Review for unit test

13. Using Graphs to Analyze Data Unit Test

4. Probability

1. Theoretical and Experimental Probability

- Find theoretical probabilities, experimental probabilities, and odds

2. Independent and Dependent Events

- Find the probabilities of independent and dependent events

3. Making Predictions
 - Make predictions based on theoretical and experimental probabilities
4. Permutations
 - Find the number of permutations of a set of objects
5. Combinations
 - Find the number of combinations of a set of objects using lists and combination notation
6. Unit Review
 - Review the unit
7. Probability Unit Test

5. Functions

1. Sequences
 - Write rules for sequences and use the rules to find terms
2. Relating Graphs and Events
 - Interpret and sketch graphs that represent real-world situations
3. Functions
 - Identify functions
 - Represent functions with equations, tables, and function notation
4. Understanding Slope
 - Calculate slope of a line from different representations
5. Slope and Similar Triangles
 - Demonstrate that the slope between any two points on a line is the same
 - Derive the equation for a line in slope-intercept form: $y = mx + b$
6. Graphing Linear Functions
 - Use tables and equations to graph linear functions
7. Graphing Proportional Relationships
 - Graph proportional relationships
 - Explore the relationship between the slope of a line on a graph and unit rate
8. Writing Rules for Linear Functions
 - Write function rules from words, tables, and graphs
9. Solving Systems of Equations
 - Solve systems of equations by graphing and by substitution
10. Nonlinear Functions
 - Graph and write quadratic functions and other nonlinear functions
11. Comparing Functions
 - Compare functions represented in various ways
12. Functions Unit Review
 - Review for unit test
13. Functions Unit Test

6. Polynomials and Properties of Exponents

1. Polynomials
 - Write algebraic expressions and simplify polynomials
2. Adding and Subtracting Polynomials
 - Add and subtract polynomials
3. Exponents and Multiplication
 - Multiply powers with the same base
 - Multiply numbers in scientific notation
4. Multiplying Polynomials
 - Multiply monomials and binomials
5. Exponents and Division
 - Divide powers with the same base
 - Simplify expressions with negative exponents
6. Polynomials and Properties of Exponents Review
 - Review problems and terms
7. Polynomials and Properties of Exponents Unit Test

There are no objectives for this lesson.

Math 7



Math 7 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

In this course, the student will use the four operations with decimals, fractions, and integers to solve equations and inequalities. The student will simplify expressions with exponents and rational numbers. In the study of number theory, the student will further strengthen his or her skills as he solves problems involving factors and multiples by using divisibility tests and prime factorization. The student will apply ratios, rates, proportions, and scale drawings to solve various problems and then solve percent problems, including percent of change and commission.

SEMESTER B

In this course, the student will explore concepts in geometry including identifying and describing the properties of geometric figures, as well as the relationships that exist between them. The student will find perimeter, area, and volume of two-dimensional figures and extend measurement skills to determine surface area and volume of three-dimensional figures. Next, the student will use tables, graphs, formulas, and functions to identify and extend number patterns. The student will graph linear and nonlinear relationships, identify slope, and explore translations. In the study of statistics, the student will create, analyze, and interpret different data displays. At the end of the course, the student will study probability and explore dependent events, compound events, and combinations.

Course Outline:

SEMESTER A

1. Focus on Success in Math 7

1. Planning Ahead

- Describe the characteristics of quality goals
- Set goals for success in mathematics
- Reflect on strengths, weaknesses, and how to apply them
- Recognize the importance of being an active learner

2. Resources for Success

- Identify the various resources that you can use in the course
- Modify goals to include using resources effectively

2. Decimals and Integers

1. Adding and Subtracting Decimals

- Add and subtract decimals

- Apply properties of addition to add decimal numbers using mental math
- 2. Multiplying Decimals
 - Multiply decimals
 - Apply properties of multiplication to multiply decimal numbers using mental math
- 3. Dividing Decimals
 - Divide decimals
- 4. Comparing and Ordering Integers
 - Compare and order integers
 - Find absolute values
- 5. Adding Integers
 - Add integers with the same sign
 - Add integers with different signs
- 6. Subtracting Integers
 - Subtract integers with the same sign
 - Subtract integers with different signs
- 7. Multiplying and Dividing Integers
 - Multiply and divide integers with the same sign
 - Multiply and divide integers with different signs
- 8. Mean, Median, Mode, and Range
 - Describe data using mean, median, mode, and range
- 9. Box-and-Whisker Plots
 - Construct and interpret box-and-whisker plots
- 10. Decimals and Integers Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

11. Decimals and Integers Unit Test

3. Exponents, Factors, and Fractions

1. Exponents and Order of Operations
 - Write and simplify expressions with exponents
2. Divisibility Tests
 - Apply divisibility rules to integers
3. Prime Factorization
 - Determine factors and multiples of numbers by applying prime factorization
4. Simplifying Fractions
 - Determine equivalent fractions by simplifying
5. Comparing and Ordering Fractions

- Compare and order fractions
 - 6. Mixed Numbers and Improper Fractions
 - Convert between improper fractions and mixed numbers
 - 7. Mid-Unit Review
 - Review the concepts, keywords, and all important concepts covered so far in this unit
 - 8. Fractions and Decimals
 - Convert between fractions and decimals
 - 9. Rational Numbers
 - Compare and order rational numbers
 - 10. Scientific Notation
 - Convert numbers between scientific notation and standard form
 - 11. Exponents, Factors, and Fractions Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words, formulas, and other important information that may be covered on this exam
 - 12. Exponents, Factors, and Fractions Unit Test
4. **Operations with Fractions and Rational Numbers**
- 1. Estimating With Fractions and Mixed Numbers
 - Estimate sums, differences, products, and quotients of fractions
 - 2. Adding and Subtracting Fractions
 - Add and subtract fractions and solve problems involving fractions
 - 3. Adding and Subtracting Mixed Numbers
 - Add and subtract mixed numbers
 - 4. Adding and Subtracting Rational Numbers
 - Add and subtract rational numbers
 - 5. Multiplying Fractions and Mixed Numbers
 - Multiply fractions and mixed numbers
 - 6. Multiplication of Rational Numbers
 - Multiply rational numbers
 - 7. Dividing Fractions and Mixed Numbers
 - Divide fractions and mixed numbers
 - 8. Division of Rational Numbers
 - Divide rational numbers
 - 9. Changing Units in the Customary System
 - Convert standard units of length, weight, and capacity
 - 10. Changing Units in the Metric System
 - Convert metric units of length, weight, and capacity

11. Operations with Fractions Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, key words, formulas, and all important concepts that may be covered on this exam

12. Operations with Fractions Unit Test

5. Ratios, Rates, and Proportions

1. Ratios

- Create ratios to compare given quantities
- Recognize equivalent ratios

2. Unit Rates and Proportional Reasoning

- Apply proportional reasoning to compute unit rates and unit costs

3. Unit Rates and Ratios of Fractions

- Apply proportional reasoning to compute unit rates associated with ratios of fractions

4. Using Conversion Factors

- Apply conversion factors to convert measures to varying units

5. Proportions

- Evaluate ratios to determine if they form a proportional relationship

6. Solving Proportions

- Identify the unit rate in proportional relationships
- Use unit rates, cross products, and number sense to solve proportions

7. Mid-Unit Review

- Review and reinforce understanding of ratios, rates, and proportions

8. Similar Figures

- Evaluate figures for similarity
- Formulate and solve proportions to discover missing side lengths of similar polygons

9. Maps and Scale Drawings

- Apply proportions to interpret scale drawings and solve problems based on scale ratios

10. Ratios, Rates, and Proportions Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

11. Ratios, Rates, and Proportions Unit Test

6. Equations and Inequalities

1. Evaluating and Writing Algebraic Expressions

- Write and evaluate algebraic expressions

2. Simplifying Expressions

- Apply the Distributive Property to expand expressions
- Simplify expressions by combining like terms and applying order of operations

3. Using Number Sense to Solve Equations

- Solve one-step equations using substitution, mental math, and estimation

4. Solving One-Step Equations by Adding/Subtracting

- Solve equations by adding or subtracting

5. Solving One-Step Equations by Multiplying/Dividing

- Solve equations by multiplying or dividing

6. Exploring Two-Step Problems

- Write and evaluate expressions with two operations
 - Solve two-step equations using number sense
7. Solving Two-Step Equations
 - Solve two-step equations using inverse operations
 8. Solving Equations of the Form $p(x + q) = r$
 - Apply the Distributive Property to solve equations
 9. Graphing and Writing Inequalities
 - Graph and write algebraic inequalities
 10. Solving Inequalities by Adding and Subtracting
 - Solve inequalities by adding or subtracting
 11. Solving Inequalities by Multiplying or Dividing
 - Solve inequalities by multiplying or dividing
 12. Solving Two-Step Inequalities
 - Solve two-step inequalities and graph the solutions on a number line
 13. Equations and Inequalities Review
 - Discuss the meaning of an equation and how to keep an equation balanced
 - Review notes, Key Words, and homework
 - Use online tools to practice skills studied in this unit
 14. Equations and Inequalities Unit Test

7. Percents

1. Understanding Percents
 - Create graphic models of percents
 - Rewrite percents as equivalent ratios
2. Percents, Fractions, and Decimals
 - Convert fractions, decimals, and percents to equivalent fractions, decimals, or percents
3. Percents Greater Than 100% or Less than 1%
 - Evaluate and convert percents greater than 100%
 - Evaluate and convert percents less than 1%
4. Finding a Percent of a Number
 - Estimate and calculate the percent of a given number
5. Mid-Unit Review
 - Review and reinforce understanding of percents
6. Solving Percent Problems Using Proportions
 - Solve percent problems by applying proportions
7. Solving Percent Problems Using Equations
 - Solve percent problems by generating and solving equations
8. Applications of Percent
 - Generate and solve equations involving real-world applications of percents

- Estimate solutions to problems involving real-world applications of percents
9. Finding Percent of Change
 - Solve applications of percent problems by determining percents of increase and decrease
 10. Percents Review
 - Review your notes, key words, steps, and other important information that may be covered on the exam
 11. Percents Unit Test

SEMESTER B

1. Patterns and Rules

1. Number Sequences
 - Recognize patterns in arithmetic and geometric sequences and write rules to describe them
 - Analyze patterns to find missing terms in sequences
2. Patterns and Tables
 - Create tables to represent patterns
 - Interpret patterns in tables to find missing terms
3. Function Rules
 - Generate rules for functions
 - Apply function rules to find missing terms
4. Using Tables, Rules, and Graphs
 - Create tables, function rules, and graphs and apply them to solve real-world problems
5. Interpreting Graphs
 - Create graphs to analyze real-world situations
6. Simple Interest
 - Apply the appropriate formula to compute simple interest
7. Compound Interest
 - Apply appropriate formula to compute compound interest
8. Transforming Formulas
 - Evaluate formulas to find solutions to problems
9. Patterns and Rules Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
10. Patterns and Rules Unit Test

2. Graphing in the Coordinate Plane

1. Graphing Points in Four Quadrants
 - Identify points on all four quadrants of a coordinate plane
 - Graph points on all four quadrants of a coordinate plane
2. Graphing Linear Equations
 - Determine solutions and graph to test solutions of linear equations
3. Finding the Slope of a Line
 - Determine the slope of a line
 - Recognize characteristics of slope
 - Apply slope to problem solving
4. Graphs and Proportional Relationships
 - Analyze graphs and tables to determine whether or not two quantities have a proportional relationship
5. Constant of Proportionality
 - Identify the constant of proportionality (unit rate) in tables, graphs, and equations
6. Graphing Nonlinear Relationships
 - Graph nonlinear equations and absolute value equations
7. Translations

- Graph translations on a coordinate plane
- Generate rules to describe translations
- 8. Line Symmetry and Reflections
 - Recognize lines of symmetry and apply them to graph reflections
- 9. Exploring Tessellations
 - Create a tessellation of a figure
- 10. Rotational Symmetry and Rotations
 - Recognize rotational symmetry by identifying the center of rotation
 - Determine the angle of rotation and graph a rotation of a figure
- 11. Graphing in the Coordinate Plane Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
- 12. Graphing in the Coordinate Plane Unit Test

3. **Geometry**

1. Lines and Planes
 - Identify planes and points
 - Distinguish between parallel, perpendicular, and skew lines
2. Identifying and Classifying Angles: 1
 - Classify acute, right, obtuse, and straight angles
 - Classify pairs of angles as supplementary and complementary angles
 - Write and solve equations to determine missing angle measures
3. Identifying and Classifying Angles: 2
 - Classify sets of angles as vertical and adjacent angles
 - Apply knowledge of angle theorems to determine missing angle measures
4. Classifying Triangles
 - Classify triangles by side length and angle measure
 - Write and solve equations to determine missing angle measures
5. Drawing Triangles
 - Construct triangles from three measures of angles or sides
 - Evaluate triangle characteristics to distinguish unique triangles
6. Classifying Polygons
 - Identify polygons according to side and angle measures
 - Distinguish between regular and irregular polygons
7. Classifying Quadrilaterals
 - Identify special quadrilaterals according to side and angle measures
8. Congruent Figures
 - Recognize congruent figures
 - Analyze congruent figures to determine missing measures
9. Circles
 - Recognize the parts of a circle and their relationships to one another
10. Circle Graphs

- Construct circle graphs with given conditions
- Analyze data contained in a circle graph

11. Constructions

- Create congruent line segments and perpendicular bisectors using a compass and straight edge

12. Geometry Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

13. Geometry Unit Test

4. Measurement

1. Area and Perimeter of Parallelograms

- Calculate the area and perimeter of parallelograms

2. Area and Perimeter of Triangles

- Calculate the area and perimeter of triangles

3. Area of Trapezoids and Other Figures

- Apply area formulas to calculate areas of trapezoids and other irregular polygons

4. Circumference and Area of a Circle

- Apply appropriate formulas to calculate circumference and area of a circle

5. Square Roots and Irrational Numbers

- Determine square roots of perfect squares
- Estimate square roots
- Distinguish between rational and irrational numbers

6. The Pythagorean Theorem Part 1

- Apply the Pythagorean Theorem to find missing lengths of right triangle legs or hypotenuse

7. The Pythagorean Theorem Part 2

- Apply the Pythagorean Theorem to calculate solutions to real-world situations

8. Mid-Unit Review

- Review and reinforce your understanding of measurement

9. Three-Dimensional Figures

- Identify three-dimensional figures according to faces, edges, and vertices
- Sketch three-dimensional figures on graph paper

10. Three Views of an Object

- Create two-dimensional sketches of the top, front, and side views of three-dimensional objects

11. Cross-Sections

- Recognize and describe cross sections of three-dimensional objects

12. Drawing Nets

- Sketch nets of three-dimensional figures

- Recognize nets of three-dimensional figures
- 13. Surface Area of Prisms and Cylinders
 - Apply knowledge of nets to calculate surface area of prisms and cylinders
- 14. Volume of Prisms and Cylinders
 - Apply appropriate formulas to calculate the volume of prisms and cylinders
- 15. Efficiency Expert Portfolio
 - Apply knowledge of dimensions, area, and volume
- 16. Measurement Review
 - Organize your time and study materials
 - Review your notes, Key Words, steps, and other important information that may be covered on the exam
- 17. Measurement Unit Test

5. Using Probability

1. Probability
 - Determine the probability of an event
 - Determine the complement of an event
 - Find the probability of the complement of an event
2. Experimental Probability
 - Find experimental probability
 - Use simulations
3. Sample Spaces
 - Make and use sample spaces
 - Use the counting principle
4. Compound Events
 - Find the probability of independent and dependent events
5. Simulating Compound Events
 - Design and use a simulation to generate frequencies for compound events
6. Permutations
 - Determine permutations using the counting principle or factorials
7. Combinations
 - Determine combinations of objects
8. Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the unit test
9. Using Probability Unit Test

6. Displaying and Analyzing Data

1. Reporting Frequency
 - Generate frequency tables, histograms, and line plots to represent data
 - Interpret frequency tables, histograms, and line plots
2. Stem-and-Leaf Plots
 - Generate stem-and-leaf plots to represent data
 - Interpret data represented on stem-and-leaf plots
3. Choosing the Best Data Display
 - Determine the most accurate and appropriate way to display data

4. Data Variability

- Interpret data displays according to the visual overlap of two data sets
- Compare two data sets according to mean, median, and variability

5. Random Samples and Surveys

- Compose a survey question
- Identify biased questions
- Recognize a random sample of a population

6. Estimating Population Size

- Apply proportions to estimate population sizes
- Draw inferences about a population
- Generate simulated random samples

7. Using Data to Persuade

- Identify misleading graphs and statistics

8. Exploring Scatter Plots

- Create scatter plots
- Interpret scatter plots

9. Displaying and Analyzing Data Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

10. Displaying and Analyzing Data Unit Test

Algebra Readiness (Pre-Algebra)



Algebra Readiness (Pre-Algebra)

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Semester A

This is the first of two courses that comprise Algebra Readiness. In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then the student will explore problems involving operations of fractions and will apply his knowledge of algebra to solve real-world ratio, proportion, and percent problems. Finally, the student will examine and evaluate two-step and multi-step equations and inequalities.

Semester B

This is the second of two courses that comprise Algebra Readiness. In this course, the student will explore basic algebraic principles. The student will also examine and evaluate two-step and multi-step equations and inequalities and then explore and use graphs to solve linear relations and functions. Next, the student will be introduced to basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. The student will continue to apply his knowledge of geometry and algebra to solve area and volume problems. Then the student will explore nonlinear functions and polynomials. Finally, the student will examine properties of right triangles, data analysis, and probability.

Course Outline

SEMESTER A

1. Focus on Success in Algebra Readiness

1. Preparing for Success

- Describe the characteristics of quality goals
- Set goals for success in mathematics
- Reflect on strengths, weaknesses, and how to apply them
- Recognize the importance of personal effort to learning

2. Resources for Success

- Identify the various resources that you can use in the course
- Modify goals to include using resources effectively

2. Integers and Algebraic Expressions

1. Order of Operations

- Apply the order of operations to correctly solve an equation
 - Evaluate variable expressions when the value of the variable is given
 - Translate phrases into mathematical expressions
2. Integers and Absolute Value
 - Identify the absolute value of a given integer
 - Identify the opposite of a given integer
 - Evaluate expressions with absolute value
 - Order integers
 3. Adding and Subtracting Integers
 - Apply the rules of addition and subtraction of integers
 - Change subtraction problems to involve addition of an opposite
 4. Multiplying and Dividing Integers
 - Apply the rules of multiplication and division of integers
 5. Properties of Numbers
 - Identify the additive and multiplicative inverse of a number
 - Use the Distributive Property to make mental math easier
 6. Solving Equations by Adding and Subtracting
 - Write and solve equations using addition and subtraction
 7. Solve Equations by Multiplying and Dividing
 - Write and solve equations using multiplication and division
 8. Integers and Algebra Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam

9. Integers and Algebraic Expressions Unit Test

3. Rational Numbers

1. Rational and Irrational Numbers
 - Differentiate between rational and irrational numbers
2. Fractions and Decimals
 - Convert between fractions and decimals
3. Adding and Subtracting Fractions
 - Add and subtract fractions
 - Add and subtract mixed numbers
4. Multiplying and Dividing Fractions
 - Multiply and divide fractions
 - Multiply and divide mixed numbers
 - Scale up a favorite recipe $2\frac{1}{2}$ times
 - Scale down a different favorite recipe by $\frac{1}{4}$

5. Exponent Basics

- Use powers and exponents in expressions
- Evaluate expressions using exponents

6. Properties of Exponents

- Multiply powers
- Divide powers
- Apply negative and zero exponents

7. Scientific Notation Basics

- Convert between scientific notation and standard form
- Convert between standard form and scientific notation

8. Scientific Notation Comparison

- Compare relative size of numbers in scientific notation

9. Operations and Applications of Scientific Notation

- Perform operations expressed in scientific notation
- Apply scientific notation to real world problems

10. Rational Numbers Unit Review

- Organize your time and study materials
- Review your notes, key words, steps, and other important information that may be covered on the exam

11. Rational Numbers Unit Test

4. Real Numbers and the Coordinate Plane

1. Squares and Square Roots

- Find the square and square roots of numbers

2. Real Numbers

- Identify rational and irrational numbers

3. Estimating Irrationals

- Estimate the value of an irrational number by comparing it to rational numbers

4. Roots as Solutions to Equations, Cube Roots

- Evaluate perfect squares and cubes
- Use roots to represent solutions to equations

5. Pythagorean Theorem

- Solve problems using the Pythagorean Theorem

6. Converse of Pythagorean Theorem

- Apply the converse of the Pythagorean Theorem
- Identify a right triangle
- Prove the Pythagorean Theorem

7. Coordinate Plane

- Graph points on the coordinate plane

- Use the Pythagorean Theorem to find the distance between two graphed points
- Apply the Distance Formula
- 8. Movement in the Coordinate Plane
 - Graph and describe translations in the coordinate plane
 - Graph reflections in the coordinate plane and identify lines of symmetry
- 9. Rotations in the Coordinate Plane
 - Graph rotations and identify rotational symmetry
- 10. Real Numbers and the Coordinate Plane Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
- 11. Real Numbers and the Coordinate Plane Unit Test

5. Applications of Proportions

1. Ratios and Rates
 - Write ratios and unit rates
 - Use rates to solve problems
2. Proportions
 - Identify and solve proportions
3. Similar Figures
 - Identify similar figures
 - Use proportions to find missing measurements in similar figures
4. Ratios of Similar Figures
 - Compare the lengths, perimeters, and areas of similar rectangles
 - Calculate the perimeter and area of a similar figure
5. Dilations
 - Graph dilations on the coordinate plane
 - Determine the scale factor of a dilation
6. Scale Drawings
 - Use proportions to solve problems involving scale
7. Applications of Proportions Unit Review
 - Review information from previous lessons to prepare for the test
 - Submit the scale drawing of your room
8. Applications of Proportions Unit Test

6. Equations and Inequalities

1. Solving Two-Step Equations
 - Solve two-step equations
 - Use two-step equations to solve problems
2. Simplifying Algebraic Expressions

- Simplify algebraic expressions by combining like terms
- 3. Solving Multi-Step Equations
 - Write and solve multi-step equations
- 4. Variables on Both Sides
 - Write and solve equations with variables on both sides
- 5. Transforming Equations
 - Transform equations into simpler forms to determine the number of solutions
- 6. Graphing and Solving Inequalities
 - Write and solve inequalities
- 7. Solving Inequalities by Multiplying or Dividing
 - Solve inequalities by multiplication and division
- 8. Unit Review
 - Review materials within this unit
- 9. Equations and Inequalities Unit Test

SEMESTER B

1. Geometry

1. Pairs of Angles
 - Explore and classify angles
 - Determine angle measures based on angle relationships
2. Parallel Lines and Angles
 - Identify parallel lines
 - Identify the types of angles formed by a transversal
 - Find the measures of angles formed by parallel lines
3. Congruent Polygons
 - Determine if figures are congruent or similar to one another
 - Describe a sequence of transformations for congruent and similar figures
4. Classifying Polygons
 - Classify certain polygons
5. Polygons and Angles
 - Classify polygons
 - Find the interior angle measure of polygons
6. Area of Polygons
 - Find the area of parallelograms, triangles, and trapezoids
7. Area and Circumference of Circles
 - Calculate the circumference and area of circles
 - Calculate the area of an irregular figure

8. Geometric Constructions

- Perform geometric constructions

9. Geometry Unit Review

10. Geometry Unit Test

2. Measurement

1. Polyhedrons, 3-D Figures, and Solids

- Identify solids, parts of solids, and skewed line segments

2. 3-D Views

- Draw 3-D figures, base plans, and isometric views

3. 3-D Figures and Nets

- Identify nets of solids

4. Surface Area of Prisms and Cylinders

- Find surface area of prisms and cylinders using nets and formulas

5. Surface Area of Pyramids and Cones

- Find surface area of pyramids and cones using nets and formulas

6. Using Pythagorean Theorem with 3-D Figures

- Apply the Pythagorean Theorem in three-dimensional figures

7. Volumes of Prisms and Cylinders

- Calculate the volume of prisms and cylinders

8. Volumes of Pyramids and Cones

- Calculate the volume of pyramids and cones

9. Spheres

- Find the surface area and volume of a sphere

10. Similar Solids

- Apply proportional reasoning to find the missing measurement in similar solids

11. Surface Area and Volume in the Real World

- Calculate the surface area and volume (in appropriate units) of three-dimensional objects found in the home, such as a can of food, box of tissues, shoebox, etc.

12. Measurement Unit Review

- Review previously studied material

13. Measurement Unit Test

3. Functions

1. Sequences

- Write rules for sequences and use the rules to find terms

2. Relating Graphs and Events

- Interpret and sketch graphs that represent real-world situations

3. Functions

- Identify functions
- Represent functions with equations, tables, and function notation

4. Understanding Slope

- Calculate slope of a line from different representations

5. Slope and Similar Triangles
 - Demonstrate that the slope between any two points on a line is the same
 - Derive the equation for a line in slope-intercept form: $y = mx + b$
6. Graphing Linear Functions
 - Use tables and equations to graph linear functions
7. Graphing Proportional Relationships
 - Graph proportional relationships
 - Explore the relationship between the slope of a line on a graph and unit rate
8. Writing Rules for Linear Functions
 - Write function rules from words, tables, and graphs
9. Solving Systems of Equations
 - Solve systems of equations by graphing and by substitution
10. Nonlinear Functions
 - Graph and write quadratic functions and other nonlinear functions
11. Comparing Functions
 - Compare functions represented in various ways
12. Functions Unit Review
 - Review for unit test
13. Functions Unit Test

4. Using Graphs to Analyze Data

1. Measures of Center
 - Compute mean, median, mode, range and select appropriate measure of tendency
2. Frequency
 - Utilize line plots, frequency tables, and histograms to display data
3. Venn Diagrams
 - Examine relationships between data with Venn diagrams
4. Stem-and-Leaf Plots
 - Represent and interpret data using stem-and-leaf plots
5. Box-and-Whisker Plots
 - Represent and interpret data using box-and-whisker plots
6. Scatter Plots
 - Create scatter plots and analyze trends to make predictions
7. Bivariate Data
 - Analyze bivariate data
 - Describe patterns of association in bivariate data
8. Modeling Data with Lines
 - Examine data to determine accuracy of models
9. Circle Graphs
 - Interpret data using circle graphs
 - Present data by creating circle graphs
10. Choosing the Right Graph
 - Choose the best graph to represent various data
11. Relative Frequency
 - Create and analyze data using a two-way table

12. Using Graphs to Analyze Data Unit Review

- Review for unit test

13. Using Graphs to Analyze Data Unit Test

5. **Polynomials and Properties of Exponents**

1. Polynomials

- Write algebraic expressions and simplify polynomials

2. Adding and Subtracting Polynomials

- Add and subtract polynomials

3. Exponents and Multiplication

- Multiply powers with the same base
- Multiply numbers in scientific notation

4. Multiplying Polynomials

- Multiply monomials and binomials

5. Exponents and Division

- Divide powers with the same base
- Simplify expressions with negative exponents

6. Polynomials and Properties of Exponents Review

- Review problems and terms

7. Polynomials and Properties of Exponents Unit Test

Pre-Algebra



Pre-Algebra

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Semester A

This is the first of two courses that comprise Pre-Algebra. In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then, the student will explore problems involving decimals and fractions and learn to apply the rules of divisibility to solving expressions. Finally, the student will apply their knowledge of algebra to solve real-world ratio, proportion, and percent problems. The semester ends with lessons devoted specifically to test-taking skills and strategies, which reinforce the skills taught throughout the semester.

Semester B

This is the second of two courses that comprise Pre-Algebra. In this course, the student will explore basic algebraic principles. The student will examine and evaluate two-step and multi-step equations and inequalities and then explore and use graphs to solve linear relations and functions. Next, the student will be introduced to basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. Next, the student will apply their knowledge of geometry and algebra to solve area and volume problems. Then, the student will explore nonlinear functions and polynomials. Finally, the students will examine properties of right triangles, data analysis, and probability.

Course Outline

SEMESTER A

1. Focus on Success in Algebra Readiness

1. Preparing for Success
 - Describe the characteristics of quality goals
 - Set goals for success in mathematics
 - Reflect on strengths, weaknesses, and how to apply them
 - Recognize the importance of personal effort to learning
2. Resources for Success
 - Identify the various resources that you can use in the course
 - Modify goals to include using resources effectively

2. Integers and Algebraic Expressions

1. Order of Operations

- Apply the order of operations to correctly solve an equation
 - Evaluate variable expressions when the value of the variable is given
 - Translate phrases into mathematical expressions
2. Integers and Absolute Value
 - Identify the absolute value of a given integer
 - Identify the opposite of a given integer
 - Evaluate expressions with absolute value
 - Order integers
 3. Adding and Subtracting Integers
 - Apply the rules of addition and subtraction of integers
 - Change subtraction problems to involve addition of an opposite
 4. Multiplying and Dividing Integers
 - Apply the rules of multiplication and division of integers
 5. Properties of Numbers
 - Identify the additive and multiplicative inverse of a number
 - Use the Distributive Property to make mental math easier
 6. Solving Equations by Adding and Subtracting
 - Write and solve equations using addition and subtraction
 7. Solve Equations by Multiplying and Dividing
 - Write and solve equations using multiplication and division
 8. Integers and Algebra Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam

9. Integers and Algebraic Expressions Unit Test

3. Rational Numbers

1. Rational and Irrational Numbers
 - Differentiate between rational and irrational numbers
2. Fractions and Decimals
 - Convert between fractions and decimals
3. Adding and Subtracting Fractions
 - Add and subtract fractions
 - Add and subtract mixed numbers
4. Multiplying and Dividing Fractions
 - Multiply and divide fractions
 - Multiply and divide mixed numbers
 - Scale up a favorite recipe $2\frac{1}{2}$ times
 - Scale down a different favorite recipe by $\frac{1}{4}$

5. Exponent Basics
 - Use powers and exponents in expressions
 - Evaluate expressions using exponents
6. Properties of Exponents
 - Multiply powers
 - Divide powers
 - Apply negative and zero exponents
7. Scientific Notation Basics
 - Convert between scientific notation and standard form
 - Convert between standard form and scientific notation
8. Scientific Notation Comparison
 - Compare relative size of numbers in scientific notation
9. Operations and Applications of Scientific Notation
 - Perform operations expressed in scientific notation
 - Apply scientific notation to real world problems
10. Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
11. Rational Numbers Unit Test

4. **Real Numbers and the Coordinate Plane**

1. Squares and Square Roots
 - Find the square and square roots of numbers
2. Real Numbers
 - Identify rational and irrational numbers
3. Estimating Irrationals
 - Estimate the value of an irrational number by comparing it to rational numbers
4. Roots as Solutions to Equations, Cube Roots
 - Evaluate perfect squares and cubes
 - Use roots to represent solutions to equations
5. Pythagorean Theorem
 - Solve problems using the Pythagorean Theorem
6. Converse of Pythagorean Theorem
 - Apply the converse of the Pythagorean Theorem
 - Identify a right triangle
 - Prove the Pythagorean Theorem
7. Coordinate Plane
 - Graph points on the coordinate plane

- Use the Pythagorean Theorem to find the distance between two graphed points
- Apply the Distance Formula
- 8. Movement in the Coordinate Plane
 - Graph and describe translations in the coordinate plane
 - Graph reflections in the coordinate plane and identify lines of symmetry
- 9. Rotations in the Coordinate Plane
 - Graph rotations and identify rotational symmetry
- 10. Real Numbers and the Coordinate Plane Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
- 11. Real Numbers and the Coordinate Plane Unit Test

5. Applications of Proportions

1. Ratios and Rates
 - Write ratios and unit rates
 - Use rates to solve problems
2. Proportions
 - Identify and solve proportions
3. Similar Figures
 - Identify similar figures
 - Use proportions to find missing measurements in similar figures
4. Ratios of Similar Figures
 - Compare the lengths, perimeters, and areas of similar rectangles
 - Calculate the perimeter and area of a similar figure
5. Dilations
 - Graph dilations on the coordinate plane
 - Determine the scale factor of a dilation
6. Scale Drawings
 - Use proportions to solve problems involving scale
7. Unit Review
 - Review information from previous lessons to prepare for the test
 - Submit the scale drawing of your room
8. Applications of Proportions Unit Test

6. Applications of Percents

1. Fractions, Decimals, and Percents
 - Convert between fractions, decimals, and percents
 - Order rational numbers
2. Estimating with Percents

- Estimate percents using decimals and fractions
- 3. Percents and Proportions
 - Use proportions to find part of a whole, a whole amount, or a percent
- 4. Percent Equations
 - Use equations to solve problems involving percents
- 5. Percent of Change
 - Find percent of change
 - Solve problems involving percent of increase and percent of decrease
- 6. Markup, Discount, and Sales Tax
 - Use percent of change to find markup, discount, and selling price
- 7. Simple Interest
 - Find simple interest and account balances
- 8. Unit Review
 - Organize your time and study materials
 - Review your notes, key words, steps, and other important information that may be covered on the exam
- 9. Applications of Percent Unit Test

7. Equations and Inequalities

1. Solving Two-Step Equations
 - Solve two-step equations
 - Use two-step equations to solve problems
2. Simplifying Algebraic Expressions
 - Simplify algebraic expressions by combining like terms
3. Solving Multi-Step Equations
 - Write and solve multi-step equations
4. Variables on Both Sides
 - Write and solve equations with variables on both sides
5. Transforming Equations
 - Transform equations into simpler forms to determine the number of solutions
6. Graphing and Solving Inequalities
 - Write and solve inequalities
7. Solving Inequalities by Multiplying or Dividing
 - Solve inequalities by multiplication and division
8. Unit Review
 - Review materials within this unit
9. Equations and Inequalities Unit Test

SEMESTER B

1. Geometry

1. Pairs of Angles
 - Explore and classify angles
 - Determine angle measures based on angle relationships
2. Parallel Lines and Angles
 - Identify parallel lines
 - Identify the types of angles formed by a transversal
 - Find the measures of angles formed by parallel lines
3. Congruent Polygons
 - Determine if figures are congruent or similar to one another
 - Describe a sequence of transformations for congruent and similar figures
4. Classifying Polygons
 - Classify certain polygons
5. Polygons and Angles
 - Classify polygons
 - Find the interior angle measure of polygons
6. Area of Polygons
 - Find the area of parallelograms, triangles, and trapezoids
7. Area and Circumference of Circles
 - Calculate the circumference and area of circles
 - Calculate the area of an irregular figure
8. Geometric Constructions
 - Perform geometric constructions
9. Geometry Unit Review

There are no objectives for this lesson.
10. Geometry Unit Test

There are no objectives for this lesson.

2. Measurement

1. Polyhedrons, 3-D Figures, and Solids
 - Identify solids, parts of solids, and skew line segments
2. 3-D Views
 - Draw 3-D figures, base plans, and isometric views
3. 3-D Figures and Nets
 - Identify nets of solids
4. Surface Area of Prisms and Cylinders
 - Find surface area of prisms and cylinders using nets and formulas
5. Surface Area of Pyramids and Cones
 - Find surface area of pyramids and cones using nets and formulas
6. Using Pythagorean Theorem with 3-D Figures

- Apply the Pythagorean Theorem in three-dimensional figures
- 7. Volumes of Prisms and Cylinders
 - Calculate the volume of prisms and cylinders
- 8. Volumes of Pyramids and Cones
 - Calculate the volume of pyramids and cones
- 9. Spheres
 - Find the surface area and volume of a sphere
- 10. Similar Solids
 - Apply proportional reasoning to find the missing measurement in similar solids
- 11. Surface Area and Volume in the Real World
 - Calculate the surface area and volume (in appropriate units) of three-dimensional objects found in the home, such as a can of food, box of tissues, shoebox, etc.
- 12. Measurement Unit Review
 - Review previously studied material
- 13. Measurement Unit Test

There are no objectives for this lesson.

3. Using Graphs to Analyze Data

1. Measures of Center
 - Compute mean, median, mode, range and select appropriate measure of tendency
2. Frequency
 - Utilize line plots, frequency tables, and histograms to display data
3. Venn Diagrams
 - Examine relationships between data with Venn diagrams
4. Stem-and-Leaf Plots
 - Represent and interpret data using stem-and-leaf plots
5. Box-and-Whisker Plots
 - Represent and interpret data using box-and-whisker plots
6. Scatter Plots
 - Create scatter plots and analyze trends to make predictions
7. Bivariate Data
 - Analyze bivariate data
 - Describe patterns of association in bivariate data
8. Modeling Data with Lines
 - Examine data to determine accuracy of models
9. Circle Graphs
 - Interpret data using circle graphs
 - Present data by creating circle graphs
10. Choosing the Right Graph

- Choose the best graph to represent various data

11. Relative Frequency

- Create and analyze data using a two-way table

12. Using Graphs to Analyze Data Unit Review

- Review for unit test

13. Using Graphs to Analyze Data Unit Test

There are no objectives for this lesson.

4. Functions

1. Sequences

- Write rules for sequences and use the rules to find terms

2. Relating Graphs and Events

- Interpret and sketch graphs that represent real-world situations

3. Functions

- Identify functions
- Represent functions with equations, tables, and function notation

4. Understanding Slope

- Calculate slope of a line from different representations

5. Slope and Similar Triangles

- Demonstrate that the slope between any two points on a line is the same
- Derive the equation for a line in slope-intercept form: $y = mx + b$

6. Graphing Linear Functions

- Use tables and equations to graph linear functions

7. Graphing Proportional Relationships

- Graph proportional relationships
- Explore the relationship between the slope of a line on a graph and unit rate

8. Writing Rules for Linear Functions

- Write function rules from words, tables, and graphs

9. Solving Systems of Equations

- Solve systems of equations by graphing and by substitution

10. Nonlinear Functions

- Graph and write quadratic functions and other nonlinear functions

11. Comparing Functions

- Compare functions represented in various ways

12. Functions Unit Review

- Review for unit test

13. Functions Unit Test

There are no objectives for this lesson.

5. Polynomials and Properties of Exponents

1. Polynomials
 - Write algebraic expressions and simplify polynomials
2. Adding and Subtracting Polynomials
 - Add and subtract polynomials
3. Exponents and Multiplication
 - Multiply powers with the same base
 - Multiply numbers in scientific notation
4. Multiplying Polynomials
 - Multiply monomials and binomials
5. Exponents and Division
 - Divide powers with the same base
 - Simplify expressions with negative exponents
6. Polynomials and Properties of Exponents Review
 - Review problems and terms
7. Polynomials and Properties of Exponents Unit Test

There are no objectives for this lesson.

6. Probability

1. Theoretical and Experimental Probability
 - Find theoretical probabilities, experimental probabilities, and odds
2. Independent and Dependent Events
 - Find the probabilities of independent and dependent events
3. Making Predictions
 - Make predictions based on theoretical and experimental probabilities
4. Permutations
 - Find the number of permutations of a set of objects
5. Combinations
 - Find the number of combinations of a set of objects using lists and combination notation
6. Unit Review
 - Review the unit
7. Probability Unit Test

Algebra 1 A



Algebra I A, Part 1/2

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course includes the first half of the Algebra 1 A course content. In this course, the student will gain a foundational understanding of the real number system, expressions, equations, and inequalities. The student will solve simple and multi-step equations and inequalities and represent those solutions graphically.

There are many opportunities for review and reflection in the course and the student is encouraged to monitor progress with the course content. Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

This course includes the second half of the Algebra 1 A course content. In this course, the student will study functions that are either linear or nonlinear in nature and represent those functions on the coordinate plane. Also, the student will solve systems of equations and inequalities and represent those solutions graphically.

There are many opportunities for review and reflection in the course and the student is encouraged to monitor progress with the course content. Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

Course Outline

SEMESTER A

1. Ready, Set, Algebra

1. Preparation for Success

- Examine organizational skills and learning strategies
- Set goals in the context of mathematical learning
- Reflect on strengths, weaknesses, and the value of goal-setting
- Distinguish between effort-based and ability-based models of learning

2. Be Your Own Best Resource

- Identify the various resources that you can use in the course
- Discuss strategies for using resources effectively

2. Foundations for Algebra

1. Variables and Expressions
 - Write algebraic expressions
2. Order of Operations and Evaluating Expressions
 - Simplify expressions involving exponents
 - Use the order of operations to evaluate expressions
3. Real Numbers and the Number Line
 - Classify, graph, and compare real numbers
 - Find and estimate square roots
4. Properties of Real Numbers
 - Identify and use properties of real numbers, including Associative Properties of Addition and Multiplication, Commutative Properties of Addition and Multiplication, Identity Properties of Addition and Multiplication, and Zero Property of Multiplication
5. Mid-Unit Review
 - Review concepts from Lessons 1–4 of the Foundations for Algebra unit
6. Adding and Subtracting Real Numbers
 - Find sums and differences of real numbers
7. Multiplying and Dividing Real Numbers
 - Find products and quotients of real numbers
8. The Distributive Property
 - Use the Distributive Property to simplify expressions
9. Foundations for Algebra Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study
10. Foundations for Algebra Unit Test
 - Demonstrate understanding of Unit 1 concepts

3. Solving Equations

1. Introduction to Equations
 - Solve equations using tables and mental math
2. Patterns, Equations, and Graphs
 - Use tables, equations, and graphs to describe relationships
3. Solving One-Step Equations
 - Solve one-step equations in one variable
4. Solving Two-Step Equations
 - Solve two-step equations in one variable
5. Mid-Unit Review
 - Review concepts from Lessons 1–4 of the Solving Equations unit
6. Solving Multi-Step Equations
 - Solve multi-step equations in one variable
7. Solving Equations with Variables on Both Sides

- Solve equations with variables on both sides
- Identify equations that are identities or have no solution

8. Literal Equations and Formulas

- Rewrite and use literal equations and formulas

9. Solving Equations Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

10. Solving Equations Unit Test

4. Solving Inequalities

1. Graphing Inequalities

- Write, graph, and identify solutions of inequalities

2. Solving Inequalities Using Addition or Subtraction

- Use addition or subtraction to solve inequalities

3. Solving Inequalities by Multiplying and Dividing

- Use multiplication or division to solve inequalities

4. Solving Multi-Step Inequalities

- Solve multi-step inequalities

5. Mid-Unit Review

- Review concepts from Lessons 1–4 of the Solving Inequalities unit

6. Working with Sets

- Write sets and identify subsets
- Find the complement of a set

7. Compound Inequalities

- Solve and graph inequalities containing the word "and"
- Solve and graph inequalities containing the word "or"

8. Absolute Value Equations and Inequalities

- Solve equations and inequalities involving absolute value

9. Unions and Intersections of Sets

- Find the unions and intersections of sets

10. Solving Inequalities Review

- Decide which strategies you will use to prepare for your exam.
- Organize your time and study materials.
- Review your notes, keywords, formulas, and all important concepts that may be covered on this exam.

11. Solving Inequalities Unit Test

5. Semester Review and Exam

1. Semester Review

- Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words and vocabulary terms, formulas, and all important concepts that may be covered on this exam
2. Semester Exam

SEMESTER B

1. Introduction to Functions

1. Using Graphs to Relate Two Quantities
 - Represent mathematical relationships using graphs
2. Patterns and Linear Functions
 - Identify and represent patterns that describe linear functions
3. Patterns and Nonlinear Functions
 - Identify and represent patterns that describe nonlinear functions
4. Mid-Unit Review
 - Review concepts from the first three lessons of the Introduction to Functions unit
5. Graphing a Function Rule
 - Graph equations that represent functions
6. Writing a Function Rule
 - Write equations that represent functions
7. Formalizing Relations and Functions
 - Determine whether a relation is a function
 - Find domain and range and use function notation
 - Find the inverse of a function
8. Sequences and Functions
 - Identify and extend patterns in sequences
 - Represent arithmetic sequences using function notation
9. Introduction to Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, keywords, formulas, and all important concepts that may be covered on this exam
10. Functions Unit Test

2. Linear Functions

1. Rate of Change and Slope
 - Find rates of change from tables
 - Find slope
2. Direct Variation

- Write and graph an equation of a direct variation
 - 3. Slope-Intercept Form
 - Write linear equations using slope-intercept form
 - Graph linear equations in slope-intercept form
 - 4. Point Slope Form
 - Write and graph linear equations using point-slope form
 - 5. Mid-Unit Review
 - Review concepts from Lessons 1–4
 - 6. Standard Form
 - Graph linear equations using intercepts
 - Write linear equations in standard form
 - 7. Parallel and Perpendicular Lines
 - Determine whether lines are parallel, perpendicular, or neither
 - Write equations of parallel lines and perpendicular lines
 - 8. Graphing Absolute Value Functions
 - Graph an absolute value function
 - Translate the graph of an absolute value function
 - 9. Scatter Plots and Regression Lines
 - Describe the direction and strength of the relationship between two variables on a scatter plot
 - Make predictions about a data set and evaluate the reliability of predictions
 - 10. Linear Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
 - 11. Linear Functions Unit Test
- 3. Systems of Equations and Inequalities**
- 1. Solving Systems by Graphing
 - Analyze special systems
 - Solve systems of equations by graphing
 - 2. Solving Systems Using Substitution
 - Solve systems of equations using substitution
 - 3. Solving Systems Using Elimination
 - Solve systems by adding or subtracting to eliminate a variable
 - 4. Applications of Linear Systems
 - Choose the best method for solving a system of linear equations
 - 5. Mid-Unit Review
 - Review material from Lessons 1–4

6. Linear Inequalities

- Solve systems of linear inequalities by graphing
- Model real-world situations using systems of linear inequalities

7. Systems of Linear Inequalities

- Solve systems of linear inequalities
- Model real-world situations using systems of linear inequalities

8. Systems of Equations and Inequalities Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, keywords, formulas, and all important concepts that may be covered on this exam

9. Systems of Equations and Inequalities Unit Test

4. **Semester Review and Exam**

1. Algebra 1 A, Part 2 Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, key words and vocabulary terms, formulas, and all important concepts that may be covered on this exam

2. Algebra 1 A Semester Exam

Algebra 1 B



Algebra I B, Part 1/2

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course includes the first half of the Algebra 1 B course content. The course begins with a review of concepts and skills from Algebra 1 A. Then, the student will be introduced to operations involving exponents and then explore exponential functions. The student will learn how to identify and solve polynomial equations using a variety of methods including factoring. Lastly, the student will graph quadratic equations and solve them using a variety of methods, including the quadratic formula.

There are many opportunities for review and reflection in the course and the student is encouraged to monitor progress with the course content. Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

This course includes the second half of the Algebra 1 B course content. In this course, the student will perform operations with radical expressions, graph square root functions, and explore trigonometric ratios. The student will solve both radical and rational equations and explore the graphs of rational functions. Finally, the student will be introduced to statistics and learn how to organize and display data. Lastly, the student will solve problems involving probability.

There are many opportunities for review and reflection in the course and the student is encouraged to monitor progress with the course content. Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

Course Outline

SEMESTER A

1. Review of Algebra 1 A

1. Resources for Success

- Identify the various resources that you can use in the course
- Discuss strategies for using resources effectively
- Set goals in the context of mathematical learning

2. Review of Foundations for Algebra

- Add and subtract integers
- Use the Order of Operations to simplify an expression

- Apply the Distributive Property
- 3. Review of Solving Equations
 - Solve one-step and two-step equations
 - Solve equations with variables on both sides
- 4. Review of Linear Functions
 - Graph linear equations
- 5. Review of Graphing and Systems of Equations
 - Graph functions using the slope-intercept form
 - Solve systems of equations by graphing
 - Solve systems of equations by substitution
 - Solve systems of equations by elimination
- 6. Review of Algebra 1 A Quiz

2. Exponents and Exponential Functions

1. Zero and Negative Exponents
 - Simplify expressions involving zero and negative exponents
2. Scientific Notation
 - Write numbers in scientific and standard notation
 - Compare and order numbers using standard notation
3. Multiplying Powers with the Same Base
 - Multiply powers with the same base
4. More Multiplication Properties of Exponents
 - Raise a power to a power
 - Raise a product to a power
5. Mid-Unit Review
 - Review the concepts covered so far in the Exponents and Exponential Functions unit
 - Determine which skills need further review and practice before proceeding to the next lesson
6. Division Properties of Exponents
 - Divide powers with the same base
 - Raise a quotient to a power
7. Exponential Functions
 - Evaluate and graph exponential functions
8. Exponential Growth and Decay
 - Model exponential interest
9. Exponents and Exponential Functions Unit Review
 - Decide which strategies you will use to prepare for your test
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on the test

10. Exponents and Exponential Functions Unit Test

3. Polynomials and Factoring

1. Adding and Subtracting Polynomials

- Classify, add, and subtract polynomials

2. Multiplying and Factoring Polynomials

- Multiply a monomial by a polynomial
- Factor a monomial from a polynomial

3. Multiplying Binomials

- Multiply two binomials or a binomial by a trinomial

4. Multiplying Special Cases

- Find a square of a binomial
- Find the product of a sum and a difference

5. Mid-Unit Review

- To review the concepts covered so far in Unit 2, lessons 1–4
- To determine which skills need further review and practice before proceeding to the next lesson

6. Factoring $x^2 + bx + c$

- Factor trinomials in the form $x^2 + bx + c$

7. Factoring $ax^2 + bx + c$

- Factor trinomials of the form $ax^2 + bx + c$

8. Factoring Special Cases

- Factor perfect-square trinomials and the differences of two squares

9. Polynomials and Factoring Unit Review

- Decide which strategies you will use to prepare for your test
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this test

10. Polynomials and Factoring Unit Test

4. Semester Review and Exam

1. Algebra 1B, Part 1 Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, key words and vocabulary terms, formulas, and all important concepts that may be covered on this exam

2. Semester Exam

SEMESTER B

1. Quadratic Functions and Equations

1. Quadratic Graphs and Their Properties

- Graph quadratic functions of the form $y = ax^2$ and $y = ax^2 + c$

2. Quadratic Functions

- Graph quadratic functions of the form $y = ax^2 + bx + c$

3. Solving Quadratic Equations

- Solve quadratic equations by graphing and using square roots

4. Factoring to Solve Quadratic Equations

- Solve quadratic equations by factoring

5. Mid-Unit Review

- Review the concepts covered so far in this unit
- Determine which skills need further review and practice before proceeding to the next lesson

6. Completing the Square

- Solve quadratic equations by completing the square

7. The Quadratic Formula and the Discriminant

- Solve quadratic equations by using the quadratic formula

8. Linear, Quadratic, and Exponential Models

- Choose a linear, quadratic, or exponential model for data

9. Systems of Linear and Quadratic Equations

- Solve systems of linear and quadratic equations

10. Quadratic Functions and Equations Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

11. Quadratic Functions and Equations Unit Test

2. Radical Expressions and Data Analysis

1. Simplifying Radicals

- Simplify radicals involving products and quotients

2. Operations with Radical Expressions

- Simplify sums and differences of radical expressions
- Simplify products and quotients of radical expressions

3. Graphing Square Root Functions

- Graph square root functions
- Translate graphs of square root functions

4. Mid-Unit Review

- Review the concepts covered so far in this unit.
- Determine which skills need further review and practice before proceeding to the next lesson.

5. Frequency and Histograms

- Make and interpret frequency tables and histograms

6. Measures of Central Tendency and Dispersion
 - Find mean, median, mode, and range
7. Box-and-Whisker Plots
 - Find quartiles and percents
 - Make and interpret box-and-whisker plots
8. Radical Expressions and Data Analysis Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
9. Radical Expressions and Equations Test

3. Rational Expressions and Functions

1. Simplifying Rational Expressions
 - Simplify rational expressions
2. Multiplying and Dividing Rational Expressions
 - Multiply and divide rational expressions
 - Simplify complex fractions
3. Dividing Polynomials
 - Divide polynomials
4. Adding and Subtracting Rational Expressions
 - Add and subtract rational expressions
5. Mid-Unit Review
 - Review the concepts covered so far in this unit
 - Determine skills that need further review and practice these skills before proceeding to the next lesson
6. Solving Rational Equations
 - Solve rational equations and proportions
7. Inverse Variation
 - Write and graph equations for inverse operations
 - Compare direct and inverse variations
8. Rational Expressions and Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
9. Rational Expressions and Functions Unit Test

4. Semester Review and Exam

1. Algebra 1 B, Part 2 Review
 - Decide which strategies you will use to prepare for your exam

- Organize your time and study materials
- Review your notes, key words and vocabulary terms, formulas, and all important concepts that may be covered on this exam

2. Algebra 1 B, Part 2 Exam

Algebra 1



Algebra 1 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course is the first of two that comprise Algebra 1. In this course, the student will gain a foundational understanding of the real number system, expressions, equations, and inequalities. The student will be taught to solve simple and multi-step equations and inequalities and represent those solutions graphically. In addition, students will explore linear or nonlinear functions and represent those functions on the coordinate plane. Finally, the student will solve systems of equations and inequalities and represent those solutions graphically.

Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

This course is the second part of a two-part sequence covering Algebra 1. The student will use his knowledge of real number operations, expressions, equations, inequalities, and functions to solve algebra concepts. This course will introduce the student to exponents and use those exponent rules to solve exponential functions. The student will learn how to identify and solve polynomial equations using a variety of methods including factoring. The student will also learn how to work with quadratic functions and equations and represent both of those on a coordinate plane. The student will work with radical and rational expressions and solve rational equations.

Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

Course Outline

SEMESTER A

1. Ready, Set, Succeed

1. Preparation for Success

- Examine organizational skills and learning strategies
- Set goals in the context of mathematical learning
- Reflect on strengths, weaknesses, and the value of goal-setting
- Distinguish between effort-based and ability-based models of learning

2. Be Your Own Best Resource

- Identify the various resources that you can use in the course
- Discuss strategies for using resources effectively

2. Foundational Concepts

1. Variables and Expressions

- Write algebraic expressions
- 2. Order of Operations and Evaluating Expressions
 - Simplify expressions involving exponents
 - Use the order of operations to evaluate expressions
- 3. Real Numbers and the Number Line
 - Classify, graph, and compare real numbers
 - Find and estimate square roots
- 4. Properties of Real Numbers
 - Identify and use properties of real numbers, including Associative Properties of Addition and Multiplication, Commutative Properties of Addition and Multiplication, Identity Properties of Addition and Multiplication, and Zero Property of Multiplication
- 5. Adding and Subtracting Real Numbers
 - Find sums and differences of real numbers
- 6. Multiplying and Dividing Real Numbers
 - Find products and quotients of real numbers
- 7. The Distributive Property
 - Use the Distributive Property to simplify expressions
- 8. Foundational Concepts Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study
- 9. Foundational Concepts Unit Test
 - Demonstrate understanding of Unit 1 concepts

3. Solving Equations

1. Introduction to Equations
 - Solve equations using tables and mental math
2. Patterns, Equations, and Graphs
 - Use tables, equations, and graphs to describe relationships
3. Solving One-Step Equations
 - Solve one-step equations with one variable
4. Solving Two-Step Equations
 - Solve two-step equations with one variable
5. Solving Multi-Step Equations
 - Solve multi-step equations with one variable
6. Solving Equations with Variables on Both Sides
 - Solve equations with variables on both sides
 - Identify equations that are identities or have no solution
7. Literal Equations and Formulas
 - Rewrite and use literal equations and formulas
8. Solving Equations Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

9. Solving Equations Unit Test

4. Solving Inequalities

1. Graphing Inequalities

- Write, graph, and identify solutions of inequalities

2. Solving Inequalities Using Addition or Subtraction

- Use addition or subtraction to solve inequalities

3. Solving Inequalities Using Multiplication/Division

- Use multiplication or division to solve inequalities

4. Solving Multi-Step Inequalities

- Solve multi-step inequalities

5. Working with Sets

- Write sets and identify subsets
- Find the complement of a set

6. Compound Inequalities

- Solve and graph inequalities containing the word and
- Solve and graph inequalities containing the word or

7. Absolute Value Equations and Inequalities

- Solve equations and inequalities involving absolute value

8. Unions and Intersections of Sets

- Find the unions and intersections of sets

9. Solving Inequalities Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, keywords, formulas, and all important concepts that may be covered on this exam

10. Solving Inequalities Unit Test

5. Introduction to Functions

1. Using Graphs to Relate Two Quantities

- Represent mathematical relationships using graphs

2. Patterns and Linear Functions

- Identify and represent patterns that describe linear functions

3. Patterns and Nonlinear Functions

- Identify and represent patterns that describe nonlinear functions

4. Graphing a Function Rule

- Graph equations that represent functions

5. Writing a Function Rule

- Write equations that represent functions

6. Formalizing Relations and Functions

- Determine when a relation is a function
- Find the domain and range of a function and use function notation with functions
- Find inverse functions
- Determine the output of a function given an input

7. Sequences and Functions

- Identify and extend patterns in sequences
- Represent arithmetic sequences using function notation

8. Introduction to Functions Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

9. Introduction to Functions Unit Test

6. Linear Functions

1. Rate of Change and Slope

- Find rates of change from tables
- Find slope

2. Direct Variation

- Write and graph an equation of a direct variation

3. Slope-Intercept Form

- Write linear equations using slope-intercept form
- Graph linear equations in slope-intercept form

4. Point-Slope Form

- Write and graph linear equations using point-slope form

5. Standard Form

- Graph linear equations using intercepts
- Write linear equations in standard form

6. Parallel and Perpendicular Lines

- Determine whether lines are parallel, perpendicular, or neither
- Write equations of parallel lines and perpendicular lines

7. Graphing Absolute Value Functions

- Graph an absolute value function
- Translate the graph of an absolute value function

8. Scatter Plots and Regression Lines

- Describe the direction and strength of the relationship between two variables on a scatter plot

- Make predictions about a data set and evaluate the reliability of predictions

9. Linear Functions Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

10. Linear Functions Unit Test

7. **Systems of Equations and Inequalities**

1. Solving Systems by Graphing

- Analyze special systems
- Solve systems of equations by graphing

2. Solving Systems Using Substitution

- Solve systems of equations using substitution

3. Solving Systems Using Elimination

- Solve systems by adding or subtracting to eliminate a variable

4. Applications of Linear Systems

- Choose the best method for solving a system of linear equations

5. Linear Inequalities

- Solve systems of linear inequalities by graphing
- Model real-world situations using systems of linear inequalities

6. Systems of Linear Inequalities

- Solve systems of linear inequalities
- Model real-world situations using systems of linear inequalities

7. Systems of Equations and Inequalities Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, key words, formulas, and all important concepts that may be covered in this exam

8. Systems of Equations and Inequalities Unit Test

8. **Semester A Review and Exam**

1. Semester A Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, keywords and vocabulary terms, and all important concepts that may be covered on this exam

2. Semester A Exam

SEMESTER B

1. **Mid-Year Refresher**

1. Resources for Success
 - Identify the various resources that you can use in the course
 - Discuss strategies for using resources effectively
 - Set goals in the context of mathematical learning
2. Review of Foundational Concepts
 - Add and subtract integers
 - Use the Order of Operations to simplify an expression
 - Apply the Distributive Property
3. Review of Solving Equations
 - Solve one-step and two-step equations
 - Solve equations with variables on both sides
4. Review of Linear Functions
 - Graph linear equations
5. Review of Graphing and Systems of Equations
 - Graph functions using the slope-intercept form
 - Solve systems of equations by graphing
 - Solve systems of equations by substitution
 - Solve systems of equations by elimination
6. Mid-Year Refresher Review

2. Exponents and Exponential Functions

1. Zero and Negative Exponents
 - Simplify expressions involving zero and negative exponents
2. Scientific Notation
 - Express numbers in scientific and standard notation
 - Compare numbers in standard notation and order them
 - Choose appropriate levels of accuracy when reporting quantities
3. Multiplying Powers with the Same Base
 - Multiply powers with the same base
4. More Multiplication Properties of Exponents
 - Raise a power to a power
 - Raise a product to a power
5. Division Properties of Exponents
 - Divide powers with the same base
 - Raise a quotient to a power
6. Exponential Functions
 - Evaluate and graph exponential functions
7. Exponential Growth and Decay
 - Model exponential growth or decay

8. Exponents and Exponential Functions Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

9. Exponents and Exponential Functions Unit Test

3. **Polynomials and Factoring**

1. Adding and Subtracting Polynomials

- Classify, add, and subtract polynomials
- Add and subtract polynomial functions

2. Multiplying and Factoring Polynomials

- Multiply a monomial by a polynomial
- Factor a monomial from a polynomial
- Multiply polynomial functions

3. Multiplying Binomials

- Multiply two binomials or a binomial by a trinomial

4. Multiplying Special Cases

- Find a square of a binomial
- Find the product of a sum and a difference

5. Factoring $x^2 + bx + c$

- Factor trinomials in the form $x^2 + bx + c$

6. Factoring $ax^2 + bx + c$

- Factor trinomials of the form $ax^2 + bx + c$

7. Factoring Special Cases

- Factor perfect-square trinomials and the differences of two squares

8. Polynomials and Factoring Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam

9. Polynomials and Factoring Unit Test

4. **Radical Expressions and Data Analysis**

1. Simplifying Radicals

- Simplify radicals involving products and quotients

2. Operations with Radical Expressions

- Simplify sums and differences of radical expressions
- Simplify products and quotients of radical expressions

3. Graphing Square Root Functions

- Graph square root functions
- Translate graphs of square root functions
- 4. Frequency and Histograms
 - Make and interpret frequency tables and histograms
- 5. Measures of Central Tendency and Dispersion
 - Find mean, median, mode, and range
- 6. Box-and-Whisker Plots
 - Find quartiles and percents
 - Make and interpret box-and-whisker plots
- 7. Radical Expressions and Data Analysis Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
- 8. Radical Expressions and Data Analysis Unit Test

5. Rational Expressions and Functions

1. Simplifying Rational Expressions
 - Simplify rational expressions
2. Multiplying and Dividing Rational Expressions
 - Multiply and divide rational expressions
 - Simplify complex fractions
3. Dividing Polynomials
 - Divide polynomials
4. Adding and Subtracting Rational Expressions
 - Add and subtract rational expressions
5. Solving Rational Equations
 - Solve rational equations and proportions
6. Inverse Variation
 - Write and graph equations for inverse operations
 - Compare direct and inverse variations
7. Rational Expressions and Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
8. Rational Expressions and Functions Unit Test

6. Quadratic Functions and Equations

1. Quadratic Graphs and Their Properties

- Graph quadratic functions of the form $y = ax^2$ and $y = ax^2 + c$

2. Quadratic Functions

- Graph quadratic functions of the form $y = ax^2 + bx + c$
- Use functions, tables, and graphs to determine and compare rates of change presented in various forms

3. Solving Quadratic Equations

- Solve quadratic equations by graphing and using square roots

4. Factoring to Solve Quadratic Equations

- Solve quadratic equations by factoring

5. Completing the Square

- Solve quadratic equations by completing the square

6. The Quadratic Formula and the Discriminant

- Solve quadratic equations by using the quadratic formula

7. Linear, Quadratic, and Exponential Models

- Choose a linear, quadratic, or exponential model for data

8. Systems of Linear and Quadratic Equations

- Solve systems of linear and quadratic equations

9. Quadratic Functions and Equations Unit Review

- Decide which strategies you will use to prepare for your exam
- Organize your time and study materials
- Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam.

10. Quadratic Functions and Equations Unit Test

7. Semester B Exam and Review

1. Semester B Review
2. Semester B Exam

Algebra 1 Honors



Honors Algebra 1 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This course is the first of two that comprise Honors Algebra 1. In this course, the student will be exposed to higher-level mathematics. The student will begin by reviewing basic real number operations and properties before learning how to translate between verbal descriptions of real-life situations and data presented in tables, graphs, and equations. Next the student will solve multi-step equations and inequalities. The student will write and graph linear equations in various forms. Other topics in the course include sequences and series, absolute value, rate of change, and set notation. By the end of the course, the student will solve linear systems of equations and inequalities. Throughout the course, the student will solve real-world problems and model real-world scenarios.

Throughout the course, the student will be introduced to multiple problem-solving strategies and will be exposed to various technologies that can be utilized when solving algebra problems.

SEMESTER B

This course is the second of two that comprise Honors Algebra 1. In this course, the student will explore additional concepts in higher-level mathematics. The student will review the properties of exponents before learning how to add, subtract, multiply, divide, and factor polynomials. Next the student will learn how to write, solve, and graph quadratic and radical functions. Other topics in the course include simplifying scientific notation, simplifying radicals, and rational expressions. The course also includes several lessons about data analysis, where the student will interpret histograms, calculate and interpret the measures of central tendency, and display data using box-and-whisker plots. Throughout the course, the student will solve real-world problems and model real-world scenarios.

Throughout the course, the student will be introduced to multiple problem-solving strategies and will be exposed to various technologies that can be utilized when solving algebra problems.

Course Outline:

SEMESTER A

1. Ready, Set, Algebra

1. Preparation for Success

- Examine organizational skills and learning strategies
- Set goals in the context of mathematical learning
- Reflect on strengths, weaknesses, and the value of goal-setting
- Distinguish between effort-based and ability-based models of learning

2. Be Your Own Best Resource
 - Identify the various resources that you can use in the course
 - Discuss strategies for using resources effectively

2. Foundations for Algebra

1. Variables and Expressions
 - Write algebraic expressions
2. Order of Operations and Evaluating Expressions
 - Simplify expressions involving exponents
 - Use the order of operations to evaluate expressions
3. Real Numbers and the Number Line
 - Classify, graph, and compare real numbers
 - Find and estimate square roots
4. Properties of Real Numbers
 - Identify and use properties of real numbers, including Associative Properties of Addition and Multiplication, Commutative Properties of Addition and Multiplication, Identity Properties of Addition and Multiplication, and Zero Property of Multiplication
5. Adding and Subtracting Real Numbers
 - Find sums and differences of real numbers
6. Multiplying and Dividing Real Numbers
 - Find products and quotients of real numbers
7. The Distributive Property
 - Use the Distributive Property to simplify expressions
8. Foundations for Algebra Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study
9. Foundations for Algebra Unit Test
 - Demonstrate understanding of Unit 1 concepts

3. Solving Equations

1. Introduction to Equations
 - Solve equations using tables and mental math
2. Patterns, Equations, and Graphs
 - Use tables, equations, and graphs to describe relationships
3. Solving One-Step Equations
 - Solve one-step equations in one variable
4. Solving Two-Step Equations
 - Solve two-step equations in one variable
5. Solving Multi-Step Equations
 - Solve multi-step equations in one variable
6. Solving Equations with Variables on Both Sides

- Solve equations with variables on both sides
 - Identify equations that are identities or have no solution
7. Literal Equations and Formulas
 - Rewrite and use literal equations and formulas
 8. Solving Equations Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words, formulas, and all important concepts that may be covered on this exam
 9. Solving Equations Unit Test

There are no objectives for this lesson.

4. Solving Inequalities

1. Solving Inequalities Using Addition or Subtraction
 - Use addition or subtraction to solve inequalities
2. Solve Inequalities with Multiplication & Division
 - Use multiplication or division to solve inequalities
3. Solving Multi-step Inequalities
 - Solve multi-step inequalities
4. Working with Sets
 - Write sets and identify subsets
 - Find the complement of a set
5. Compound Inequalities
 - Solve and graph inequalities containing the word "and"
 - Solve and graph inequalities containing the word "or"
6. Absolute Value Equations and Inequalities
 - Solve equations and inequalities involving absolute value
7. Unions and Intersections of Sets
 - Find the unions and intersections of sets
8. Solving Inequalities Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
9. Solving Inequalities Unit Test

There are no objectives for this lesson.

5. Introduction to Functions

1. Using Graphs to Relate Two Quantities
 - Represent mathematical relationships using graphs

2. Patterns and Linear Functions
 - Identify and represent patterns that describe linear functions
3. Patterns and Nonlinear Functions
 - Identify and represent patterns that describe nonlinear functions
4. Graphing a Function Rule
 - Graph equations that represent functions
5. Writing a Function Rule
 - Write equations that represent functions
6. Formalizing Relations and Functions
 - Determine when a relation is a function
 - Find the domain and range of a function and use function notation with functions
 - Find inverse functions
 - Determine the output of a function given an input
7. Sequences and Functions
 - Identify and extend patterns in sequences
 - Represent arithmetic sequences using function notation
8. Introduction to Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words, formulas, and all important concepts that may be covered on this exam
9. Introduction to Functions Unit Test

There are no objectives for this lesson.

6. Linear Functions

1. Rate of Change and Slope
 - Find rates of change from tables
 - Find slope
2. Direct Variation
 - Write and graph an equation of a direct variation
3. Slope-Intercept Form
 - Write linear equations using slope-intercept form
 - Graph linear equations in slope-intercept form
4. Point-Slope Form
 - Write and graph linear equations using point-slope form
5. Standard Form
 - Graph linear equations using intercepts
 - Write linear equations in standard form
6. Parallel and Perpendicular Lines

- Determine whether lines are parallel, perpendicular, or neither
 - Write equations of parallel lines and perpendicular lines
7. Graphing Absolute Value Functions
 - Graph an absolute value function
 - Translate the graph of an absolute value function
 8. Scatter Plots and Regression Lines
 - Describe the direction and strength of the relationship between two variables on a scatter plot
 - Make predictions about a data set and evaluate the reliability of predictions
 9. Linear Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words, formulas, and all important concepts that may be covered on the exam
 10. Linear Functions Unit Test

There are no objectives for this lesson.

7. Systems of Equations and Inequalities

1. Solving Systems by Graphing
 - Analyze special systems
 - Solve systems of equations by graphing
2. Solving Systems Using Substitution
 - Solve systems of equations using substitution
3. Solving Systems Using Elimination
 - Solve systems by adding or subtracting to eliminate a variable
4. Applications of Linear Systems
 - Choose the best method for solving a system of linear equations
5. Linear Inequalities
 - Solve systems of linear inequalities by graphing
 - Model real-world situations using systems of linear inequalities
6. Systems of Linear Inequalities
 - Solve systems of linear inequalities
 - Model real-world situations using systems of linear inequalities
7. Systems of Equations and Inequalities Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, key words, formulas, and all important concepts that may be covered on this exam
8. Systems of Equations and Inequalities Unit Test

There are no objectives for this lesson.

8. Honors Algebra 1 A Exam

1. Honors Algebra 1 A Exam Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, keywords and vocabulary terms, and all important concepts that may be covered on this exam
2. Honors Algebra 1 A Semester Exam

There are no objectives for this lesson.

SEMESTER B

1. Preparation for Honors Algebra 1 B

1. Resources for Success
 - Identify the various resources that you can use in the course
 - Discuss strategies for using resources effectively
 - Set goals in the context of mathematical learning

2. Exponents and Exponential Functions

1. Zero and Negative Exponents
 - Simplify expressions involving zero and negative exponents
2. Scientific Notation
 - Write numbers in scientific and standard notation
 - Compare and order numbers using standard notation
 - Choose appropriate levels of precision when reporting quantities
3. Multiplying Powers with the Same Base
 - Multiply powers with the same base
4. More Multiplication Properties of Exponents
 - Raise a power to a power
 - Raise a product to a power
5. Division Properties of Exponents
 - Divide powers with the same base
 - Raise a quotient to a power
6. Exponential Functions
 - Evaluate and graph exponential functions
7. Exponential Growth and Decay
 - Model exponential growth or decay
8. Exponents and Exponential Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
9. Exponents and Exponential Functions Unit Test

3. Polynomials and Factoring

1. Adding and Subtracting Polynomials
 - Classify, add, and subtract polynomials
 - Add and subtract polynomial functions
2. Multiplying and Factoring Polynomials
 - Multiply a monomial by a polynomial
 - Factor a monomial from a polynomial
 - Multiply polynomial functions
3. Multiplying Binomials
 - Multiply two binomials or a binomial by a trinomial
4. Multiplying Special Cases
 - Find a square of a binomial
 - Find the product of a sum and a difference
5. Factoring $x^2 + bx + c$
 - Factor trinomials in the form $x^2 + bx + c$
6. Factoring $ax^2 + bx + c$
 - Factor trinomials of the form $ax^2 + bx + c$
7. Factoring Special Cases
 - Factor perfect square trinomials and the differences of two squares
8. Polynomials and Factoring Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
9. Polynomials and Factoring Unit Test

There are no objectives for this lesson.

4. Radical Expressions and Data Analysis

1. Simplifying Radicals
 - Simplify radicals involving products and quotients
2. Operations with Radical Expressions
 - Simplify sums and differences of radical expressions
 - Simplify products and quotients of radical expressions
3. Graphing Square Root Functions
 - Graph square root functions
 - Translate graphs of square root functions
4. Frequency and Histograms
 - Make and interpret frequency tables and histograms
5. Measures of Central Tendency and Dispersion

- Find mean, median, mode, and range
6. Box-and-Whisker Plots
 - Find quartiles and percents
 - Make and interpret box-and-whisker plots
 7. Radical Expressions and Data Analysis Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
 8. Radical Expressions and Data Analysis Unit Test

5. Rational Expressions and Functions

1. Simplifying Rational Expressions
 - Simplify rational expressions
2. Multiplying and Dividing Rational Expressions
 - Multiply and divide rational expressions
 - Simplify complex fractions
3. Dividing Polynomials
 - Divide polynomials
4. Adding and Subtracting Rational Expressions
 - Add and subtract rational expressions
5. Solving Rational Equations
 - Solve rational equations and proportions
6. Inverse Variation
 - Write and graph equations for inverse operations
 - Compare direct and inverse variations
7. Rational Expressions and Functions Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review the assigned problems from the textbook for each lesson, as well as any quiz questions that you had trouble with
8. Rational Expressions and Functions Unit Test

6. Quadratic Functions and Equations

1. Quadratic Graphs and Their Properties
 - Graph quadratic functions of the form $y = ax^2$ and $y = ax^2 + c$
2. Quadratic Functions
 - Graph quadratic functions of the form $y = ax^2 + bx + c$
3. Solving Quadratic Equations
 - Solve quadratic equations by graphing and using square roots
4. Factoring to Solve Quadratic Equations

- Solve quadratic equations by factoring
- 5. Completing the Square
 - Solve quadratic equations by completing the square
- 6. The Quadratic Formula and the Discriminant
 - Solve quadratic equations by using the quadratic formula
- 7. Linear, Quadratic, and Exponential Models
 - Choose a linear, quadratic, or exponential model for data
- 8. Systems of Linear and Quadratic Equations
 - Solve systems of linear and quadratic equations
- 9. Quadratic Functions and Equations Unit Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words, formulas, and all important concepts that may be covered on this exam
- 10. Quadratic Functions and Equations Unit Test

7. Semester B Exam and Review

1. Honors Algebra 1B Semester Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, Key Words and vocabulary terms, and all important concepts that may be covered on this exam
2. Honors Algebra 1B Semester Exam





Algebra 1 Prescriptive








Algebra 1A Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Variable and Function Patterns




Lesson	Description	Time (min)	Objective(s)
 Using Variables	This lesson describes how to write an algebraic expression with variables. It also shows how to write an equation using variables and includes writing an equation for data in a table.	45	Model relationships with variables Model relationships with equations
 Quiz: Using Variables			
 Exponents and Order of Operations	This lesson shows how to use the order of operations to evaluate and simplify an expression. It also discusses evaluating and simplifying expressions that include grouping symbols and exponents.	45	Simplify and evaluate expressions and formulas Simplify and evaluate expressions containing grouping symbols
 Quiz: Exponents and Order of Operations			




Lesson	Description	Time (min)	Objective(s)
 Exploring Real Numbers	This lesson identifies integers, natural, whole, rational, and irrational numbers. It shows how to determine which set of numbers is most reasonable in a real-world situation. It also explains inequalities, opposites, and absolute value.	45	Classify numbers Compare numbers
 Quiz: Exploring Real Numbers			
 Patterns and Functions	This lesson demonstrates how to write an equation that describes a functional relationship. It also discusses dependent and independent variables and the domain and range of a function.	45	Write a function rule Understand relationships of quantities in a function
 Quiz: Patterns and Functions			
 Analyzing Data	This lesson shows how to analyze and interpret data using scatter plots, mean, median, mode, range, and stem-and-leaf plots. It also discusses how to decide which measure of central tendency best describes a set of real-world data.	45	Analyze data using scatter plots Find mean, median, mode, and range Make and use stem-and-leaf plots
 Quiz: Analyzing Data			
 Posttest 1			

Module 2: Rational Numbers



Lesson	Description	Time (min)	Objective(s)
 Adding Rational Numbers	This lesson presents the identity and inverse properties of addition, and rules about adding numbers with the same or different signs. It shows how to use number lines to add integers and how to add rational numbers using matrices.	45	Add rational numbers using models and rules Apply addition
 Quiz: Adding Rational Numbers			
 Subtracting Rational Numbers	This lesson models the subtraction of rational numbers by using number lines and tiles. It presents the “add its opposite” rule for subtraction and applies subtraction when evaluating expressions with variables.	45	Subtract rational numbers Apply subtraction
 Quiz: Subtracting Rational Numbers			
 Multiplying and Dividing Rational Numbers	This lesson notes patterns that occur when multiplying and dividing rational numbers. It also presents properties and rules based on those patterns.	45	Multiply rational numbers Divide rational numbers
 Quiz: Multiplying and Dividing Rational Numbers			
 Posttest 2			




Module 3: Identifying and Using Properties

Lesson	Description	Time (min)	Objective(s)
 The Distributive Property	This lesson explains how to simplify an expression by using the Distributive Property, by using the Multiplication Property of -1 , and by combining like terms. It also describes how to translate a verbal expression into a mathematical one.	45	Use the Distributive Property Simplify algebraic expressions
 Quiz: The Distributive Property			
 Properties of Numbers	This lesson reviews the properties of real numbers. It also shows how to justify each step in simplifying an expression with reasons.	45	Identify properties Use deductive reasoning
 Quiz: Properties of Numbers			
 Theoretical and Experimental Probability	This lesson describes how to find the theoretical probability of an event when all possible outcomes are equally likely, its complement, and its odds. It also shows how to find the experimental probability of an event based on collected data.	45	Find theoretical probabilities Find experimental probabilities
 Quiz: Theoretical and Experimental Probability			





 Probability of Compound Events	This lesson distinguishes between independent and dependent events, and discusses the rules about the probability of two events in each case. It also shows the result of selecting with and without replacement.	45	Find the probability of independent events Find the probability of dependent events
 Quiz: Probability of Compound Events			
 Posttest 3			




Module 4: Solving Equations

Lesson	Description	Time (min)	Objective(s)
 Solving Two-Step Equations	This lesson models solving two-step equations using the properties of equality. It also uses real-world examples to show how to translate words into a mathematical function. Using deductive reasoning to justify steps when solving is also included.	45	Solve two-step equations Use deductive reasoning
 Quiz: Solving Two-Step Equations			
 Solving Multi-Step Equations	This lesson explains combining like terms and using the Distributive Property to solve multi-step equations. It also shows solving equations that have grouping symbols, fractions, or decimals. It concludes by summarizing the five steps for solving.	45	Use the Distributive Property when combining like terms Use the Distributive Property when solving equations
 Quiz: Solving Multi-Step Equations			





 Equations With Variables on Both Sides	This lesson discusses using addition or subtraction to get the variable on one side of an equation. It also shows how some equations are always true or never true.	45	Solve equations with variables on both sides Identify equations that are identities or have no solution
 Quiz: Equations With Variables on Both Sides			
 Posttest 4			




Module 5: Solving Proportions

Lesson	Description	Time (min)	Objective(s)
 Ratio and Proportion	This lesson defines ratio, rate, unit rate, and proportion. It explains how to calculate and use unit rates and how to use conversion factors when needed. For proportions, it covers using cross products and solving multi-step proportions.	45	Find ratios and rates Solve proportions
 Quiz: Ratio and Proportion			
 Proportions and Similar Figures	This lesson demonstrates how to use proportions to solve problems involving similar figures. Examples cover dilation, indirect measurements, and scale drawings.	45	Find missing measures of similar figures Use similar figures when measuring indirectly
 Quiz: Proportions and Similar Figures			





 Equations and Problem Solving	This lesson explains how to solve problems that contain two unknown quantities by defining one variable in terms of another. It presents several distance-rate-time problems that involve objects in uniform motion.	45	Define a variable in terms of another Model distance-rate-time problems
 Quiz: Equations and Problem Solving			
 Posttest 5			




Module 6: Square Roots

Lesson	Description	Time (min)	Objective(s)
 Percent of Change	This lesson describes percent of change and percent error. It demonstrates finding the greatest possible error, finding maximum and minimum areas, and finding the percent error when measuring or calculating volume.	45	Find percent of change Find percent error
 Quiz: Percent of Change			
 Finding and Estimating Square Roots	This lesson introduces square roots, both principal and negative square roots, as well as rational and irrational square roots. It shows how to estimate square roots by using perfect squares and by using a calculator.	45	Find square roots Estimate and use square roots
 Quiz: Finding and Estimating Square Roots			





<p> The Pythagorean Theorem</p>	<p>This lesson demonstrates the Pythagorean Theorem and applies it and its converse to real-world problem solving. It also presents the terms conditional, hypothesis, and conclusion.</p>	<p>45</p>	<p>Solve problems using the Pythagorean Theorem Identify right triangles</p>
<p> Quiz: The Pythagorean Theorem</p>			
<p> Posttest 6</p>			




Module 7: Solving Inequalities

Lesson	Description	Time (min)	Objective(s)
<p> Inequalities and Their Graphs</p>	<p>This lesson explains what it means to identify solutions of an inequality. It shows finding solutions with mental math or by evaluation. It also shows how to graph a one-variable inequality on a number line and how to write an inequality for a graph.</p>	<p>45</p>	<p>Identify solutions of inequalities Graph and write inequalities</p>
<p> Quiz: Inequalities and Their Graphs</p>			
<p> Solving Inequalities: Addition and Subtraction</p>	<p>This lesson discusses using addition or subtraction to solve an inequality. It also explains how to check the solution by first checking the computations and then checking the direction of the inequality symbol.</p>	<p>45</p>	<p>Use addition to solve inequalities Use subtraction to solve inequalities</p>
<p> Quiz: Solving Inequalities: Addition and Subtraction</p>			

 Solving Inequalities: Multiplication and Division	This lesson shows how to use multiplication and division to solve an inequality. It emphasizes that the direction of the inequality symbol must be reserved when multiplying or dividing by a negative number.	45	Use multiplication to solve inequalities Use division to solve inequalities
 Quiz: Solving Inequalities: Multiplication and Division			
 Posttest 7			








Module 8: More Equations and Inequalities

Lesson	Description	Time (min)	Objective(s)
 Solving Multi-Step Inequalities	This lesson models how to solve multiple-step inequalities when variables appear on one side or both sides of an inequality. It also shows how to use the Distributive Property and to combine like terms to simplify.	45	Solve multi-step inequalities with variables on one side Solve multi-step inequalities with variables on both sides
 Quiz: Solving Multi-Step Inequalities			
 Compound Inequalities	This lesson demonstrates how to solve compound inequalities. It emphasizes graphing the solutions and works through a real-world problem involving a compound inequality.	45	Solve and graph inequalities containing and Solve and graph inequalities containing or
 Quiz: Compound Inequalities			








 Absolute Value Equations and Inequalities	This lesson focuses on absolute values. It covers how to solve equations and inequalities that include absolute values, how to graph them using number lines, and how to check the solutions.	45	Solve equations that involve absolute value Solve inequalities that involve absolute value
 Quiz: Absolute Value Equations and Inequalities			
 Posttest 8			

Module 9: Graphs and Functions

Lesson	Description	Time (min)	Objective(s)
 Relations and Functions	This lesson analyzes graphs based solely on the shape of the graph and shows how to label, sketch, and interpret such graphs. It also explains function notation and shows various ways to determine whether a relation is a function.	45	Interpret, sketch, and analyze graphs from situations Identify relations and functions Evaluate functions
 Quiz: Relations and Functions			
 Function Rules, Tables, and Graphs	This lesson uses rules, tables, and graphs to model functions. It explains continuous versus discrete data and demonstrates how to write a function rule based on a table. It also shows how to translate a real-world problem into a function rule.	45	Model functions using rules, tables, and graphs Write a function rule given a table or real-world situation
 Quiz: Function Rules, Tables, and Graphs			

Lesson	Description	Time (min)	Objective(s)
 Direct Variation	This lesson discusses how to determine if an equation is a direct variation and how to write an equation of a direct variation given a point. It also shows how to tell whether a table of data shows a direct variation.	45	Write an equation of a direct variation Use ratios and proportions with direct variations
 Quiz: Direct Variation			
 Inverse Variation	This lesson describes how to write an equation of an inverse variation and how to find a missing coordinate on the graph of an inverse variation. It also demonstrates how to determine whether data in a table represent a direct or inverse variation.	45	Solve inverse variations Compare direct and inverse variation
 Quiz: Inverse Variation			
 Describing Number Patterns	This lesson explains inductive reasoning, conjecture, sequence, terms, and arithmetic difference. It shows how to find the common difference in an arithmetic sequence and how to find specific terms of a sequence.	45	Use inductive reasoning in continuing number patterns Write rules for arithmetic sequences
 Quiz: Describing Number Patterns			
 Posttest 9			

Module 10: Linear Equations and Graphs

Lesson	Description	Time (min)	Objective(s)
 Rate of Change and Slope	This lesson shows how to find the rate of change (or slope) given a table or graph. Given a graphed line or two coordinate points of a line, this lesson shows how to find the slope. It also discusses the slope of horizontal and vertical lines.	45	Find rates of change from tables and graphs Find slope
 Quiz: Rate of Change and Slope			
 Slope-Intercept Form	This lesson teaches the slope-intercept form, including how to write the slope-intercept form from a graph of a linear function and how to graph equations stated in slope-intercept form. It also shows how to interpret linear graphs.	45	Write linear equations in slope-intercept form Graph linear equations Interpret linear graphs
 Quiz: Slope- Intercept Form			
 Standard Form	This lesson presents the standard form of a linear equation. It demonstrates how to find intercepts, given an equation in standard form, and how to graph lines using intercepts. It also teaches how to transform an equation into standard form.	45	Graph equations using intercepts Write equations in standard form
 Quiz: Standard Form			
 Posttest 10			

Module 11: Writing Equations of Lines

Lesson	Description	Time (min)	Objective(s)
 Point-Slope Form and Writing Linear Equations	This lesson addresses the point-slope form, including how to graph and how to write equations in point-slope form. It concludes with how to model a table of data, if linear, with a linear equation.	45	Graph and write linear equations using point-slope form Write a linear equation using data
 Quiz: Point-Slope Form and Writing Linear Equations			
 Parallel and Perpendicular Lines	This lesson notes that lines are parallel if they have the same slope and different y -intercepts, and that lines are perpendicular if the product of their slopes is -1 . Equations of lines are determined to be parallel, perpendicular, or neither.	45	Determine whether lines are parallel Determine whether lines are perpendicular
 Quiz: Parallel and Perpendicular Lines			
 Graphing Absolute Value Equations	This lesson looks at graphs of absolute value equations. It demonstrates how to graph a vertical or horizontal translation and how to write an absolute value equation for a translation.	45	Translate the graph of an absolute value equation vertically Translate the graph of an absolute value equation horizontally
 Quiz: Graphing Absolute Value Equations			
 Posttest 11			

Review Test




Lesson	Description	Time (min)	Objective(s)
★ Review Test			

Algebra 1B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		



Module 1: Systems of Equations and Inequalities

Lesson	Description	Time (min)	Objective(s)
 Solving Systems by Graphing	This lesson introduces systems of linear equations and shows how to solve them by graphing. It also discusses how to tell from the graphs whether there is one solution, no solution, or infinitely many solutions.	45	Solve systems by graphing Analyze Analyze special types of systems
 Quiz: Solving Systems by Graphing			
 Solving Systems Algebraically	This lesson explains substitution and elimination of a variable as additional ways to solve a system of equations. It concludes by applying the different methods (graphing, substitution, or elimination) to solve word problems.	45	Solve systems using substitution Solve systems by adding or subtracting Write systems of linear equations







Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Solving Systems Algebraically			
📁 Linear Inequalities	This lesson teaches how to model and solve situations using linear inequalities. It shows how to graph an inequality and how to rewrite an inequality in slope- intercept form.	45	Graph linear inequalities Write and use linear inequalities when modeling real-world situations
🔍 Quiz: Linear Inequalities			
★ Posttest 1			

Module 2: Exponents







Lesson	Description	Time (min)	Objective(s)
📁 Exponential Expressions	This lesson defines zero and negative exponents, and presents how to simplify these types of powers. It also discusses how to simplify and evaluate exponential expressions with zero and negative exponents.	45	Simplify expressions with zero and negative exponents Evaluate exponential expressions
🔍 Quiz: Exponential Expressions			
📁 Scientific Notation	This lesson defines scientific notation and reviews how to write a number in scientific or standard notation. It also demonstrates how to multiply numbers in scientific notation and use scientific notation to order numbers.	45	Write numbers in scientific and standard notation Use scientific notation




 Quiz: Scientific Notation			
 Multiplication Properties of Exponents	<p>This lesson explains how to multiply powers with the same base. It also presents how to multiply numbers in scientific notation.</p>	45	<p>Multiply powers Work with scientific notation</p>
 Quiz: Multiplication Properties of Exponents			
 More Multiplication Properties of Exponents	<p>This lesson continues the discussion of the multiplication properties of exponents. It covers how to simplify a product raised to a power and how to simplify a power raised to a power.</p>	45	<p>Raise a power to a power Raise a product to a power</p>
 Quiz: More Multiplication Properties of Exponents			
 Division Properties of Exponents	<p>This lesson explains how to divide powers with the same base. It also teaches how to raise a quotient to a power and demonstrates how to simplify an exponential expression that contains quotients raised to powers.</p>	45	<p>Divide powers with the same base Raise a quotient to a power</p>
 Quiz: Division Properties of Exponents			
 Posttest 2			

Module 3: Exponential Functions





Lesson	Description	Time (min)	Objective(s)
 Geometric Sequences	This lesson introduces geometric sequences. It covers how to find the common ratio of a geometric sequence to find the next term. It also demonstrates how to define the rule for a geometric sequence and concludes with using the rule to find any term.	45	Form geometric sequences; Use formulas when describing geometric sequences
 Quiz: Geometric Sequences			
 Exponential Functions	This lesson introduces exponential functions. It demonstrates how to evaluate these functions for a specific value or domain. It also shows how to graph exponential functions.	45	Evaluate exponential functions: Graph exponential functions
 Quiz: Exponential Functions			
 Exponential Growth and Decay	This lesson presents how to model exponential growth and exponential decay with functions. It includes real-world examples, including interest compounded annually and quarterly.	45	Model exponential growth; Model exponential decay
 Quiz: Exponential Growth and Decay			
★ Posttest 3			

Module 4: Polynomials

Lesson	Description	Time (min)	Objective(s)
 Polynomials	This lesson describes polynomials, explaining the terms monomial, degree, polynomial, binomial, trinomial, and standard form. It explains how to classify polynomials using the degree and number of terms, as well as how to add or subtract polynomials.	45	Describe polynomials Add and subtract polynomials
 Quiz: Polynomials			
 Multiplying and Factoring	This lesson introduces the multiplying of polynomials by focusing on how to multiply a polynomial by a monomial. It also explains how to find the GCF of a polynomial and how to use the GCF to factor a polynomial completely.	45	Multiply a polynomial by a monomial Factor a monomial from a polynomial
 Quiz: Multiplying and Factoring			
 Multiplying Binomials	This lesson uses models to present the multiplication of two binomials. It applies FOIL when multiplying two binomials. It concludes with using the vertical or horizontal method to multiply a trinomial and a binomial.	45	Multiply binomials using FOIL Multiply trinomials by binomials
 Quiz: Multiplying Binomials			

 Multiplying Special Cases	This lesson demonstrates that FOIL or a rule can be used to square a binomial. The result is a special pattern. It also shows that the product of the sum and difference of the same two terms results in the difference of their squares.	45	Find the square of a binomial Find the difference of squares
 Quiz: Multiplying Special Cases			
 Posttest 4			




Module 5: Polynomials and Factoring

Lesson	Description	Time (min)	Objective(s)
 Factoring Trinomials	This lesson shows how to factor trinomials of the type $ax^2 + bx + c$, including those with a negative constant and/or middle term. It teaches how to factor trinomials with two variables.	45	<ul style="list-style-type: none"> Factor trinomials Factor trinomials of the type $ax^2 + bx + c$
 Quiz: Factoring Trinomials			
 Factoring Special Cases	This lesson explains how to recognize a perfect-square trinomial and factor it quickly. It also discusses factoring the difference of two squares.	45	Factor perfect-square trinomials Factor the difference of squares
 Quiz: Factoring Special Cases			
 Factoring by Grouping	This lesson uses the Distributive Property to factor four-term polynomials by looking for two groups of terms with the same factor. It then applies this same technique to trinomials of the type $ax^2 + bx + c$ as another available factoring method.	45	Factor polynomials with four terms Factor trinomials by grouping




🔍 Quiz: Factoring by Grouping			
★ Posttest 5			

Module 6: Quadratic Equations and Functions

Lesson	Description	Time (min)	Objective(s)
📁 Exploring Quadratic Graphs	This lesson discusses the standard form of quadratic functions and demonstrates how to graph quadratic functions of the type $y = ax^2$ and $y = ax^2 + c$. It defines terms such as parabola, discusses how to identify a vertex, and compares parabola widths.	45	
🔍 Quiz: Exploring Quadratic Graphs			
📁 Quadratic Functions	This lesson presents graphs of quadratic functions, $y = ax^2 + bx + c$. It provides formulas for the axis of symmetry and x-coordinate of the vertex, and shows how to use this information when graphing. It also covers graphing quadratic inequalities.	45	Graph quadratic functions of the form $y = ax^2 + bx + c$ Graph quadratic inequalities
🔍 Quiz: Quadratic Functions			
📁 Solving Quadratic Equations	This lesson teaches solving a quadratic equation by graphing the related function and finding the x-intercepts. It also discusses using square roots to solve certain quadratic equations and a real-world problem.	45	Solve quadratic equations by graphing Solve quadratic equations using square roots
🔍 Quiz: Solving Quadratic Equations			

Lesson	Description	Time (min)	Objective(s)
 Factoring to Solve Quadratic Equations	This lesson presents the zero-product property. It shows how to use this property to solve quadratic equations if the expression can be factored. It also reviews adding or subtracting terms to write the expression in standard form before factoring.	45	Solve quadratic equations using the Zero-Product Property; Solve quadratic equations by factoring
 Quiz: Factoring to Solve Quadratic Equations			
 Posttest 6			







Module 7: Solving Quadratic Equations




Lesson	Description	Time (min)	Objective(s)
 Completing the Square	This lesson models completing the square of a quadratic expression using algebra tiles. It teaches how to find a value that completes the square and applies the method of completing the square to any quadratic equation.	45	Find the value that completes the square Solve quadratic equations by completing the square
 Quiz: Completing the Square			
 The Quadratic Formula	This lesson shows how the quadratic formula is derived and applies it to solving any quadratic equation. Although the quadratic formula always works, the lesson also discusses how to choose the easiest method for a particular equation.	45	Use the quadratic formula when solving quadratic equations; Choose an appropriate method for solving a quadratic equation

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Quadratic Formula			
📁 The Discriminant and Modeling Data	This lesson explains how to use the discriminant to determine the number of solutions for a quadratic equation. It also covers choosing between linear, exponential, or quadratic functions to model data and applies this to a real-world example.	45	Find the number of solutions of a quadratic equation Choose a linear, quadratic, or exponential model for data
🔍 Quiz: The Discriminant and Modeling Data			
★ Posttest 7			




Module 8: Radical Expressions and Equations







Lesson	Description	Time (min)	Objective(s)
📁 Simplifying Radicals	This lesson introduces the multiplication and division properties of square roots. It shows how to use them to simplify radical expressions involving products or quotients. It also covers rationalizing the denominator when it is not a perfect square.	45	Simplify radicals involving products Simplify radicals involving quotients
🔍 Quiz: Simplifying Radicals			

Lesson	Description	Time (min)	Objective(s)
 Operations With Radical Expressions	This lesson demonstrates how to simplify operations with radical expressions. It shows how to combine like radicals when adding or subtracting and how to use the Distributive Property and FOIL when multiplying or dividing.	45	Simplify sums and differences Simplify products and quotients
 Quiz: Operations With Radical Expressions			
 Radical Equations	This lesson shows how to solve radical equations by isolating the radical. It progresses to equations with radicals on both sides and includes a real-world example. It also covers how to identify extraneous solutions.	45	Solve equations containing radicals Identify extraneous solutions
 Quiz: Radical Equations			
 Square Root Functions	This lesson introduces square root functions and shows how to graph them for real numbers. It also shows how to graph vertical and horizontal translations of the simplest square root function.	45	Graph square root functions Translate graphs of square root functions
 Quiz: Square Root Functions			

Lesson	Description	Time (min)	Objective(s)
 Trigonometric Ratios	This lesson introduces sine, cosine, and tangent. It teaches how to find these when given the lengths of the sides of a triangle or by using a calculator. It concludes with how to find missing triangle side lengths using a trigonometric ratio.	45	Find trigonometric ratios Find missing lengths in a right triangle
 Quiz: Trigonometric Ratios			
 Posttest 8			




Module 9: Rational Functions and Expressions

Lesson	Description	Time (min)	Objective(s)
 Rational Functions	This lesson uses a real-world example of traveling in a car to show how to graph a rational function. It explains what asymptotes are, how to identify them, and how to use them. It concludes by reviewing the six families of functions studied so far.	45	Graph rational functions Identify types of functions
 Quiz: Rational Functions			
 Rational Expressions	This lesson demonstrates how to simplify a rational expression by factoring the numerator and denominator, and then eliminating common factors. It also discusses recognizing opposite factors and how to simplify a rational expression containing them.	45	Simplify rational expressions Evaluate rational expressions

 Quiz: Rational Expressions			
Lesson	Description	Time (min)	Objective(s)
 Multiplying and Dividing Rational Expressions	<p>This lesson explains how to multiply and divide rational expressions. It shows how to use factoring to divide out the common factors before multiplying. It teaches how to multiply a rational expression by a polynomial and how to divide a rational expression by a polynomial.</p>	45	<p>Multiply rational expressions Divide rational expressions</p>
 Quiz: Multiplying and Dividing Rational Expressions			
 Polynomial Division	<p>This lesson shows how to divide a polynomial by a monomial or a binomial. It progresses to dividing polynomials with a zero coefficient. It concludes with a summary of steps for dividing polynomials.</p>	45	<p>Divide polynomials by a monomial Divide polynomials</p>
 Quiz: Polynomial Division			
 Posttest 9			

Module 10: Rational Equations

Lesson	Description	Time (min)	Objective(s)
 Adding and Subtracting Rational Expressions	This lesson demonstrates how to add and subtract rational expressions with like denominators. Then it shows how to add and subtract with unlike denominators by finding the least common denominator (LCD).	45	<p>Add and subtract rational expressions with like denominators</p> <p>Add and subtract rational expressions with unlike denominators</p>
Lesson	Description	Time (min)	Objective(s)
 Quiz: Adding and Subtracting Rational Expressions			
 Rational Equations	This lesson shows how to solve rational equations. It also explains how to solve rational proportions by using cross products. Checking the answers is emphasized since there may be extraneous solutions.	45	<p>Solve rational equations</p> <p>Solve proportions</p>
 Quiz: Rational Equations			
 Counting Methods and Permutations	This lesson demonstrates how to find the possible orders of objects by using a tree diagram and using the multiplication counting principle. It also covers finding permutations and introduces permutation notation.	45	<p>Use the multiplication counting principle</p> <p>Find permutations</p>
 Quiz: Counting Methods and Permutations			

 Combinations	This lesson explains how to find combinations and introduces combination notation. It also teaches how to use permutations and combinations in probability.	45	Find combinations Find probability with counting techniques
 Quiz: Combinations			
 Posttest 10			

Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Algebra 2



Algebra 2 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In the first semester of this algebra course, the student will review and expand on her learning from previous algebra courses. The beginning units will focus mostly on the equation and the inequality. The student will write, solve, and graph these in a variety of real-world scenarios. The last few units will focus on types of functions. The student will continue her study of quadratic functions from previous algebra courses, but will expand this to include exponential and logarithmic functions. As before, the student will write, solve, and graph these functions. Use of a graphing calculator is encouraged.

In this second semester of this algebra course, the student will strengthen his algebraic problem-solving abilities and deepen an understanding of mathematics. The student will, among other things, explore operations, graphs, and real-world applications related to both radical and rational functions, observe different types of geometric and arithmetic patterns, examine graphs and equations of conic sections, and calculate probabilities. The course will conclude with an introduction to trigonometry and its associated functions.

Course Outline

SEMESTER A

1. Focus on Success

1. Get in Shape for Math
 - Examine organizational skills and learning strategies
 - Set goals in the context of mathematical learning
 - Reflect on strengths, weaknesses, and the value of goal-setting
 - Distinguish between effort-based and ability-based models of learning
2. Resources for Success
 - Identify the various resources that can be used to promote active learning
 - Discuss strategies for using resources effectively

2. Expressions, Equations, and Inequalities

1. Patterns and Expressions
 - Identify and describe patterns
 - Make predictions based on patterns
2. Properties of Real Numbers

- Identify and use properties of real numbers
 - Write numerical expressions in different forms
 - Plot real numbers on a number line
3. Algebraic Expressions
 - Rewrite algebraic expressions
 - Solve algebraic expressions
 - Model situations using algebraic expressions
 4. Solving Equations
 - Solve multi-step equations
 - Write and use equations to solve problems
 - Rewrite and solve literal equations
 5. Solving Inequalities
 - Solve and graph inequalities
 - Write and solve compound inequalities
 6. Absolute Value Equations and Inequalities
 - Write and solve equations and inequalities involving absolute value
 7. Expressions, Equations, and Inequalities Review
 - Use variables to model real-world situations
 - Use the properties of real numbers to simplify and evaluate algebraic expressions
 - Solve an equation or inequality, including absolute value and compound inequalities
 - Review concepts in order to prepare for the unit test
 8. Expressions, Equations, and Inequalities Unit Test
3. **Functions, Equations, and Graphs**
 1. Relations and Functions
 - Graph relations in the coordinate plane
 - Determine if relation is a function
 - Write and use functions to solve problems
 2. Direct Variation
 - Create and summarize direct variation equations
 - Graph direct variation equations
 3. Linear Functions and Slope Intercept
 - Create the graph of a linear equation
 - Derive the equation of a line from its graph
 - Interpret key features of graphs of linear functions
 4. More About Linear Equations
 - Derive the equation of a line given its slope and a point on the line
 - Write an equation of a line given two points on the line
 - Write the equation of a line in different forms

5. Families of Functions
 - Analyze transformations of functions
6. Two-Variable Inequalities
 - Graph two-variable inequalities
7. Functions, Equations, and Graphs Unit Review
 - Review concepts in order to prepare for the unit test
8. Functions, Equations, and Graphs Unit Test

4. Linear Systems

1. Solving Systems Using Tables and Graphs
 - Solve a linear system of equations by using a graph or a table of values
 - Write and use a linear system to solve problems
2. Solving Systems Algebraically
 - Solve a linear system of equations using algebra
 - Write and use a linear system to solve problems
3. Systems of Inequalities
 - Solve a system of linear inequalities by graphing
 - Use systems of linear inequalities to model situations
4. Linear Programming
 - Solve problems using linear programming
5. Systems With Three Variables
 - Solve systems in three variables using elimination
 - Solve systems in three variables using substitution
6. Solving Systems Using Matrices
 - Represent a system of linear equations with a matrix
 - Solve a system of linear equations using matrices
7. Linear Systems Unit Review
 - Review concepts in order to prepare for the unit test
8. Linear Systems Unit Test

5. Quadratic Functions and Equations

1. Quadratic Functions and Transformations
 - Identify quadratic functions
 - Graph quadratic functions
 - Write and use quadratic functions to solve problems
 - Graph translations of quadratic functions
2. Standard Form of a Quadratic Function
 - Graph quadratic functions
 - Write and use quadratic functions to solve problems
3. Modeling with Quadratic Functions

- Use quadratic functions to model data sets
 - Interpret the domain of a function and relate the domain to its graph
4. Factoring Quadratic Expressions
 - Find common and binomial factors of quadratic expressions
 - Factor special quadratic expressions
 5. Quadratic Equations
 - Solve quadratic equations by graphing and factoring
 - Write and use quadratic equations to solve problems
 6. The Quadratic Formula
 - Solve quadratic equations using the quadratic formula
 - Determine the number of solutions by using the discriminant
 7. Complex Numbers
 - Identify, graph, and perform operations with complex numbers
 - Find complex number solutions of quadratic equations
 8. Quadratic Systems
 - Solve and graph systems of linear and quadratic equations
 - Solve and graph systems of quadratic inequalities
 9. Quadratic Functions and Equations Unit Review
 - Review concepts in order to prepare for the unit test
 10. Quadratic Functions and Equations Unit Test

6. **Polynomials and Polynomial Functions**

1. Polynomial Functions
 - Classify polynomials by degree and number of terms
 - Graph polynomial functions
 - Describe the end behavior of the graph of a polynomial function
 - Use polynomial expressions to model situations
2. Polynomials, Linear Factors, and Zeroes
 - Factor polynomial expressions
 - Derive a polynomial function from its zeroes
 - Interpret features of the graphs of polynomial functions
3. Solving Polynomial Equations
 - Solve polynomial equations by factoring
 - Solve polynomial equations by graphing
4. Dividing Polynomials
 - Divide polynomials using long division
 - Divide polynomials using synthetic division
5. Theorems About Roots of Polynomial Equations
 - Solve polynomial equations using the Rational Root and Conjugate Root Theorems

- Solve quadratic equations that have complex solutions
- Rewrite complex numbers using polynomial identities
- 6. The Fundamental Theorem of Algebra
 - Use the Fundamental Theorem of Algebra to solve polynomial equations with complex numbers
- 7. The Binomial Theorem
 - Expand a binomial using Pascal's Triangle
 - Apply the Binomial Theorem
- 8. The Polynomial Models in the Real World
 - Fit data to linear, quadratic, cubic, or quartic models
- 9. Transforming Polynomial Functions
 - Transform graphs of polynomials
 - Find zeroes of a transformed polynomial function
- 10. Polynomials and Polynomial Functions Unit Review
 - Review concepts in order to prepare for the unit test
- 11. Polynomials and Polynomial Functions Unit Test

7. Exponential and Logarithmic Functions

1. Exploring Exponential Models
 - Identify exponential growth and decay functions
 - Write exponential functions to solve problems
 - Use exponential growth and decay functions to model situations
2. Properties of Exponential Functions
 - Explore the properties of exponential functions
 - Graph exponential functions, including those that have base e
 - Use exponential functions to solve problems
3. Logarithmic Functions as Inverses
 - Write and solve logarithmic expressions
 - Draw the graph of a logarithmic function
 - Use logarithmic functions and their inverses to solve problems
4. Properties of Logarithms
 - Use the properties of logarithms
5. Exponential and Logarithmic Equations
 - Solve exponential and logarithmic equations
6. Natural Logarithms
 - Evaluate and simplify natural logarithmic expressions
 - Solve equations using natural logarithms
7. Exponential and Logarithmic Functions Unit Review
 - Review concepts in order to prepare for the unit test

8. Semester A Review and Exam

1. Semester A Review
 - Review concepts in order to prepare for the semester exam
2. Semester A Exam

SEMESTER B

1. Mid-Year Review

1. Resources for Success
 - Identify the various resources that can be used to promote active learning
 - Discuss strategies for using resources effectively
 - Set goals in the context of mathematical learning
2. Review of Expressions, Equations, and Inequalities
 - Review evaluating expressions
 - Review solving linear equations
 - Review solving inequalities in one variable
3. Review of Linear Systems
 - Review systems of linear equations
 - Review systems of linear inequalities
4. Review of Quadratic Functions and Equations
 - Review graphing quadratic functions
 - Review solving quadratic equations by factoring
 - Review solving quadratic equations using the quadratic formula
 - Review using the discriminant to determine the number of solutions to a quadratic equation
5. Review of Polynomials and Polynomial Functions
 - Review the definition of a polynomial
 - Review factoring polynomials
 - Review solving polynomial equations
6. Review of Exponential and Logarithmic Functions
 - Review exponential functions
 - Review logarithmic functions

2. Radical Functions and Rational Exponents

1. Roots and Radical Expressions
 - Find n th roots of numbers and expressions
 - Write radical expressions in different forms
2. Multiplying and Dividing Radical Expressions
 - Multiply and divide radical expressions

3. Binomial Radical Expressions
 - Add and subtract radical equations
4. Rational Exponents
 - Simplify expressions with rational exponents
5. Solving Square Root and Other Radical Equations
 - Solve square root and other radical equations
6. Function Operations
 - Add, subtract, multiply, and divide functions
 - Find the composite of two functions
7. Inverse Relations and Functions
 - Find the inverse of a relation or function
8. Graphing Radical Functions
 - Graph square root and other radical functions
9. Radical Functions and Rational Exponents Review
 - Review concepts in order to prepare for the unit test
10. Radical Functions and Rational Exponents Unit Test

3. Rational Functions

1. Inverse Variation
 - Recognize and apply inverse variation to solve problems
 - Apply joint and other variations to solve problems
2. The Reciprocal Function Family
 - Draw the graph of reciprocal functions
 - Perform translations on the graph of reciprocal functions
 - Write and graph functions to solve problems
3. Rational Functions and Their Graphs
 - Identify properties of rational functions
 - Graph rational functions
4. Rational Expressions
 - Change rational expressions to simpler forms
 - Divide and multiply rational expressions
 - Use and interpret rational expressions to solve problems
5. Adding and Subtracting Rational Expressions
 - Add and subtract rational expressions
6. Solving Rational Equations
 - Use rational equations to solve problems
7. Rational Functions Unit Review
 - Review concepts in order to prepare for the unit test
8. Rational Functions Unit Test

4. Sequences and Series

1. Mathematical Patterns
 - Identify mathematical patterns found in a sequence
 - Use a formula to find the n th term of a sequence
2. Arithmetic Sequences
 - Define, identify, and apply arithmetic sequences
3. Geometric Sequences
 - Define, identify, and apply geometric sequences
4. Arithmetic Series
 - Define arithmetic series and find their sums
5. Geometric Series
 - Define geometric series and find their sums
6. Sequences and Series Unit Review
 - Review concepts in order to prepare for the unit test
7. Sequences and Series Unit Test

5. Quadratic Relations and Conic Sections

1. Exploring Conic Sections
 - Graph and identify conic sections
2. Parabolas
 - Write the equation of a parabola and graph parabolas
3. Circles
 - Write and graph the equation of a circle
 - Find the center and radius of a circle and use them to graph the circle
4. Ellipses
 - Write the equation of an ellipse
 - Find the foci of an ellipse
 - Graph an ellipse
5. Hyperbolas
 - Graph hyperbolas
 - Find and use the foci of a hyperbola
6. Quadratic Relations and Conic Sections Unit Review
 - Review concepts in order to prepare for the unit test
7. Quadratic Relations and Conic Sections Unit Test

6. Probability and Statistics

1. Permutations and Combinations
 - Count permutations
 - Count combinations
2. Probability

- Find the probability of an event using theoretical, experimental, and simulation methods
- 3. Probability of Multiple Events
 - Become familiar with several terms related to probability
 - Calculate the probability of multiple events happening
 - Distinguish between dependent and independent events
 - Distinguish between mutually exclusive and not mutually exclusive events
- 4. Conditional Probability
 - Find conditional probabilities
 - Use tables and tree diagrams to determine conditional probabilities
- 5. Analyzing Data
 - Calculate measures of central tendency
 - Draw and interpret box-and-whisker plots
- 6. Standard Deviation
 - Find the standard deviation and variance of a set of values
 - Apply standard deviation and variance
- 7. Samples and Surveys
 - Identify and name sampling methods
 - Distinguish between fair and biased survey questions and methods
 - Use data from a sample survey to make estimates about the population
- 8. Binomial Distributions
 - Find binomial probabilities and use binomial distributions
- 9. Normal Distributions
 - Use a normal distribution
- 10. Statistics Unit Review
 - Review concepts in order to prepare for the unit test
- 11. Statistics Unit Test

7. Periodic Functions and Trigonometry

1. Exploring Periodic Data
 - Identify cycles and periods of periodic functions
 - Find the amplitude of periodic functions
2. Angles and the Unit Circle
 - Work with angles in standard position
 - Find coordinates of points on the unit circle
3. Radian Measure
 - Use radian measure for angles
 - Find the length of an arc of a circle
4. The Sine Function
 - Identify properties of the sine function

- Graph sine curves
 - 5. The Cosine Function
 - Graph and write cosine functions
 - Solve trigonometric equations
 - 6. The Tangent Function
 - Graph the tangent function
 - 7. Reciprocal Trigonometric Functions
 - Evaluate reciprocal trigonometric functions
 - Graph reciprocal trigonometric functions
 - 8. Trigonometric Identities
 - Verify trigonometric identities
 - 9. Solving Trigonometric Equations Using Inverses
 - Evaluate inverse trigonometric functions
 - Solve trigonometric equations
 - 10. Periodic Functions and Trigonometry Unit Review
 - Review concepts in order to prepare for the Unit Test
 - 11. Periodic Functions and Trigonometry Unit Test
- 8. Semester B Review and Exam**
1. Semester B Review
 - Review concepts in order to prepare for the semester exam
 2. Semester B Exam

Algebra 2 Honors



Honors Algebra 2 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

In this first semester of Honors Algebra 2, the student will review and expand on their learning from previous math courses. This honors-level course will challenge the student to work at an accelerated pace and to take learning beyond what is required in the standard-level course. The beginning units will focus mostly on the equation and the inequality, which the student will write, solve, and graph in a variety of real-world scenarios. The last few units will focus on types of functions. The student will continue their study of quadratic functions from Algebra 1, but will expand this to include exponential and logarithmic functions. As before, the student will write, solve, and graph these functions. Use of a graphing calculator is encouraged.

1. Focus on Success in Algebra 2

1. Get in Shape for Algebra 2

- Examine organizational skills and learning strategies
- Set goals in the context of mathematical learning
- Reflect on strengths, weaknesses, and the value of goal-setting
- Distinguish between effort-based and ability-based models of learning

1. Resources for Success

- Identify the various resources that can be used to promote active learning
- Discuss strategies for using resources effectively

2. Expressions, Equations, and Inequalities

1. Patterns and Expressions

- Identify and describe patterns
- Make predictions based on patterns

2. Properties of Real Numbers

- Identify and use properties of real numbers
- Write numerical expressions in different forms
- Plot real numbers on a number line

3. Algebraic Expressions

- Evaluate algebraic expressions
- Simplify algebraic expressions

- Model situations using algebraic expressions
- 4. Solving Equations
 - Solve multi-step equations
 - Write and use equations to solve problems
 - Rewriting and solving literal equations
- 5. Solving Inequalities
 - Solve and graph inequalities
 - Write and solve compound inequalities
- 6. Absolute Value Equations and Inequalities
 - Write and solve equations and inequalities involving absolute value
- 7. Expressions, Equations, and Inequalities Review
 - Use variables to model real-world situations
 - Use the properties of real numbers to simplify and evaluate algebraic expressions
 - Solve an equation or inequality, including absolute value and compound inequalities
 - Review concepts in order to prepare for the unit test
- 8. Expressions, Equations, and Inequalities Unit Test

3. Functions, Equations, and Graphs

1. Identifying Functions
 - Graph relations
 - Identify functions
 - Write and use functions to solve problems
2. Direct Variation
 - Write and interpret direct variation equations
 - Graph direct variation equations
3. Linear Functions and Slope-Intercept
 - Graph linear equations
 - Write equations of lines
 - Interpret key features of graphs of linear functions
4. More About Linear Equations
 - Write an equation of a line given its slope and a point on the line
 - Write an equation of a line given two points on the line
 - Write the equation of a line in different forms
5. Piecewise-Defined Functions
 - Evaluate a piecewise function
 - Identify and interpret parts of a piecewise, absolute value, polynomial, exponential and rational expressions including terms, factors, coefficients, and exponents.

- Use function notation to evaluate piecewise defined functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
6. Families of Functions
 - Analyze transformations of functions
 7. Absolute Value Functions
 - Graph absolute value functions
 - Graph transformations of absolute value functions
 8. Two-Variable Inequalities
 - Graph two-variable inequalities
 9. Functions, Equations, and Graphs Unit Review
 - Review concepts in order to prepare for the unit test
 10. Functions, Equations, and Graphs Unit Test

4. Linear Systems

1. Solving Systems Using Tables and Graphs
 - Solve a linear system using a graph or a table
 - Write and use a linear system to solve problems
2. Solving Systems Algebraically
 - Solve linear systems algebraically
 - Write and use a linear system to solve problems
3. Systems of Inequalities
 - Solve systems of linear inequalities
 - Use systems of linear inequalities to model situations
4. Linear Programming
 - Solve problems using linear programming
5. Systems With Three Variables
 - Solve systems in three variables using elimination
 - Solve systems in three variables using substitution
6. Solving Systems Using Matrices
 - Represent a system of linear equations with a matrix
 - Solve a system of linear equations using matrices
7. Linear Systems Unit Review
 - Review concepts in order to prepare for the unit test
8. Linear Systems Unit Test

5. Quadratic Functions and Equations

1. Quadratic Functions and Transformations
 - Identify and graph quadratic functions

- Write and use quadratic functions to solve problems
- Graph translations of quadratic functions
- 2. Standard Form of a Quadratic Function
 - Graph quadratic functions written in standard form
 - Write and use quadratic functions to solve problems
- 3. Modeling with Quadratic Functions
 - Model data with quadratic functions
 - Interpret the domain of a function and relate the domain to its graph
- 4. Factoring Quadratic Expressions
 - Find common and binomial factors of quadratic expressions
 - Factor special quadratic expressions
- 5. Quadratic Equations
 - Solve quadratic equations by factoring
 - Solve quadratic equations by graphing
 - Write and use quadratic equations to solve problems
- 6. The Quadratic Formula
 - Solve quadratic equations using the quadratic formula
 - Determine the number of solutions by using the discriminant
- 7. Complex Numbers
 - Identify, graph, and perform operations with complex numbers
 - Find complex number solutions of quadratic equations
- 8. Quadratic Systems
 - Solve and graph systems of linear and quadratic equations
 - Solve and graph systems of quadratic inequalities
- 9. Quadratic Functions and Equations Unit Review
 - Review concepts in order to prepare for the unit test
- 10. Quadratic Functions and Equations Unit Test

6. Polynomials and Polynomial Functions

1. Polynomial Functions
 - Classify polynomials
 - Graph polynomial functions and describe end behavior
 - Use polynomial expressions to model situations
2. Polynomials, Linear Factors, and Zeroes
 - Analyze the factored form of a polynomial
 - Write a polynomial function from its zeroes
 - Interpret features of the graphs of polynomial functions
3. Solving Polynomial Equations

- Solve polynomial equations by factoring
- Solve polynomial equations by graphing
- 4. Dividing Polynomials
 - Divide polynomials using long division
 - Divide polynomials using synthetic division
- 5. Theorems About Roots of Polynomial Equations
 - Solve polynomial equations using the Rational Root and Conjugate Root Theorems
 - Solve quadratic equations that have complex solutions
 - Rewrite complex numbers using polynomial identities
- 6. The Fundamental Theorem of Algebra
 - Use the Fundamental Theorem of Algebra to solve polynomial equations with complex numbers
- 7. The Binomial Theorem
 - Expand a binomial using Pascal's Triangle
 - Apply the Binomial Theorem
- 8. The Polynomial Models in the Real World
 - Fit data to linear, quadratic, cubic, or quartic models
- 9. Transforming Polynomial Functions
 - Apply transformations to graphs of polynomials
 - Find zeroes of a transformed polynomial function
- 10. Polynomials and Polynomial Functions Unit Review
 - Review concepts in order to prepare for the unit test
- 11. Polynomials and Polynomial Functions Unit Test

7. Exponential and Logarithmic Functions

1. Exploring Exponential Models
 - Identify exponential growth and decay functions
 - Write exponential functions to solve problems
 - Use exponential growth and decay functions to model situations
2. Properties of Exponential Functions
 - Explore the properties of functions of $y = ab^x$
 - Graph exponential functions that have base e
 - Use exponential functions to solve problems
3. Logarithmic Functions as Inverses
 - Write and evaluate logarithmic expressions
 - Graph logarithmic functions
 - Use logarithmic functions and their inverses to solve problems
4. Properties of Logarithms

- Use the properties of logarithms
 - 5. Exponential and Logarithmic Equations
 - Solve exponential and logarithmic equations
 - 6. Natural Logarithms
 - Evaluate and simplify natural logarithmic expressions
 - Solve equations using natural logarithms
 - 7. Exponential and Logarithmic Functions Unit Review
 - Review concepts in order to prepare for the unit test
 - 8. Exponential and Logarithmic Functions Unit Test
 - To review concepts in order to prepare for the semester exam
- 8. Semester A Review and Exam**
1. Semester A Review
 - To review concepts in order to prepare for the semester exam
 2. Semester A Exam

In this second semester of Honors Algebra 2, the students will strengthen his algebraic problem-solving abilities and deepen his understanding of mathematics. An emphasis will be placed on rigorous instruction to prepare students for success in higher-level mathematics courses like Statistics and Calculus. The student will, among other things, explore operations, graphs, and real-world applications related to both radical and rational functions, observe different types of geometric and arithmetic patterns, examine graphs and equations of conic sections, and calculate probabilities. The course will conclude with an introduction to trigonometry and its associated functions.

1. Preparation for Honors Algebra 2 B

1. Resources for Success
 - Identify the various resources that can be used to promote active learning
 - Discuss strategies for using resources effectively
 - Set goals in the context of mathematical learning

1. Radical Functions and Rational Exponents

1. Roots and Radical Expressions
 - Find n th roots
 - Write radical expressions in different forms
2. Multiplying and Dividing Radical Expressions
 - Multiply and divide radical expressions
3. Binomial Radical Expressions
 - Add and subtract radical equations
4. Rational Exponents
 - Simplify expressions with rational exponents
5. Solving Square Root and Other Radical Equations
 - Solve square root and other radical equations
6. Function Operations
 - Add, subtract, multiply, and divide functions

- Find the composite of two functions
- 7. Inverse Relations and Functions
 - Find the inverse of a relation or function
- 8. Graphing Radical Functions
 - Graph square root and other radical functions
- 9. Radical Functions and Rational Exponents Review
 - Review concepts in order to prepare for the unit test
- 10. Radical Functions and Rational Exponents Unit Test

2. Rational Functions

1. Inverse Variation
 - Recognize and apply inverse variation to solve problems
 - Apply joint and other variations to solve problems
2. The Reciprocal Function Family
 - Graph reciprocal functions
 - Graph translations of reciprocal functions
 - Write and graph functions to solve problems
3. Rational Functions and Their Graphs
 - Identify properties of rational functions
 - Graph rational functions
4. Rational Expressions
 - Simplify rational expressions
 - Multiply and divide rational expressions
 - Use and interpret rational expressions to solve problems
5. Adding and Subtracting Rational Expressions
 - Add and subtract rational expressions
6. Solving Rational Equations
 - Use rational equations to solve problems
7. Rational Functions Unit Review
 - Review concepts in order to prepare for the unit test
8. Rational Functions Unit Test

3. Sequences and Series

1. Mathematical Patterns
 - Identify mathematical patterns found in a sequence
 - Use a formula to find the n th term of a sequence
2. Arithmetic Sequences

- Define, identify, and apply arithmetic sequences
- 3. Geometric Sequences
 - Define, identify, and apply geometric sequences
- 4. Arithmetic Series
 - Define arithmetic series and find their sums
- 5. Geometric Series
 - Define geometric series and find their sums
- 6. Sequences and Series Unit Review
 - Review concepts in order to prepare for the unit test
- 7. Sequences and Series Unit Test

4. Quadratic Relations and Conic Sections

1. Exploring Conic Sections
 - Graph and identify conic sections
2. Parabolas
 - Write the equation of a parabola and graph parabolas
3. Circles
 - Write and graph the equation of a circle
 - Find the center and radius of a circle and use them to graph the circle
4. Ellipses
 - Write the equation of an ellipse
 - Find the foci of an ellipse
 - Graph an ellipse
5. Hyperbolas
 - Graph hyperbolas
 - Find and use the foci of a hyperbola
6. Quadratic Relations and Conic Sections Unit Review
 - Review concepts in order to prepare for the unit test
7. Quadratic Relations and Conic Sections Unit Test

5. Probability and Statistics

1. Permutations and Combinations
 - Count permutations
 - Count combinations
2. Probability
 - Find the probability of an event using theoretical, experimental, and simulation methods
3. Probability of Multiple Events

- Find the probability of the event A and B
- Find the probability of the event A or B
- 4. Conditional Probability
 - Find conditional probabilities
 - Use tables and tree diagrams to determine conditional probabilities
- 5. Analyzing Data
 - Calculate measures of central tendency
 - Draw and interpret box-and-whisker plots
- 6. Standard Deviation
 - Find the standard deviation and variance of a set of values
 - Apply standard deviation and variance
- 7. Samples and Surveys
 - Identify sampling methods
 - Recognize bias in samples and surveys
 - Use data from a sample survey to make estimates about the population
- 8. Binomial Distributions
 - Find binomial probabilities and use binomial distributions
- 9. Normal Distributions
 - Use a normal distribution
- 10. Probability and Statistics Unit Review
 - Review concepts in order to prepare for the unit test
- 11. Statistics Unit Test

6. Periodic Functions and Trigonometry

1. Exploring Periodic Data
 - Identify cycles and periods of periodic functions
 - Find the amplitude of periodic functions
2. Angles and the Unit Circle
 - Work with angles in standard position
 - Find coordinates of points on the unit circle
3. Radian Measure
 - Use radian measure for angles
 - Find the length of an arc of a circle
4. The Sine Function
 - Identify properties of the sine function
 - Graph sine curves
5. The Cosine Function
 - Graph and write cosine functions

- Solve trigonometric equations
- 6. The Tangent Function
 - Graph the tangent function
- 7. Reciprocal Trigonometric Functions
 - Evaluate reciprocal trigonometric functions
 - Graph reciprocal trigonometric functions
- 8. Trigonometric Identities
 - Verify trigonometric identities
- 9. Solving Trigonometric Equations Using Inverses
 - Evaluate inverse trigonometric functions
 - Solve trigonometric equations
- 10. Periodic and Trigonometric Functions Unit Review
 - Review concepts in order to prepare for the unit test
- 11. Periodic Functions and Trigonometry Unit Test

7. Semester B Review and Exam

1. Semester B Review
 - Review concepts in order to prepare for the semester exam
2. Semester B Exam

Geometry



Geometry A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This is the first of two courses that comprise Geometry. Throughout the course, the student will use virtual manipulatives and tools to explore the principles of logic, proofs, and constructions. The student will use the midpoint and distance formulas to solve a variety of problems involving the coordinate plane. The student will also study parallel and perpendicular lines, including special angle pairs. The student will explore transformations in the coordinate plane and apply them to other geometrical concepts. This course will conclude with the use of triangle concepts to find angle measures, prove triangles congruent, and discover relationships within one and two triangles. Throughout the course, the student will learn concepts through a variety of instructional strategies, solve real-world applications, and complete an assortment of activities.

This is the second of two courses that comprise Geometry. Throughout the course, the student will use virtual manipulatives and tools to explore area, surface area, and volume, and study the concept of similarity as it relates to various figures. The student will begin with an exploration of polygons, with a focus on different types of quadrilaterals. The student will use Trigonometry and right triangle concepts, such as 30-60-90, 45-45-90, and the Pythagorean Theorem to solve problems. The student will learn to use formulas to find the areas of a variety of two-dimensional shapes. This course concludes with an exploration of concepts related to circles, such as arcs, angles, and intersecting lines such as chords, secants, and tangents.

Throughout the course, the student will learn concepts through a variety of instructional strategies, solve real-world applications, and complete an assortment of activities.

Course Outline Semester A

1. Focus on Success in Geometry

1. Get in Shape for Geometry
 - Examine organizational skills and learning strategies
 - Set goals in the context of mathematical learning
 - Reflect on strengths, weaknesses, and the value of goal-setting
 - Distinguish between effort-based and ability-based models of learning

2. Resources for Success

- Identify the various resources that can be used to promote active learning
- Discuss strategies for using resources effectively

2. Tools of Geometry

1. Nets and Drawings for Visualizing Geometry
 - Make nets and drawings of three-dimensional figures
2. Points, Lines, and Planes
 - Understand basic terms and postulates of geometry
3. Measuring Segments
 - Find and compare lengths of segments
4. Measuring Angles
 - Find and compare the measures of angles
5. Exploring Angles
 - Identify special angle pairs and use their relationships to find angle measures
6. Basic Constructions
 - Make basic constructions using a straightedge and a compass
7. Midpoint and Distance in the Coordinate Plane
 - Find the midpoint of a segment
 - Find the distance between two points in the coordinate plane
8. Perimeter, Circumference, and Area
 - Find the perimeter or circumference of basic shapes
 - Find the area of basic shapes
9. Tools of Geometry Unit Review
 - Review lesson material from Tools of Geometry to prepare for the unit test
10. Tools of Geometry Unit Test

3. Reasoning and Proof

1. Conditional Statements
 - Recognize conditional statements and their parts
 - Write converses, inverses, and contrapositives of conditionals
2. Biconditionals and Definitions
 - Write biconditionals and recognize good definitions
3. Reasoning in Algebra and Geometry
 - Connect reasoning in algebra and geometry
4. Proving Angles Congruent
 - Prove and apply theorems about angles
5. Reasoning and Proof Unit Review
 - Review lesson material associated with this unit on reasoning and proof to prepare for the unit test
6. Reasoning and Proof Unit Test

4. Parallel and Perpendicular Lines

1. Lines and Angles
 - Identify relationships between figures in space
 - Identify angles formed by two lines and a transversal
2. Properties of Parallel Lines
 - Prove theorems about parallel lines
 - Use properties of parallel lines to find angle measures
3. Proving Lines Parallel
 - Determine whether two lines are parallel
 - Write a flow proof to prove lines are parallel
4. Parallel and Perpendicular Lines
 - Relate parallel and perpendicular lines
5. Lines and Triangles
 - Use parallel lines to prove a theorem about triangles
 - Find measures of angles of triangles
6. Constructing Parallel and Perpendicular Lines
 - Construct parallel and perpendicular lines
 - Construct special quadrilaterals and a regular polygon inscribed in a circle
7. Constructions
 - Perform constructions using a straightedge and a compass.
8. Parallel and Perpendicular Lines Unit Review
 - Review lesson material associated with parallel and perpendicular lines to prepare for the unit test
9. Parallel and Perpendicular Lines Unit Test

5. Transformations

1. Translations
 - Identify isometries
 - Find translation images of figures
2. Reflections
 - Find reflection images of figures
3. Rotations
 - Draw and identify rotation images of figures
4. Symmetry
 - Identify the type of symmetry in a figure
5. Dilations
 - Understand dilation images of figures
6. Compositions of Isometries
 - Find compositions of reflections, including glide reflections

- Classify isometries
- 7. Personal Logo
 - Find examples of transformations in the real world.
 - Create a personal logo demonstrating two transformations.
- 8. Transformations Unit Review
 - Review concepts associated with transformations to prepare for the unit test
- 9. Transformations Unit Test

6. Congruent Triangles

1. Congruent Figures
 - Recognize congruent figures and their corresponding parts
2. Triangle Congruence by SSS and SAS
 - Prove two triangles congruent using the SSS and SAS Postulates
3. Triangle Congruence by ASA and AAS
 - Prove two triangles congruent using the ASA Postulate and the AAS Theorem
4. Using Corresponding Parts of Congruent Triangles
 - Use triangle congruence and corresponding parts of congruent triangles to prove that parts of two triangles are congruent
5. Isosceles and Equilateral Triangles
 - Use and apply properties of isosceles and equilateral triangles
6. Congruence in Right Triangles
 - Prove right triangles congruent using the Hypotenuse-Leg Theorem
7. Congruence in Overlapping Triangles
 - Identify congruent overlapping triangles
 - Prove two triangles congruent using other congruent triangles
8. Exploring Congruent Triangles
 - Illustrate SSS, SAS, and ASA using string and a protractor.
 - Create a method of illustrating AAS using string and a protractor.
9. Congruent Triangles Unit Review
 - Review lesson material associated with congruent triangles to prepare for the unit test
10. Congruent Triangles Unit Test

7. Triangles

1. Midsegments of Triangles
 - Use properties of midsegments to solve problems
2. Perpendicular and Angle Bisectors
 - Use properties of perpendicular bisectors and angle bisectors
3. Bisectors in Triangles
 - Identify properties of perpendicular bisectors and angle bisectors
4. Medians and Altitudes

- Identify properties of medians and altitudes of a triangle
- 5. Inequalities in One Triangle
 - Use inequalities involving angles and sides of triangles
- 6. Triangles Unit Review
 - Review lesson material associated with relationships within triangles to prepare for the unit test
- 7. Triangles Unit Test
- 8. **Geometry A Semester Exam**
 1. Geometry A Semester Review
 2. Geometry A Semester Exam

Semester B

1. **Review of Geometry A**
 1. Resources for Success
 - Identify the various resources that can be used to promote active learning
 - Discuss strategies for using resources effectively
 - Set goals in the context of mathematical learning
 2. Review of the Tools of Geometry
 - Review the basic terms and postulates of geometry
 - Identify special angle pairs and solve problems involving them
 - Solve problems involving midpoint and distance in the coordinate plane
 - Calculate the perimeter (or circumference) and the area of basic shapes
 3. Review of Reasoning and Proof
 - Write conditional statements and their converses, inverses, and contrapositives
 - Write biconditional statements
 - Prove statements about angles using properties
 4. Review of Parallel and Perpendicular Lines
 - Describe angle pairs formed by parallel lines and a transversal
 - Determine whether lines are parallel, perpendicular, or neither
 - Use relationships between lines to prove statements
 5. Review of Congruent Triangles
 - Identify corresponding parts in congruent triangles
 - Prove triangles congruent using postulates and theorems
2. **Polygons and Quadrilaterals**
 1. The Polygon-Angle Sum Theorems
 - Find the sum of the measures of the interior angles of a polygon
 - Find the sum of the measures of the exterior angles of a polygon
 2. Properties of Parallelograms
 - Use relationships among sides and angles of parallelograms.

- Use relationships among diagonals of parallelograms.
 - 3. Proving That a Quadrilateral Is a Parallelogram
 - Determine whether a quadrilateral is a parallelogram
 - 4. Properties of Rhombuses, Rectangles, and Squares
 - Define and classify special types of parallelograms
 - Use properties of diagonals of rhombuses and rectangles
 - 5. Conditions for Rhombuses, Rectangles, and Squares
 - Determine whether a parallelogram is a rhombus or rectangle
 - 6. Trapezoids and Kites
 - Verify and use properties of trapezoids and kites
 - 7. Polygons in the Coordinate Plane
 - Classify polygons in the coordinate plane
 - 8. Applying Coordinate Geometry
 - Name coordinates of special figures by using their properties
 - 9. Proofs Using Coordinate Geometry
 - Prove theorems using figures in the coordinate plane
 - 10. Blueprint Project
 - Create a blueprint of an ideal room in your house using a coordinate plane
 - Classify three of the shapes in your blueprint and justify your classification using theorems about quadrilaterals and triangles
 - Use coordinates to calculate the perimeter and area of the room in your blueprint
 - 11. Polygons and Quadrilaterals Unit Review
 - Review concepts associated with polygons and quadrilaterals to prepare for the unit test.
 - 12. Polygons and Quadrilaterals Unit Test
- 3. Similarity**
- 1. Ratios and Proportions
 - Write ratios and solve problems
 - 2. Similar Polygons
 - Identify and apply similar polygons
 - Identify similarity transformations and verify properties of similarity
 - 3. Proving Triangles Similar
 - Use the AA Similarity Postulate and the SAS Similarity and SSS Similarity Theorems
 - Use similarity to find indirect measurements
 - 4. Similarity in Right Triangles
 - Find and use relationships in similar right triangles
 - 5. Proportions in Triangles
 - Use the Side-Splitter Theorem and the Triangle-Angle-Bisector Theorem
 - 6. Similarity Unit Review

- Review lesson material associated with similarity to prepare for the unit test

7. Similarity Unit Test

4. Right Triangles and Trigonometry

1. The Pythagorean Theorem and Its Converse
 - Use the Pythagorean Theorem and its converse
2. Special Right Triangles
 - Use the properties of 45° - 45° - 90° triangles and 30° - 60° - 90° triangles
3. Trigonometry
 - Use the sine, cosine, and tangent ratios to determine side lengths and angle measures in right triangles
4. Angles of Elevation and Depression
 - Use angles of elevation and depression to solve problems
5. Law of Sines and Law of Cosines
 - Use the Law of Sines
 - Use the Law of Cosines in finding the measures of sides and angles of a triangle
6. Right Triangles and Trigonometry Unit Review
 - Review lesson material associated with right triangles and trigonometry to prepare for the unit test
7. Right Triangles and Trigonometry Unit Test

5. Area

1. Areas of Parallelograms and Triangles
 - Find the area of parallelograms and triangles
2. Areas of Trapezoids, Rhombuses, and Kites
 - Find the area of a trapezoid, rhombus, or kite
3. Areas of Regular Polygons
 - Find the area of a regular polygon
4. Perimeters and Areas of Similar Figures
 - Find the perimeters and areas of similar polygons
5. Trigonometry and Area
 - Find the areas of regular polygons and triangles using trigonometry
6. Circles and Arcs
 - Find the measures of central angles and arcs
 - Find the circumference and arc length
7. Areas of Circles and Sectors
 - Find the areas of circles, sectors, and segments of circles
8. Car Wheel Project
 - Determine the number of rotations of a circle of a specified size it takes to cover a given distance
9. Area Unit Review

- Review lesson material associated with area to prepare for the unit test

10. Area Unit Test

6. Surface Area and Volume

1. Space Figures and Cross Sections
 - Recognize polyhedrons and their parts
 - Visualize cross sections of space figures
2. Surface Areas of Prisms and Cylinders
 - Find the surface area of a prism and a cylinder
3. Surface Areas of Pyramids and Cones
 - Find the surface area of a pyramid and a cone
4. Volumes of Prisms and Cylinders
 - Find the volume of a prism and the volume of a cylinder
5. Volumes of Pyramids and Cones
 - Find the volume of a pyramid and a cone
6. Surface Areas and Volumes of Spheres
 - Find the surface area and volume of a sphere
7. Areas and Volumes of Similar Solids
 - Compare and find the areas and volumes of similar solids
8. Cereal Box Design Project
 - Use properties of surface area and volume to improve packaging design
9. Surface Area and Volume Unit Review
 - Review lesson material associated with the surface area and volume to prepare for the unit test
10. Surface Area and Volume Unit Test

7. Circles

1. Tangent Lines
 - Use properties of a tangent to a circle
2. Chords and Arcs
 - Use congruent chords, arc, and central angles
 - Use perpendicular bisector to chords
3. Inscribed Angles
 - Find the measure of an inscribed angle
 - Find the measure of an angle formed by a tangent and a chord
4. Angle Measures and Segment Lengths
 - Find the measures of angles formed by chords, secants, and tangents
 - Find the lengths of segments associated with circles
5. Circles in the Coordinate Plane
 - Write the equation of a circle

- Find the center and radius of a circle

6. Circles Unit Review

- Review lesson material associated with circles to prepare for the unit test

7. Circles Unit Test

8. Geometry B Semester Exam

1. Semester B Exam Review

2. Semester B Exam

Geometry Honors

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This course is the first of two that comprise Honors Geometry. In this course, the student will explore geometry concepts and apply them to real-world problems. The student will begin by defining basic geometric terms, postulates, and theorems before learning how to apply them to parallel and perpendicular lines. Next, the student will learn about the different types of transformations and apply them to geometry. Finally, the student will explore relationships in triangles, quadrilaterals, and other polygons.

Throughout the course, the student will be introduced to many higher mathematical concepts and applications.

SEMESTER B

This course is the second of two that comprise Honors Geometry. In this course, the student will expand his or her knowledge of geometric relationships. The student will begin with an exploration of polygons, with a particular focus on different types of quadrilaterals. The student will also develop relationships between similar figures. Next, the student will be introduced to the trigonometric relationships in right triangles, and the area and volume of figures. Finally, the student will explore characteristics of circles. Throughout the course, the student will be introduced to many higher mathematical concepts and applications.

Course Outline:

SEMESTER A

1. Focus on Success in Geometry

1. Get in Shape for Geometry
 - Examine organizational skills and learning strategies
 - Set goals in the context of mathematical learning
 - Reflect on strengths, weaknesses, and the value of goal-setting
 - Distinguish between effort-based and ability-based models of learning
1. Resources for Success
 - Identify the various resources that can be used to promote active learning
 - Discuss strategies for using resources effectively

2. Tools of Geometry

1. Nets and Drawings for Visualizing Geometry
 - Make nets and drawings of three-dimensional figures
2. Points, Lines, and Planes
 - Understand basic terms and postulates of geometry

3. Measuring Segments
 - Find and compare lengths of segments
4. Measuring Angles
 - Find and compare the measures of angles
5. Exploring Angles
 - Identify special angle pairs and use their relationships to find angle measures
6. Basic Constructions
 - Make basic constructions using a straightedge and a compass
7. Midpoint and Distance in the Coordinate Plane
 - Find the midpoint of a segment
 - Find the distance between two points in the coordinate plane
8. Perimeter, Circumference, and Area
 - Find the perimeter or circumference of basic shapes
 - Find the area of basic shapes
9. Tools of Geometry Unit Review
 - Review lesson material from the Tools of Geometry unit to prepare for the unit test
10. Tools of Geometry Unit Test

There are no objectives for this lesson.

3. Reasoning and Proof

1. Conditional Statements
 - Recognize conditional statements and their parts
 - Write converses, inverses, and contrapositives of conditionals
2. Biconditionals and Definitions
 - Write biconditionals and recognize good definitions
3. Reasoning in Algebra and Geometry
 - Connect reasoning in algebra and geometry
4. Proving Angles Congruent
 - Prove and apply theorems about angles
5. Reasoning and Proof Unit Review
 - Review lesson material associated with this unit on reasoning and proof to prepare for the unit test
6. Reasoning and Proof Unit Test

There are no objectives for this lesson.

4. Parallel and Perpendicular Lines

1. Lines and Angles
 - Identify relationships between figures in space
 - Identify angles formed by two lines and a transversal
2. Properties of Parallel Lines

- Prove theorems about parallel lines
- Use properties of parallel lines to find angle measures
- 3. Proving Lines Parallel
 - Determine whether two lines are parallel
 - Write a flow proof to prove lines are parallel
- 4. Parallel and Perpendicular Lines
 - Relate parallel and perpendicular lines
- 5. Lines and Triangles
 - Use parallel lines to prove a theorem about triangles
 - Find measures of angles of triangles
- 6. Constructing Parallel and Perpendicular Lines
 - Construct parallel and perpendicular lines
 - Construct special quadrilaterals and a regular polygon inscribed in a circle
- 7. Constructions
 - Perform constructions using a straightedge and a compass.
- 8. Parallel and Perpendicular Lines Unit Review
 - Review lesson material associated with parallel and perpendicular lines to prepare for the unit test
- 9. Parallel and Perpendicular Lines Unit Test

There are no objectives for this lesson.

5. Transformations

1. Translations
 - Identify isometries
 - Find translation images of figures
2. Reflections
 - Find reflection images of figures
3. Rotations
 - Draw and identify rotation images of figures
4. Symmetry
 - Identify the type of symmetry in a figure
5. Dilations
 - Understand dilation images of figures
6. Compositions of Isometries
 - Find compositions of reflections, including glide reflections
 - Classify isometries
7. Personal Logo
 - Find examples of transformations in the real world.
 - Create a personal logo demonstrating two transformations.

8. Transformations Unit Review

- Review concepts associated with transformations to prepare for the unit test

9. Transformations Unit Test

There are no objectives for this lesson.

6. Congruent Triangles

1. Congruent Figures

- Recognize congruent figures and their corresponding parts

2. Triangle Congruence by SSS and SAS

- Prove two triangles congruent using the SSS and SAS Postulates

3. Triangle Congruence by ASA and AAS

- Prove two triangles congruent using the ASA Postulate and the AAS Theorem

4. Using Corresponding Parts of Congruent Triangles

- Use triangle congruence and corresponding parts of congruent triangles to prove that parts of two triangles are congruent

5. Isosceles and Equilateral Triangles

- Use and apply properties of isosceles and equilateral triangles

6. Congruence in Right Triangles

- Prove right triangles congruent using the Hypotenuse-Leg Theorem

7. Congruence in Overlapping Triangles

- Identify congruent overlapping triangles
- Prove two triangles congruent using other congruent triangles

8. Exploring Congruent Triangles

- Illustrate SSS, SAS, and ASA using string and a protractor.
- Create a method of illustrating AAS using string and a protractor.

9. Congruent Triangles Unit Review

- Review lesson material associated with congruent triangles to prepare for the unit test

10. Congruent Triangles Unit Test

There are no objectives for this lesson.

7. Triangles

1. Midsegments of Triangles

- Use properties of midsegments to solve problems

2. Perpendicular and Angle Bisectors

- Use properties of perpendicular bisectors and angle bisectors

3. Bisectors in Triangles

- Identify properties of perpendicular bisectors and angle bisectors

4. Medians and Altitudes

- Identify properties of medians and altitudes of a triangle

5. Inequalities in One Triangle

- Use inequalities involving angles and sides of triangles
6. Triangles Unit Review
 - Review lesson material associated with relationships within triangles to prepare for the unit test
 7. Triangles Unit Test

There are no objectives for this lesson.

8. Semester A Exam and Review

1. Semester A Review

There are no objectives for this lesson.

2. Semester A Exam

There are no objectives for this lesson.

SEMESTER B

1. Preparation for Honors Geometry B

1. Resources for Success

- Identify the various resources that can be used to promote active learning
- Discuss strategies for using resources effectively
- Set goals in the context of mathematical learning

1. Polygons and Quadrilaterals

1. The Polygon-Angle Sum Theorems

- Find the sum of the measures of the interior angles of a polygon
- Find the sum of the measures of the exterior angles of a polygon

2. Properties of Parallelograms

- Use relationships among sides and angles of parallelograms
- Use relationships among diagonals of parallelograms

3. Proving that a Quadrilateral is a Parallelogram

- Determine whether a quadrilateral is a parallelogram

4. Properties of Rhombuses, Rectangles, and Squares

- Define and classify special types of parallelograms
- Use properties of diagonals of rhombuses and rectangles

5. Conditions for Rhombuses, Rectangles, and Squares

- Determine whether a parallelogram is a rhombus or rectangle

6. Trapezoids and Kites

- Verify and use properties of trapezoids and kites

7. Polygons in the Coordinate Plane

- Classify polygons in the coordinate plane

8. Applying Coordinate Geometry

- Name coordinates of special figures by using their properties

9. Proofs Using Coordinate Geometry

- Prove theorems using figures in the coordinate plane

10. Blueprint Project

- Create a blueprint of an ideal room in your house using a coordinate plane
- Classify three of the shapes in your blueprint and justify your classification using theorems about quadrilaterals and triangles
- Use coordinates to calculate the perimeter and area of the room in your blueprint

11. Polygons and Quadrilaterals Unit Review

- Review concepts associated with polygons and quadrilaterals to prepare for the unit test.

12. Polygons and Quadrilaterals Unit Test

There are no objectives for this lesson.

2. Similarity

1. Ratios and Proportions

- Write ratios and solve problems

2. Similar Polygons

- Identify and apply similar polygons
- Identify similarity transformations and verify properties of similarity

3. Proving Triangles Similar

- Use AA Similarity Postulate and the SAS Similarity and SSS Similarity Theorems
- Use similarity to find indirect measurements

4. Similarity in Right Triangles

- Find and use relationships in similar right triangles

5. Proportions in Triangles

- Use the Side-Splitter Theorem and the Triangle-Angle-Bisector Theorem

6. Similarity Unit Review

- Review lesson material associated with similarity to prepare for the unit test

7. Similarity Unit Test

There are no objectives for this lesson.

3. Right Triangles and Trigonometry

1. The Pythagorean Theorem and Its Converse

- Use the Pythagorean Theorem and its converse

2. Special Right Triangles

- Use the properties of 45° - 45° - 90° triangles and 30° - 60° - 90° triangles

3. Trigonometry

- Use the sine, cosine, and tangent ratios to determine side lengths and angle measures in right triangles

4. Angles of Elevation and Depression

- Use angles of elevation and depression to solve problems

5. Law of Sines and Law of Cosines

- Use the Law of Sines
 - Use the Law of Cosines in finding the measures of sides and angles of a triangle
6. Right Triangles and Trigonometry Unit Review
 - Review lesson material associated with right triangles and trigonometry to prepare for the unit test
 7. Right Triangles and Trigonometry Unit Test

There are no objectives for this lesson.

4. Area

1. Areas of Parallelograms and Triangles
 - Find the area of parallelograms and triangles
2. Areas of Trapezoids, Rhombuses, and Kites
 - Find the area of a trapezoid, rhombus, or kite
3. Areas of Regular Polygons
 - Find the area of a regular polygon
4. Perimeters and Areas of Similar Figures
 - Find the perimeters and areas of similar polygons
5. Trigonometry and Area
 - Find the areas of regular polygons and triangles using trigonometry
6. Circles and Arcs
 - Find the measures of central angles and arcs
 - Find the circumference and arc length
7. Areas of Circles and Sectors
 - Find the areas of circles, sectors, and segments of circles
8. Car Wheel Project
 - Determine the number of rotations of a circle of a specified size it takes to cover a given distance
9. Area Unit Review
 - Review lesson material associated with area to prepare for the unit test
10. Area Unit Test

There are no objectives for this lesson.

5. Surface Area and Volume

1. Spaces Figures and Cross Sections
 - Recognize polyhedra and their parts
 - Visualize cross sections of space figures
2. Surfaces Areas of Prisms and Cylinders
 - Find the surface area of a prism and a cylinder
3. Surface Areas of Pyramids and Cones
 - Find the surface area of a pyramid and a cone
4. Volumes of Prisms and Cylinders

- Find the volume of a prism and the volume of a cylinder
- 5. Volumes of Pyramids and Cones
 - Find the volume of a pyramid and a cone
- 6. Surface Areas and Volumes of Spheres
 - Find the surface area and volume of a sphere
- 7. Areas and Volumes of Similar Solids
 - Compare and find the areas and volumes of similar solids
- 8. Cereal Box Design Project
 - Use properties of surface area and volume to improve packaging design
- 9. Surface Area and Volume Unit Review
 - Review lesson material associated with surface area and volume to prepare for the unit test
- 10. Surface Area and Volume Unit Test

There are no objectives for this lesson.

6. Circles

1. Tangent Lines
 - Use properties of a tangent to a circle.
2. Chords and Arcs
 - Use congruent chords, arc, and central angles
 - Use perpendicular bisectors to chords
3. Inscribed Angles
 - Find the measure of an inscribed angle
 - Find the measure of an angle formed by a tangent and a chord
4. Angle Measures and Segment Lengths
 - Find the measures of angles formed by chords, secants, and tangents
 - Find the lengths of segments associated with circles
5. Circles in the Coordinate Plane
 - Write the equation of a circle
 - Find the center and radius of a circle
6. Circles Unit Review
 - Review lesson material associated with circles to prepare for the unit test
7. Circles Unit Test

There are no objectives for this lesson.

7. Geometry B Semester Exam

1. Geometry Semester B Exam Review
 - *There are no objectives for this lesson.*
2. Geometry Semester B Exam
 - *There are no objectives for this lesson.*

Geometry Prescriptive

Geometry A/B Prescriptive

Time allocations:

Each lesson in the Course Outline provides an estimated time to complete.

Instructional Activities



Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary




Prescriptive courses are designed as credit recovery for students. Teachers will work with students to identify the content students have not mastered. Students will only complete those lessons or units within the course. This will ensure that students have mastered all standards for graduation requirements.










Geometry A Syllabus






Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		



Module 1: Tools of Geometry







Lesson	Description	Time (min)	Objective(s)
 Patterns and Inductive Reasoning	This lesson introduces patterns in a sequence. It also teaches how to use inductive reasoning to make conjectures about subsequent terms in a sequence.	45	Find the next term in a pattern Use inductive reasoning
 Quiz: Patterns and Inductive Reasoning			
 Drawings, Nets and Other Models	This lesson teaches how to represent a three-dimensional figure on a two-dimensional surface using isometric and orthographic drawings. It also teaches how a net can be folded to form a three-dimensional figure.	45	Make isometric and orthographic drawings Draw nets for three-dimensional figures




<p> Quiz: Drawings, Nets and Other Models</p>			
<p> Points, Lines, and Planes</p>	<p>This lesson describes basic terms such as point line and plane. It also teaches four postulates that relate to lines and planes.</p>	45	<p>Understand basic terms of geometry Understand basic postulates of geometry</p>
<p> Quiz: Points, Lines, and Planes</p>			
<p> Segments, Rays, and Parallel Figures</p>	<p>This lesson introduces line segments and rays. It also teaches how to identify parallel lines and skew lines.</p>	45	<p>Identify the differences between lines, rays, and line segments Identify parallel and skew lines</p>
<p> Quiz: Segments, Rays, and Parallel Figures</p>			
<p> Measuring Segments and Angles</p>	<p>This lesson how to find the lengths of segments. It also instructs how to classify angles according to their measures and how to identify special angle pairs.</p>	45	<p>Find the lengths of segments Find the measures of angles Identify special angle pairs</p>
<p> Quiz: Measuring Segments and Angles</p>			
<p> Basic Constructions</p>	<p>The lesson instructs how to construct a congruent segment and a perpendicular bisector of a segment using a compass and a straightedge. It also teaches how to construct a congruent angle and an angle bisector using a compass and a straightedge.</p>	45	<p>Use a compass and a straightedge to construct congruent segments and congruent angles Use a compass and a straightedge to construct bisectors of segments and angles</p>
<p> Quiz: Basic Constructions</p>			

Lesson	Description	Time (min)	Objective(s)
 The Coordinate Plane	This lesson teaches how to find the distance between two points using the Distance Formula. It also instructs how to find the midpoint of a segment using the Midpoint Formula. These skills are used to find the coordinates of the endpoint of a segment.	45	Find the distance between two points in the coordinate plane Find the coordinates of the midpoint of a segment in the coordinate
 Quiz: The Coordinate Plane			
 Perimeter, Circumference, and Area	This lesson teaches how to find the perimeter of a polygon and the circumference of a circle. It also instructs how to find the area of a square rectangle and circle. It also explains how to find areas of irregular shapes.	45	Find perimeter of polygons and circumference of circles Find the areas of rectangles, squares, and circles
 Quiz: Perimeter, Circumference, and Area			
 Posttest 1			





Module 2: Reasoning and Proof

Lesson	Description	Time (min)	Objective(s)
 Conditional Statements	This lesson teaches how to write conditional statements and its converse. It also instructs how to identify the hypothesis and conclusion of a conditional statement.	45	Recognize conditional statements Write converses of conditional statements
 Quiz: Conditional Statements			

Lesson	Description	Time (min)	Objective(s)
 Biconditionals and Definitions	This lesson teaches how to write a biconditional statement using a conditional statement and its converse. It also instructs how to identify and write good definitions using biconditionals.	45	Write biconditional statements Write good definitions
 Quiz: Biconditionals and Definitions			
 Deductive Reasoning	This lesson introduces two laws of deductive reasoning the Law of Detachment and the Law of Syllogism. It also instructs how to use these laws to form conclusions.	45	Use the Law of Detachment Use the Law of Syllogism
 Quiz: Deductive Reasoning			
 Reasoning in Algebra	This lesson reviews the properties of equality and the Distributive Property from algebra. It introduces the properties of congruence and compares them to the properties of equality. It also shows how to use the properties from algebra and geometry to justify the steps used in solving a problem or constructing a proof.	45	Identify the Properties of Equality and the Distributive Property from algebra Identify the Properties of Congruence Identify similarities between the idea of congruence and the idea of equality Identify the properties that justify the steps you use to solve a problem
 Quiz: Reasoning in Algebra			





Lesson	Description	Time (min)	Objective(s)
 Proving Angles Congruent	This lesson teaches how to use the Vertical Angles Theorem to find angle measures. It also introduces proofs. This lesson also instructs how to use theorems related to supplementary angles, complementary angles, and right angles to find angle measures.	45	Prove and apply theorems about angles
 Quiz: Proving Angles Congruent			
 Posttest 2			

Module 3: Parallel and Perpendicular Lines

Lesson	Description	Time (min)	Objective(s)
 Properties of Parallel Lines	This lesson introduces the types of angles formed when a transversal intersects two lines. It also teaches how to use theorems and postulates to find missing angles that are formed when a transversal intersects two parallel lines.	45	Identify angles formed by two lines and a transversal Prove and use properties of parallel lines
 Quiz: Properties of Parallel Lines			
 Proving Lines Parallel	This lesson teaches the converses of postulates and theorems for parallel lines and transversals. It instructs how to apply these postulates and theorems to find the measures of angles.	45	Use a transversal in proving lines parallel
 Quiz: Proving Lines Parallel			








Lesson	Description	Time (min)	Objective(s)
 Parallel and Perpendicular Lines	This lesson teaches the relationship between two parallel lines and a third parallel line. It also teaches the relationship between two parallel lines and a perpendicular transversal.	45	Relate parallel and perpendicular lines
 Quiz: Parallel and Perpendicular Lines			
 Triangle Angle-Sum Theorem	This lesson applies the Triangle Angle-Sum Theorem to find the measures of the angles in a triangle. It also teaches how to use exterior angles of a triangle to find the measures of two remote angles. In addition the lesson describes how to classify an triangle by its angles and sides.	45	Classify triangles by their angles and sides Find missing angle measures in a triangle
 Quiz: Triangle Angle-Sum Theorem			
 The Polygon Angle-Sum Theorems	This lesson teaches how to classify polygons. It also instructs how to find the sums of the measures of the interior and exterior angles of polygons.	45	Classify polygons Find the sums of the measures of the interior and exterior angles of polygons
 Quiz: The Polygon Angle-Sum Theorems			

Lesson	Description	Time (min)	Objective(s)
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<p> Lines in the Coordinate Plane</p>	<p>This lesson teaches how to graph a line given a linear equation in slope-intercept form or standard form. It also instructs how to graph a line using intercepts. This lesson also teaches how to write an equation of a line when given a point and the slope or given two points.</p>	<p>45</p>	<p>Graph lines given their equations Write equations of lines</p>
<p> Quiz: Lines in the Coordinate Plane</p>			
<p> Slopes of Lines</p>	<p>This lesson teaches how to determine if two lines are parallel or perpendicular. It instructs how to write an equation of a line parallel to a given line. It also teaches how to write an equation of a line perpendicular to a given line.</p>	<p>45</p>	<p>Relate slope and parallel lines Relate slope and perpendicular lines</p>
<p> Quiz: Slopes of Lines</p>			
<p> Constructing Parallel and Perpendicular Lines</p>	<p>This lesson teaches how to construct parallel lines. It also instructs how to construct perpendicular lines.</p>	<p>45</p>	<p>Use a compass and a straightedge to construct parallel lines Use a compass and a straightedge to construct perpendicular lines</p>
<p> Quiz: Constructing Parallel and Perpendicular Lines</p>			
<p> Posttest 3</p>			


Module 4: Congruent Triangles




Lesson	Description	Time (min)	Objective(s)
 Congruent Figures	This lesson introduces congruent polygons. It also instructs how to identify their congruent parts.	45	Recognize congruent figures and their corresponding parts
 Quiz: Congruent Figures			
 Triangle Congruence by SSS and SAS	This lesson teaches how to prove two triangles are congruent using the SSS Postulate and the SAS Postulate. It also instructs how to determine if enough information has been provided to prove two triangles are congruent.	45	Prove triangles congruent using the Side-Side-Side Postulate and the Side-Angle-Side Postulate
 Quiz: Triangle Congruence by SSS and SAS			
 Triangle Congruence by ASA and AAS	This lesson teaches how to use the ASA Postulate and the AAS Theorem to prove that two triangles are congruent. It also reinforces planning and developing a proof.	45	Prove two triangles congruent using the ASA Postulate and the AAS Theorem
 Quiz: Triangle Congruence by ASA and AAS			
 Using Congruent Triangles: CPCTC	This lesson uses the definition that corresponding parts of congruent triangles are congruent CPCTC to make conclusions that all parts of congruent triangles are congruent.	45	Prove that parts of two triangles are congruent using congruent triangles and CPCTC

<p> Quiz: Using Congruent Triangles: CPCTC</p>			
<p> Isosceles and Equilateral Triangles</p>	<p>This lesson instructs how to use theorems and postulates that relate to isosceles triangles. It also teaches how to apply the Isosceles Triangle Theorem and its converse to find missing sides and angles of isosceles triangles.</p>	<p>45</p>	<p>Use and apply properties of isosceles triangles, including equilateral triangles</p>
<p> Quiz: Isosceles and Equilateral Triangles</p>			
<p> Congruence in Right Triangles</p>	<p>This lesson teaches how to use the Hypotenuse-Leg Theorem to prove two right triangles are congruent.</p>	<p>45</p>	<p>Prove right triangles congruent using the Hypotenuse-Leg Theorem</p>
<p> Quiz: Congruence in Right Triangles</p>			
<p> Using Corresponding Parts of Triangles</p>	<p>This lesson teaches how to separate overlapping triangles. It also instructs how to prove two triangles are congruent by first proving two other triangles are congruent and then applying their congruent corresponding parts.</p>	<p>45</p>	<p>View overlapping triangles separately Use corresponding parts of two congruent triangles to prove other triangles congruent</p>
<p> Quiz: Using Corresponding Parts of Triangles</p>			
<p> Posttest 4</p>			



Module 5: Relationships within Triangles



Lesson	Description	Time (min)	Objective(s)
 Midsegments of Triangles	This lesson teaches the Triangle Midsegment Theorem and how to apply the theorem to find the length of a segment and the measure of an angle.	45	Use properties of triangle midsegments to solve problems
 Quiz: Midsegments of Triangles			
 Bisectors of Triangles	This lesson teaches the Perpendicular Bisector Theorem and the Angle Bisector Theorem. It instructs how to use these theorems to find missing lengths and angles.	45	Use properties of perpendicular bisectors and angle bisectors
 Quiz: Bisectors of Triangles			
 Concurrent Lines, Medians, and Altitudes	This lesson introduces special line segments in triangles. It uses inductive reasoning to make generalizations about altitudes medians angle bisectors and perpendicular bisectors.	45	Identify properties of perpendicular bisectors of a triangle Identify properties of angle bisectors of a triangle Identify properties of medians of a triangle Identify properties of altitudes of a triangle
 Quiz: Concurrent Lines, Medians, and Altitudes			







 Indirect Reasoning	This lesson teaches how to write the negation of a statement and the inverse and contrapositive of a conditional statement. It also instructs how to use indirect reasoning to write an indirect proof.	45	Write the negation of a conditional statement Write the inverse and contrapositive of a conditional statement Use indirect reasoning
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Lesson	Description	Time (min)	Objective(s)
 Quiz: Indirect Reasoning			
 Inequalities in Triangles	This lesson describes how the longer side of a triangle is opposite the largest angle. It teaches how to use inequalities to compare the angles and sides of triangles. It also shows how to use inequalities to determine the possible lengths of a side.	45	Use inequalities involving angle measures of triangles Use inequalities involving side lengths of triangles
 Quiz: Inequalities in Triangles			
★ Posttest 5			



Module 6: Quadrilaterals

Lesson	Description	Time (min)	Objective(s)
 Classifying Quadrilaterals	This lesson defines special quadrilaterals and their properties. It also instructs how to classify quadrilaterals and use their properties to find side lengths.	45	Classify special quadrilaterals Use inequalities involving side lengths of triangles
 Quiz: Classifying Quadrilaterals			



 Properties of Parallelograms	This lesson teaches that opposite sides and opposite angles of a parallelogram are congruent. It also teaches that the diagonals of a parallelogram bisect each other. These properties are used to find missing lengths and angle measures.	45	Use relationships between sides and angles of parallelograms to solve problems Use relationships involving diagonals of parallelograms and transversals of parallel lines
 Quiz: Properties of Parallelograms			




Lesson	Description	Time (min)	Objective(s)
 Proving Parallelograms	This lesson teaches how to prove that a quadrilateral is a parallelogram.	45	Determine whether a quadrilateral is a parallelogram Use the properties of parallelograms to solve problems
 Quiz: Proving Parallelograms			
 Special Parallelograms	This lesson teaches how to determine if a parallelogram is a rhombus or a rectangle. It also instructs how to use properties of diagonals to find missing lengths and angle measures.	45	Use properties of diagonals of rhombuses and rectangles Determine whether a parallelogram is a rhombus or a rectangle
 Quiz: Special Parallelograms			
 Trapezoids and Kites	This lesson describes the properties of isosceles trapezoids and kites. It also instructs how to find missing angle measures of isosceles trapezoids and kites.	45	Verify and use properties of trapezoids and kites
 Quiz: Trapezoids and Kites			






 Figures in the Coordinate Plane	This lesson teaches how to illustrate quadrilaterals on a coordinate plane. It instructs how to find the midpoints of the sides of a quadrilateral and how to find the missing coordinates of a vertex for a given figure.	45	Place figures in the coordinate plane Find and name the coordinates of figures by using their properties
 Quiz: Figures in the Coordinate Plane			

Lesson	Description	Time (min)	Objective(s)
 Proofs Using Coordinate Geometry	This lesson instructs how to plan and develop coordinate proofs using figures in the coordinate plane. One of the figures is a trapezoid and its midsegment.	45	Prove theorems using figures in the coordinate plane
 Quiz: Proofs Using Coordinate Geometry			
★ Posttest 6			

Module 7: Similarity

Lesson	Description	Time (min)	Objective(s)
 Ratios and Proportions	This lesson teaches how to write ratios and proportions. It instructs how to solve proportions using the Cross-Product Property.	45	Write ratios and solve proportions
 Quiz: Ratios and Proportions			

 Similar Polygons	This lesson teaches how to identify similar polygons and how to use proportions to solve problems. It also instructs how to use similarity to solve real-world problems.	45	Identify and apply similar polygons
 Quiz: Similar Polygons			
 Proving Triangles Similar	This lesson teaches the AA Similarity Postulate the SAS Similarity Theorem and the SSS Similarity Theorem. It also instructs how to solve real-world problems using triangle similarity.	45	Use the Angle-Angle Similarity Postulate, the Side-Angle-Side Similarity Theorem, and the Side-Side-Side Similarity Theorem to make similarity statements Apply the similarity postulate and theorems to find missing side lengths

Lesson	Description	Time (min)	Objective(s)
 Quiz: Proving Triangles Similar			
 Similarity in Right Triangles	This lesson teaches how to find and use relationships in similar right triangles. It instructs how to find geometric means and use them to find side lengths of triangles.	45	Find and use relationships between similar right triangles
 Quiz: Similarity in Right Triangles			
 Proportions in Triangles	This lesson teaches how to use proportions in triangles to solve problems. It also instructs how to use the Side-Splitter Theorem and the Triangle-Angle Bisector Theorem to find missing segment lengths.	45	Use the Side-Splitter Theorem Use the Triangle-Angle-Bisector Theorem
 Quiz: Proportions in Triangles			



★ Posttest 7			
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Review Test




Lesson	Description	Time (min)	Objective(s)
★ Review Test			

Geometry B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		





Module 1: Right Triangles and Trigonometry






Lesson	Description	Time (min)	Objective(s)
 The Pythagorean Theorem	This lesson teaches how to use the Pythagorean Theorem and Pythagorean triples to solve problems. In addition this lesson teaches how to use the Converse of the Pythagorean Theorem to determine if a triangle is a right triangle.	45	Use the Pythagorean Theorem Use the Converse of the Pythagorean Theorem
 Quiz: The Pythagorean Theorem			
 Special Right Triangles	This lesson teaches how to use the properties of special right triangles. It instructs how to use the theorems to find the length of a leg or hypotenuse.	45	Use the properties of Use the properties of 45° - 45° - 90° triangles Use the properties of 0° - 60° - 90° triangles

<p>? Quiz: Special Right Triangles</p>			
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Lesson	Description	Time (min)	Objective(s)
<p>📁 The Tangent Ratio</p>	<p>This lesson teaches how to use the tangent ratio to find the length of a leg of a right triangle. It also instructs how to use the inverse of tangent to find the measure of an acute angle of a right triangle.</p>	<p>45</p>	<p>Use tangent ratios to determine side lengths in triangles Use the inverse of tangent to determine angle measures in triangles</p>
<p>? Quiz: The Tangent Ratio</p>			
<p>📁 Sine and Cosine Ratios</p>	<p>This lesson teaches how to use sine and cosine ratios and their inverses to solve problems involving right triangles. It also introduces trigonometric identities.</p>	<p>45</p>	<p>Use sine and cosine ratios to determine side lengths and angle measures in right triangles</p>
<p>? Quiz: Sine and Cosine Ratios</p>			
<p>📁 Angles of Elevation and Depression</p>	<p>This lesson teaches how to identify angles of elevation and angles of depression. It also instructs how to determine which trigonometric ratio to use to solve problems with angles of elevation and depression.</p>	<p>45</p>	<p>Recognize angles of elevation and depression Solve real-life problems using trigonometric ratios and angles of elevation and depression</p>
<p>? Quiz: Angles of Elevation and Depression</p>			
<p>★ Posttest 1</p>			









Module 2: Transformations




Lesson	Description	Time (min)	Objective(s)
 Translations	This lesson teaches basic transformations and how to identify isometries. It also instructs how to find translation images using rules.	45	Identify isometries Find translations of figures
 Quiz: Translations			
 Reflections	This lesson defines a reflection. It teaches how to identify images that are reflections. It also instructs how to reflect an image across a given line.	45	Find reflection images of figures
 Quiz: Reflections			
 Rotations	This lesson defines a rotation. It teaches how to identify the rotation image of a regular polygon about its center.	45	Identify rotation images of figures
 Quiz: Rotations			
 Symmetry	This lesson teaches the meaning of symmetry. It instructs how to identify reflectional symmetry line symmetry rotational symmetry and point symmetry.	45	Identify the types of symmetry in a figure
 Quiz: Symmetry			
 Dilations	This lesson defines dilation and teaches how to use scale factor to describe a dilation as an enlargement or reduction. It also instructs how to draw a dilation on a coordinate plane.	45	Locate dilation images of figures
 Quiz: Dilations			

Lesson	Description	Time (min)	Objective(s)
 Compositions of Reflections	This lesson teaches how to recognize the composition of reflections across parallel lines or intersecting lines. It also instructs how to identify a glide reflection. These skills are used to classify isometries.	45	Use a composition of reflections Identify glide reflections
 Quiz: Compositions of Reflections			
 Tessellations	This lesson teaches how to identify a transformation in a tessellation. It also instructs how to identify a figure that will tessellate.	45	Identify polygons that tessellate a plane Identify transformations in tessellations
 Quiz: Tessellations			
 Posttest 2			






Module 3: Area

Lesson	Description	Time (min)	Objective(s)
 Areas of Parallelograms and Triangles	This lesson teaches how to find areas of parallelograms and triangles.	45	Find the area of a parallelogram Find the area of a triangle
 Quiz: Areas of Parallelograms and Triangles			
 Areas of Special Quadrilaterals	This lesson teaches how to find the area of trapezoid. It also instructs how to find the area of a rhombus or a kite.	45	Find the area of trapezoids, kites, and rhombuses
 Quiz: Areas of Special Quadrilaterals			

Lesson	Description	Time (min)	Objective(s)
 Areas of Regular Polygons	This lesson teaches how to find the measures of the angles of a regular polygon. It also instructs how to find the area of a regular polygon.	45	Find the area of regular polygons
 Quiz: Areas of Regular Polygons			
 Perimeters and Areas of Similar Figures	This lesson teaches how to find ratios of perimeters of similar figures. It also teaches how to find ratios of areas of similar figures. It instructs how to determine these ratios without calculating the perimeters or areas of the similar figures.	45	Find the perimeters and areas of similar figures
 Quiz: Perimeters and Areas of Similar Figures			
 Circles and Arcs	This lesson teaches the parts of a circle including central angles and arcs. It also instructs how to find the circumference and arc lengths of a circle.	45	Find the measures of central angles in a circle graph Identify arcs of a circle Find the circumference of a circle Find the lengths of arcs of a circle
 Quiz: Circles and Arcs			
 Areas of Circles and Sectors	This lesson teaches how to find the area of a circle. It also instructs how to find the area of a sector and the area of a segment of a circle.	45	Find the area of circles Find the area of sectors Find the area of segments of a circle
 Quiz: Areas of Circles and Sectors			

Lesson	Description	Time (min)	Objective(s)
 Geometric Probability	This lesson teaches how to use a geometric probability model such as the segment model and the area model to find probabilities of events.	45	Find the probability of events using a segment model Find the probability of events using an area model
 Quiz: Geometric Probability			
 Posttest 3			

Module 4: Surface Area and Volume

Lesson	Description	Time (min)	Objective(s)
 Space Figures and Cross Sections	This lesson teaches how to identify the vertices edges and faces of a polyhedron. It also instructs how to describe cross sections formed between a solid and a plane.	45	Recognize polyhedra and their parts Visualize cross sections of three-dimensional figures
 Quiz: Space Figures and Cross Sections			
 Surface Areas of Prisms and Cylinders	This lesson teaches how to find the surface area of a prism. It also instructs how to find the surface area of a cylinder.	45	Find the surface area of a prism Find the surface area of a cylinder
 Quiz: Surface Areas of Prisms and Cylinders			
 Surface Areas of Pyramids and Cones	This lesson teaches how to identify the parts of a pyramid and a cone. It also instructs how the find the lateral areas and surface areas of regular pyramids and cones.	45	Find the surface area of a pyramid Find the surface area of a cone

Lesson	Description	Time (min)	Objective(s)
<p> Quiz: Surface Areas of Pyramids and Cones</p>			
<p> Volumes of Prisms and Cylinders</p>	<p>This lesson teaches how to find volumes of prisms and cylinders. It also teaches how to find volumes of composite space figures by finding the sum of the individual volumes.</p>	45	<p>Find the volumes of prisms and cylinders Find the volumes of composite space figures</p>
<p> Quiz: Volumes of Prisms and Cylinders</p>			
<p> Volumes of Pyramids and Cones</p>	<p>This lesson teaches how to find the volume of a pyramid. It also teaches how to find the volume of a cone.</p>	45	<p>Find the volume of pyramids Find the volume of cones</p>
<p> Quiz: Volumes of Pyramids and Cones</p>			
<p> Surface Areas and Volumes of Spheres</p>	<p>This lesson teaches how to find the surface area of a sphere. It also teaches how to find the volume of a sphere.</p>	45	<p>Find the surface area and volume of a sphere</p>
<p> Quiz: Surface Areas and Volumes of Spheres</p>			
<p> Areas and Volumes of Similar Solids</p>	<p>This lesson teaches how to identify similar solids. It also instructs how to find the relationships between ratios of areas and volumes of similar solids.</p>	45	<p>Find relationships between the ratios of the areas and volumes of similar solids</p>
<p> Quiz: Areas and Volumes of Similar Solids</p>			
<p> Posttest 4</p>			

Module 5: Circles

Lesson	Description	Time (min)	Objective(s)
 Tangent Lines	This lesson teaches how to use the relationship between a radius of a circle and a tangent. It also instructs how to use the relationship between two tangents from one point outside of a circle.	45	<p>Use the relationship between a radius and a tangent</p> <p>Use the relationship between two tangents from one point</p>
 Quiz: Tangent Lines			
 Chords and Arcs	This lesson teaches how to use congruent chords arcs and central angles to find the length of a segment or the measure of an angle. It also instructs how to recognize properties of lines through the center of a circle.	45	<p>Use congruent chords, arcs, and central angles</p> <p>Recognize properties of lines through the center of a circle</p>
 Quiz: Chords and Arcs			
 Inscribed Angles	This lesson teaches how to find the measures of inscribed angles and arcs. It also instructs how to find the measure of an angle formed by a tangent and a chord.	45	<p>Find the measure of an inscribed angle</p> <p>Find the measure of an angle formed by a tangent and a chord</p>
 Quiz: Inscribed Angles			
 Angle Measures and Segment Lengths	This lesson teaches how to find the measures of angles formed by chords secants and tangents of a circle. It also instructs how to find the lengths of segments in circles.	45	<p>Find the measures of angles formed by chords, secants, and tangents to circles</p> <p>Find the lengths of segments formed by chords, secants, and tangents to circles</p>
 Quiz: Angle Measures and Segment Lengths			

Lesson	Description	Time (min)	Objective(s)
📖 Circle in the Coordinate Plane	This lesson teaches how to write the equation of a circle in standard form. It also teaches how to determine the center and radius of a circle from an equation in standard form.	45	Write an equation of a circle Find the center and radius of a circle
🔍 Quiz: Circle in the Coordinate Plane			
★ Posttest 5			

Review Test

Lesson	Description	Time (min)	Objective(s)
★ Review Test			

Pre-Calculus



Precalculus A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This is the first of two courses that comprise Precalculus. In this course, the student will continue to study higher-level mathematics. The student will begin by reviewing the fundamental concepts in algebra that serve as building blocks for an in-depth study of functions and graphs. Next, the student will explore and analyze polynomial, rational, radical, exponential, logarithmic, and piecewise functions. The student will further delve into quadratics with a unit on the conic sections. Finally, the student will explore sequences and series.

A content thread throughout the course focuses on ways mathematics is applied in the real world and is essential to everyday life. These real-world connections, combined with an emphasis on mathematical reasoning and critical thinking skills, prepare the student for future college and career opportunities.

SEMESTER B

This is the second of two courses that comprise Precalculus. In this course, the student will continue to study higher-level mathematics. The student will expand knowledge of trigonometric concepts, including trigonometric functions and identities, before being introduced to polar coordinates and equations. Next, the student will explore vectors and parametric equations. Finally, the student will examine calculus concepts including limits and derivatives in preparation for studying calculus.

A content thread throughout the course focuses on ways mathematics is applied in the real world and is essential to everyday life. These real-world connections, combined with an emphasis on mathematical reasoning and critical thinking skills, prepare the student for future college and career opportunities.

Course Outline:

SEMESTER A

1. Welcome to Precalculus

1. Introduction to Precalculus

- Assess personal readiness for studying and learning
- Discuss strategies for using resources effectively
- Distinguish between previous mathematics courses and precalculus
- Identify the various resources that can be used to promote active learning
- Set goals in the context of mathematical learning

2. Algebraic Expressions and Equations

- Simplify algebraic expressions

- Solve algebraic equations
- 3. Relations and Functions
 - Apply the definition of a relation and a function
 - Determine whether a relation is a function from its graph using the vertical line test
 - Represent relations and functions in tables and graphs
- 4. The Complex Number System
 - Identify the subsets of complex numbers and their relationships
 - Simplify a number using the imaginary unit, i
 - Graph complex numbers on a complex number plane
- 5. Operations with Complex Numbers
 - Add, subtract, multiply, and divide complex numbers
 - Show that the set of complex numbers is closed under all four operations
 - Solve equations that have imaginary solutions

2. Function Algebra

1. Domain and Range of a Function
 - Use set builder and interval notation to represent ranges of numbers
 - Determine the domain of a function from its algebraic expression
 - Determine the domain and range of a function from its graph
2. Algebra of Functions
 - Compute, graph, and interpret the sum, difference, product, and quotient of two functions
 - Determine the domain and range of the sum, difference, product, and quotient of two functions
3. Composition of Functions
 - Compute and interpret the composition of two functions
 - Find the domain of the composition of functions
4. Inverse Functions
 - Identify one-to-one functions using either the horizontal line test or the equation
 - Find the inverse of a function
 - Determine the domain and range of a function and its inverse
5. Verifying Inverse Functions
 - Determine if two functions are inverses of one another algebraically
6. Graphs of Inverse Functions
 - Determine the graph of the inverse function by observing the graph of a one-to-one function
 - Restrict a function's domain to find its inverse function
7. Function Algebra Review
 - Review concepts from this unit in preparation for completing the unit test
8. Function Algebra Unit Test
 - Determine the domain and range of a function given its algebraic representation or its graph

- Compute, graph, and interpret the sum, difference, product, quotient, and composition of two functions
- Determine whether a function has an inverse that is also a function and, if so, find the inverse algebraically or by graphing
- Use the composition of functions to verify the inverse
- Restrict a function's domain to find its inverse function

3. Graph Behavior

1. Analyzing Functions

- Find the intervals over which a function is increasing, decreasing, and constant
- Describe the analysis of the graph of a function
- Identify the x- and y-intercepts of a function from its graph

2. Even and Odd Functions

- Determine whether a function is even, odd, or neither

3. Asymptotes and End Behavior

- Recognize and describe the asymptotes of a function
- Recognize and describe the end behavior of a function

4. Continuous and Discontinuous Functions

- Identify continuous and discontinuous functions
- Identify types of discontinuity

5. Linear, Absolute Value, and Reciprocal Functions

- Recognize the graphs of the parent functions of the linear, absolute value, and reciprocal functions

6. Power, Root, Exponential, Logarithmic Functions

- Recognize the graphs of the parent functions of power, root, exponential, and logarithmic functions

7. Transformations of Functions

- Identify horizontal and vertical shifts by analyzing the equation of the function
- Identify horizontal and vertical stretches and compressions by analyzing the equation of the function
- Identify reflections across the x- and y-axes by analyzing the equation of the function

8. Multiple Transformations of Functions

- Determine the order of transformations of a function
- Identify multiple transformations of a function by observing the algebraic structure of the function

9. Graph Behavior Review

- Review concepts from this unit in preparation for completing the unit test

10. Graph Behavior Test

- Identify and interpret significant points on a graph
- Identify types of discontinuities in a graph
- Interpret function transformations graphically

- Identify the parent graphs of common functions

4. Polynomial and Rational Functions

1. Polynomial Functions

- Identify a polynomial function, its degree, and leading coefficient
- Determine the end behavior of a function and the number of turning points of its graph
- Find the local and global extreme values of a polynomial function

2. Real Zeroes of a Polynomial Function

- Determine the behavior at the x-intercepts of a polynomial function
- Find all rational numbers that are possible zeroes of a polynomial function
- Use the Intermediate Value Theorem to determine if a function has a zero over a closed interval

3. Dividing Polynomials

- Use the Remainder Theorem to find the remainder in a division problem
- Use the Rational Zero Theorem and synthetic division to find the zeroes of a polynomial function
- Use the Factor Theorem to determine the linear factors of a polynomial

4. Complex Zeroes of a Polynomial Function

- Use synthetic division to solve for all zeroes of a polynomial function where two solutions are complex

5. Graphs of Rational Functions

- Identify the domain of a rational function and the vertical asymptotes of its graph
- Identify the horizontal asymptotes of the graph of a rational function
- Identify the slant asymptotes of the graph of a rational function

6. Operations with Rational Expressions

- Add, subtract, multiply, and divide rational expressions
- Prove that the set of rational expressions is closed under addition, subtraction, multiplication, and division by nonzero values

7. Polynomial and Rational Functions Review

- Review concepts from this unit in preparation for completing the unit test

8. Polynomial and Rational Functions Unit Test

- Determine the domain and range of polynomial and rational functions from their equations or their graphs
- Determine the number and nature of the solutions of polynomial equations with real coefficients over the complex numbers
- Use arithmetic operations with complex numbers, polynomial expressions, and rational expressions, and confirm that the set of complex numbers is closed under addition, subtraction, multiplication, and division
- Compare and contrast the polynomial, rational, and radical families of functions and translate among their verbal, tabular, graphical, and symbolic representations
- Apply the Intermediate and Extreme Value Theorems to identify key points on the graph of a function

5. Exponential, Logarithmic, Piecewise Functions

1. Exponential Functions and Graphs
 - Determine if a function is an exponential function
 - Analyze the graphs of exponential functions
 - Identify and graph transformations of exponential functions
 - Identify the graphs of exponential functions with base e
2. Logarithmic Notation
 - Convert between logarithmic and exponential forms
 - Evaluate a logarithm without a calculator
3. Graphs of Logarithmic Functions
 - Identify and graph transformations of logarithmic functions
 - Compare and contrast the graphs of logarithmic functions containing different bases
 - Graph logarithmic functions
4. Logarithm Rules and Solving Logarithmic Equations
 - Expand a logarithmic expression
 - Rewrite a multi-term logarithmic expression as a single logarithm
 - Solve logarithmic equations
 - Solve logarithmic equations containing composite functions of logarithms
5. Solving Exponential Equations
 - Solve exponential equations, including those containing powers with different bases
 - Solve exponential equations in quadratic form
 - Use the change of base formula to evaluate a logarithm with a calculator
6. Piecewise Functions
 - Evaluate a piecewise function
 - Write the equation of a piecewise function
 - Graph a piecewise function
 - Identify discontinuities in the graph of a piecewise function
7. Exponential, Logarithmic, Piecewise Fcns. Review
 - Review concepts from the unit in preparation for completing the unit test
8. Exponential, Logarithmic, Piecewise Functions Test
 - Review semester topics, concepts, and processes

6. Conic Sections

1. Analytic Geometry
 - Apply the distance and midpoint formulas to find the distance and midpoint between two points on the coordinate plane
 - Prove geometric relationships among points and lines using analytical methods
2. Introduction to Conic Sections
 - Recognize circles, ellipses, parabolas, and hyperbolas

- Use the general equation of a conic section to identify the conic section

3. Circles

- Write the equation of a circle in both standard form and general form and identify its center and radius
- Graph a circle when given both the standard and general form and identify its center and radius
- Use circles to model and solve problems in real-world scenarios

4. Ellipses

- Graph an ellipse when given both the standard and general forms, and recognize its center, vertices, and foci
- Write the equation of an ellipse in both standard form and general form and identify its center, vertices, and foci
- Write and graph the equation of an ellipse when provided center, vertices, and foci
- Use ellipses to model and solve problems in real-world scenarios

5. Parabolas

- Write and graph the equation of a parabola when provided the vertex and focus
- Graph a parabola when given both the standard and general forms of the equation, and recognize its focus and directrix
- Write the equation of a parabola in both standard form and general form and identify its focus and directrix
- Use parabolas to model and solve problems in real-world scenarios

6. Hyperbolas

- Graph a hyperbola when given both its standard and general form, and recognize its vertices, foci, and asymptotes
- Write the equation of a hyperbola in both standard form and general form and identify its center, vertices, foci, and asymptotes
- Write and graph the equation of an ellipse when its center, vertices, and foci are provided
- Use hyperbolas to model and solve problems in real-world scenarios

7. Conic Sections Review

- Review concepts from the unit in preparation for completing the unit test

8. Conic Sections Test

- Determine the equation for a conic section from its locus
- Analyze and graph quadratic equations
- Model real-world scenarios with conic sections

7. Sequences and Series

1. Sequences

- Find the first five terms of a sequence defined explicitly
- Find the first five terms of a sequence defined recursively
- Apply factorial notation

2. Arithmetic Sequences

- Determine whether or not a sequence is arithmetic

- Find a formula for an arithmetic sequence
 - Use an arithmetic sequence to model a real-world scenario
3. Terms of an Arithmetic Sequence
- Find a specific term and find the n th term of an arithmetic sequence
 - Find the first term of an arithmetic sequence given another term and the common difference
 - Determine the missing terms of an arithmetic sequence using the arithmetic mean
 - Use an arithmetic sequence to model a real-world scenario
4. Finite Arithmetic Series
- Find the sum of the first n terms of an arithmetic sequence
5. Arithmetic Series Summation Formulas
- Use summation formulas to evaluate a partial sum of an arithmetic sequence
 - Express a given arithmetic series in summation notation
 - Identify and use the properties of summations
 - Use summation formulas to evaluate sigma expressions
6. Equations of a Geometric Sequence
- Determine if a sequence is arithmetic, geometric, or neither
 - Find the first five terms of a geometric sequence
 - Use a geometric sequence to model a real-world scenario
7. Terms of a Geometric Sequence
- Find the n th term of a geometric sequence
 - Find the first term and common ratio given any two terms of a geometric sequence
 - Determine the missing terms of a geometric series using the geometric mean
 - Use a geometric sequence to model a real-world scenario
8. Convergent and Divergent Sequences and Series
- Determine if a series is convergent or divergent
9. Finite Geometric Series
- Find the sum of the first n terms of a geometric sequence
10. Infinite Geometric Series
- Find the sum of an infinite geometric series
11. Sequences and Series Review
- Review concepts from the unit in preparation for completing the unit test
12. Sequences and Series Test
- Distinguish between arithmetic and geometric sequences
 - Define sequences and series in terms of functions (notation, range, domain, general term)
 - Apply sigma and factorial notation to a series
 - Determine convergence and divergence of a series and calculate sums of convergent series
 - Model real-world patterns and situations with recursive relationships, sequences, and series

8. Semester Review and Exam

1. Semester Review
 - Review semester topics, concepts, and processes
2. Semester Exam

There are no objectives for this lesson.

SEMESTER B

1. Introduction to Trigonometry

1. Right Triangle Trigonometry
 - Identify trigonometric ratios on a given right triangle
 - Apply trigonometric ratios to find missing side lengths of right triangles
 - Use complementary angles to demonstrate the relationship between a trigonometric function and its cofunction
2. Solving Right Triangles
 - Apply trigonometric ratios to find all missing sides and angles of a right triangle
3. Angle Measurements
 - Differentiate between degree and radian measures
 - Convert angle measurements between degrees and radians
 - Use the concept of arc length to develop the relationship between degree and radian measures
4. The Unit Circle
 - Identify the standard position of an angle on the coordinate plane
 - Use the unit circle and right triangles to define and evaluate trigonometric functions of real numbers
5. Special Right Triangles
 - Identify relationships of side lengths in special triangles
 - Develop the values of trigonometric functions at special angles in both radians and degrees
6. Trigonometric Functions in Quadrants I–IV
 - Identify the reference angle of an angle in standard position on the unit circle
 - Identify the relationship between the values of trigonometric functions in each quadrant of the unit circle
 - Evaluate trigonometric functions of quadrantal angles in any position
7. Introduction to Trigonometry Review
 - Review concepts from unit in preparation for completing the unit test
8. Introduction to Trigonometry Test
 - Use the unit circle and right triangles to define and evaluate trigonometric functions of real numbers.
 - Use degree and radian measures for angles and convert between them.
 - Develop the values of trigonometric functions at special angles in both radians and degrees.

2. Trigonometric Functions

1. Graphs of Trigonometric Functions
 - Graph trigonometric functions on the coordinate plane using a table of values
2. Domain and Range of Trigonometric Functions
 - Determine the domain and range of trigonometric functions
3. Behavior of Trigonometric Functions
 - Describe the behavior of the trigonometric functions, including periodicity, amplitude, zeroes, asymptotes, and symmetries
 - Use periodic and even and odd identities to find values of trigonometric functions
4. Properties of Trigonometric Functions
 - Identify and interpret amplitude, frequency, period, and vertical and phase shift
5. Graphing Transformations of Trigonometric Function
 - Graph transformations of trigonometric functions
 - Compare and contrast characteristics of trigonometric functions with transformations of other families of functions
6. Writing Equations of Trigonometric Functions
 - Write the equation of a trigonometric function by identifying the properties and behavior of its graph
7. Modeling with Trigonometric Functions
 - Write and graph a trigonometric function that accurately models a real-world scenario
8. Inverse Trigonometric Functions
 - Use domain restriction to make trigonometric functions invertible
 - Graph inverse trigonometric functions on the coordinate plane
 - Evaluate inverse trigonometric functions at real-number values
9. Composition of Trigonometric Functions
 - Compose two given trigonometric functions
 - Use composition of functions to verify inverse trigonometric functions
10. Applications of Trigonometric Functions
 - Solve real-world problems with trigonometric functions
11. Trigonometric Functions Review
 - Review concepts from this unit in preparation for completing the unit test
12. Trigonometric Functions Test

There are no objectives for this lesson.

3. Trigonometric Identities and Applications

1. Trigonometric Identities
 - Identify reciprocal, quotient, and Pythagorean identities
 - Use the fundamental identities to verify other identities and to simplify trigonometric expressions
2. Sum and Difference Formulas
 - Develop and apply the sum and difference formulas to simplify trigonometric expressions

- Use the sum and difference formulas to find exact values of trigonometric expressions
 - Use the sum and difference formulas to verify trigonometric identities
3. Double-Angle Formulas
 - Develop and apply double-angle formulas to simplify trigonometric expressions, find exact values, and verify trigonometric identities
 4. Law of Sines
 - Prove and apply the Law of Sines
 - Identify conditions necessary for zero, one, or two triangles
 5. Law of Cosines
 - Prove and apply the Law of Cosines
 6. Trigonometric Equations
 - Solve trigonometric equations and interpret them graphically.
 7. Trigonometric Identities and Applications Review
 - Review concepts from this unit in preparation for completing the unit test
 8. Trigonometric Identities and Applications Test

There are no objectives for this lesson.

4. Polar Coordinates and Functions

1. Polar Coordinates
 - Locate and plot points in the polar coordinate system
 - Identify additional representations of a point in polar form
 - Convert coordinates between rectangular and polar forms
2. Polar Equations
 - Convert equations between rectangular and polar form
3. Graphs of Polar Equations
 - Graph a polar equation using point plotting
 - Identify graphs of polar equations of circles
 - Write polar equations of a circle given its graph
 - Use polar symmetry tests to determine if the graph is symmetric about the x-axis, the y-axis, or the origin
4. Conic Sections in Polar Coordinates
 - Identify and graph the polar equations of conic sections
5. Limaçons
 - Identify the graphs of limaçons
 - Identify and graph the polar equations of limaçons
6. Rose Curves and Lemniscates
 - Identify the graph and equation of a rose curve expressed in polar form
 - Identify the graph and equation of a lemniscate curve in polar form
7. Complex Numbers in Polar Form
 - Convert complex numbers between rectangular and polar forms

8. Operations of Complex Numbers in Polar Form
 - Find the product of complex numbers in polar form
 - Find the quotient of complex numbers in polar form
9. DeMoivre's Theorem
 - Prove and apply DeMoivre's Theorem
 - Find powers of complex numbers in polar and rectangular form
 - Find roots of complex numbers in polar and rectangular form
10. Polar Coordinates and Functions Review
 - Review concepts from the unit in preparation for completing the unit test
11. Polar Coordinates and Functions Test

There are no objectives for this lesson.

5. Vectors

1. Representing Vectors
 - Represent vectors geometrically and in component form
 - Determine the components of a vector
 - Find the magnitude of a vector
 - Determine whether two vectors are equal
2. Operations with Vectors
 - Represent operations on vectors geometrically
 - Perform vector addition and subtraction and find the resultant vector
 - Perform scalar multiplication
3. Unit Vectors
 - Represent vectors in the rectangular coordinate system in terms of i and j
 - Find a unit vector
4. Direction Angle
 - Find the direction angle of a vector
 - Represent a vector in terms of magnitude and direction
5. Dot Product
 - Find the dot product of two vectors
 - Apply the properties of the dot product
6. Angle Between Two Vectors
 - Use the alternative form of the dot product to find the angle between two vectors
 - Use the dot product to determine if two vectors are orthogonal, parallel, or neither
 - Use the dot product to solve real-world problems
7. Vectors Review
 - Review concepts from this unit in preparation for completing the unit test
8. Vectors Test

There are no objectives for this lesson.

6. Parametric Functions

1. Plane Curves and Parametric Functions
 - Analyze plane curves in parametric form
2. Plotting Points and Eliminating the Parameter
 - Graph plane curves by plotting points
 - Graph plane curves by eliminating the parameter
 - Graph plane curves by solving for x or y
3. Using Trigonometric Identities
 - Graph plane curves by using trigonometric identities
 - Identify advantages of using parametric equations
4. Finding Parametric Equations
 - Find parametric equations for functions
 - Analyze different parametric equations for the same functions
5. Polar and Parametric Equations
 - Convert between polar and parametric forms
6. Modeling Linear and Projectile Motion
 - Model linear and projectile motion using parametric equations
7. Parametric Functions Review
 - Review concepts from the unit in preparation for completing the unit test
8. Parametric Functions Test

There are no objectives for this lesson.

7. Looking Ahead to Calculus

1. Limit of a Function
 - Apply the definition of a limit of a function to specific examples
 - Determine the limit of a function for a given value using various methods
2. Properties of Limits
 - Use the properties of limits to find limits of functions
3. Continuity of Functions and Limits
 - Use the criteria for continuity to determine if a function, f , is continuous at a
4. Rate of Change
 - Define the instantaneous rate of change of a function at a point
 - Find the slope of a tangent line at a given point on a curve
 - Write the equation of a tangent line
 - Define the derivative of a function, f , at $x = a$.
5. Applications of the Derivative
 - Solve real-world problems involving the derivatives of functions
 - Find average and instantaneous velocity of an object in motion
 - Use the velocity of an object to find its acceleration

8. Semester Review and Exam

1. Semester Review
 - Review semester topics, concepts, and processes
2. Semester Exam

There are no objectives for this lesson.

Pre-Calculus Honors



Honors Precalculus

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise Honors Precalculus. In this course, the student will continue to study higher-level mathematics. The student will begin by reviewing the fundamental concepts in algebra that serve as building blocks for an in-depth study of functions and graphs. Next, the student will explore and analyze polynomial, rational, radical, exponential, logarithmic, and piecewise functions. The student will further delve into quadratics with a unit on the conic sections. Finally, the student will explore sequences and series.

A semester-long project will give the Honors Precalculus student the opportunity to apply math in an engineering setting. The student will devote time during each unit to work on this project and submit the final product before the semester review unit.

A content thread throughout the course focuses on ways mathematics is applied in the real world and is essential to everyday life. These real-world connections, combined with an emphasis on mathematical reasoning and critical thinking skills, prepare the student for future college and career opportunities.

Semester A Outline

1. Welcome to Precalculus

1. Introduction to Precalculus

- Assess personal readiness for studying and learning
- Discuss strategies for using resources effectively
- Distinguish between previous mathematics courses and precalculus
- Identify the various resources that can be used to promote active learning
- Set goals in the context of mathematical learning

2. Algebraic Expressions and Equations

- Simplify algebraic expressions
- Solve algebraic equations

3. Relations and Functions

- Apply the definition of a relation and a function
- Determine whether a relation is a function from its graph using the vertical line test
- Represent relations and functions in tables and graphs

4. The Complex Number System
 - Identify the subsets of complex numbers and their relationships
 - Simplify a number using the imaginary unit, i
 - Graph complex numbers on a complex number plane
5. Operations with Complex Numbers
 - Add, subtract, multiply, and divide complex numbers
 - Show that the set of complex numbers is closed under all four operations
 - Solve equations that have imaginary solutions
6. Honors Full STEAM Ahead Project
 - Describe the interrelatedness of the STEM areas with art, creating the STEAM acronym
 - Review the requirements for the project and the schedule

2. Function Algebra

1. Domain and Range of a Function
 - Use set builder and interval notation to represent ranges of numbers
 - Determine the domain of a function from its algebraic expression
 - Determine the domain and range of a function from its graph
2. Algebra of Functions
 - Compute, graph, and interpret the sum, difference, product, and quotient of two functions
 - Determine the domain and range of the sum, difference, product, and quotient of two functions
3. Composition of Functions
 - Compute and interpret the composition of two functions
 - Find the domain of the composition of functions
4. Inverse Functions
 - Identify one-to-one functions using either the horizontal line test or the equation
 - Find the inverse of a function
 - Determine the domain and range of a function and its inverse
5. Verifying Inverse Functions
 - Determine if two functions are inverses of one another algebraically
6. Graphs of Inverse Functions
 - Determine the graph of the inverse function by observing the graph of a one-to-one function
 - Restrict a function's domain to find its inverse function
7. Function Algebra Review
 - Review concepts from this unit in preparation for completing the unit test
8. Function Algebra Unit Test
 - Determine the domain and range of a function given its algebraic representation or its graph
 - Compute, graph, and interpret the sum, difference, product, quotient, and composition of two functions

- Determine whether a function has an inverse that is also a function and, if so, find the inverse algebraically or by graphing
- Use the composition of functions to verify the inverse
- Restrict a function's domain to find its inverse function

3. Graph Behavior

1. Analyzing Functions

- Find the intervals over which a function is increasing, decreasing, and constant
- Describe the analysis of the graph of a function
- Identify the x- and y-intercepts of a function from its graph

2. Even and Odd Functions

- Determine whether a function is even, odd, or neither

3. Asymptotes and End Behavior

- Recognize and describe the asymptotes of a function
- Recognize and describe the end behavior of a function

4. Continuous and Discontinuous Functions

- Identify continuous and discontinuous functions
- Identify types of discontinuity

5. Linear, Absolute Value, and Reciprocal Functions

- Recognize the graphs of the parent functions of the linear, absolute value, and reciprocal functions

6. Power, Root, Exponential, Logarithmic Functions

- Recognize the graphs of the parent functions of power, root, exponential, and logarithmic functions

7. Transformations of Functions

- Identify horizontal and vertical shifts by analyzing the equation of the function
- Identify horizontal and vertical stretches and compressions by analyzing the equation of the function
- Identify reflections across the x- and y-axes by analyzing the equation of the function

8. Multiple Transformations of Functions

- Determine the order of transformations of a function
- Identify multiple transformations of a function by observing the algebraic structure of the function

9. Graph Behavior Review

- Review concepts from this unit in preparation for completing the unit test

10. Graph Behavior Test

- Identify and interpret significant points on a graph
- Identify types of discontinuities in a graph
- Interpret function transformations graphically
- Identify the parent graphs of common functions

4. Polynomial and Rational Functions

1. Polynomial Functions
 - Identify a polynomial function, its degree, and leading coefficient
 - Determine the end behavior of a function and the number of turning points of its graph
 - Find the local and global extreme values of a polynomial function
2. Real Zeroes of a Polynomial Function
 - Determine the behavior at the x-intercepts of a polynomial function
 - Find all rational numbers that are possible zeroes of a polynomial function
 - Use the Intermediate Value Theorem to determine if a function has a zero over a closed interval
3. Dividing Polynomials
 - Use the Remainder Theorem to find the remainder in a division problem
 - Use the Rational Zero Theorem and synthetic division to find the zeroes of a polynomial function
 - Use the Factor Theorem to determine the linear factors of a polynomial
4. Complex Zeroes of a Polynomial Function
 - Use synthetic division to solve for all zeroes of a polynomial function where two solutions are complex
5. Graphs of Rational Functions
 - Identify the domain of a rational function and the vertical asymptotes of its graph
 - Identify the horizontal asymptotes of the graph of a rational function
 - Identify the slant asymptotes of the graph of a rational function
6. Operations with Rational Expressions
 - Add, subtract, multiply, and divide rational expressions
 - Prove that the set of rational expressions is closed under addition, subtraction, multiplication, and division by nonzero values
7. Polynomial and Rational Functions Review
 - Review concepts from this unit in preparation for completing the unit test
8. Polynomial and Rational Functions Unit Test
 - Determine the domain and range of polynomial and rational functions from their equations or their graphs
 - Determine the number and nature of the solutions of polynomial equations with real coefficients over the complex numbers
 - Use arithmetic operations with complex numbers, polynomial expressions, and rational expressions, and confirm that the set of complex numbers is closed under addition, subtraction, multiplication, and division
 - Compare and contrast the polynomial, rational, and radical families of functions and translate among their verbal, tabular, graphical, and symbolic representations
 - Apply the Intermediate and Extreme Value Theorems to identify key points on the graph of a function

5. Exponential, Logarithmic, Piecewise Functions

1. Exponential Functions and Graphs

- Determine if a function is an exponential function
 - Analyze the graphs of exponential functions
 - Identify and graph transformations of exponential functions
 - Identify the graphs of exponential functions with base e
2. Logarithmic Notation
 - Convert between logarithmic and exponential forms
 - Evaluate a logarithm without a calculator
 3. Graphs of Logarithmic Functions
 - Identify and graph transformations of logarithmic functions
 - Compare and contrast the graphs of logarithmic functions containing different bases
 - Graph logarithmic functions
 4. Logarithm Rules and Solving Logarithmic Equations
 - Expand a logarithmic expression
 - Rewrite a multi-term logarithmic expression as a single logarithm
 - Solve logarithmic equations
 - Solve logarithmic equations containing composite functions of logarithms
 5. Solving Exponential Equations
 - Solve exponential equations, including those containing powers with different bases
 - Solve exponential equations in quadratic form
 - Use the change of base formula to evaluate a logarithm with a calculator
 6. Piecewise Functions
 - Evaluate a piecewise function
 - Write the equation of a piecewise function
 - Graph a piecewise function
 - Identify discontinuities in the graph of a piecewise function
 7. Exponential, Logarithmic, Piecewise Fcns. Review
 - Review concepts from the unit in preparation for completing the unit test
 8. Exponential, Logarithmic, Piecewise Functions Test
 - Review semester topics, concepts, and processes

6. Conic Sections

1. Analytic Geometry
 - Apply the distance and midpoint formulas to find the distance and midpoint between two points on the coordinate plane
 - Prove geometric relationships among points and lines using analytical methods
2. Introduction to Conic Sections
 - Recognize circles, ellipses, parabolas, and hyperbolas
 - Use the general equation of a conic section to identify the conic section
3. Circles

- Write the equation of a circle in both standard form and general form and identify its center and radius
- Graph a circle when given both the standard and general form and identify its center and radius
- Use circles to model and solve problems in real-world scenarios

4. Ellipses

- Graph an ellipse when given both the standard and general forms, and recognize its center, vertices, and foci
- Write the equation of an ellipse in both standard form and general form and identify its center, vertices, and foci
- Write and graph the equation of an ellipse when provided center, vertices, and foci
- Use ellipses to model and solve problems in real-world scenarios

5. Parabolas

- Write and graph the equation of a parabola when provided the vertex and focus
- Graph a parabola when given both the standard and general forms of the equation, and recognize its focus and directrix
- Write the equation of a parabola in both standard form and general form and identify its focus and directrix
- Use parabolas to model and solve problems in real-world scenarios

6. Hyperbolas

- Graph a hyperbola when given both its standard and general form, and recognize its vertices, foci, and asymptotes
- Write the equation of a hyperbola in both standard form and general form and identify its center, vertices, foci, and asymptotes
- Write and graph the equation of an ellipse when its center, vertices, and foci are provided
- Use hyperbolas to model and solve problems in real-world scenarios

7. Conic Sections Review

- Review concepts from the unit in preparation for completing the unit test

8. Conic Sections Test

- Determine the equation for a conic section from its locus
- Analyze and graph quadratic equations
- Model real-world scenarios with conic sections

7. Sequences and Series

1. Sequences

- Find the first five terms of a sequence defined explicitly
- Find the first five terms of a sequence defined recursively
- Apply factorial notation

2. Arithmetic Sequences

- Determine whether or not a sequence is arithmetic
- Find a formula for an arithmetic sequence
- Use an arithmetic sequence to model a real-world scenario

3. Terms of an Arithmetic Sequence
 - Find a specific term and find the n th term of an arithmetic sequence
 - Find the first term of an arithmetic sequence given another term and the common difference
 - Determine the missing terms of an arithmetic sequence using the arithmetic mean
 - Use an arithmetic sequence to model a real-world scenario
4. Finite Arithmetic Series
 - Find the sum of the first n terms of an arithmetic sequence
5. Arithmetic Series Summation Formulas
 - Use summation formulas to evaluate a partial sum of an arithmetic sequence
 - Express a given arithmetic series in summation notation
 - Identify and use the properties of summations
 - Use summation formulas to evaluate sigma expressions
6. Equations of a Geometric Sequence
 - Determine if a sequence is arithmetic, geometric, or neither
 - Find the first five terms of a geometric sequence
 - Use a geometric sequence to model a real-world scenario
7. Terms of a Geometric Sequence
 - Find the n th term of a geometric sequence
 - Find the first term and common ratio given any two terms of a geometric sequence
 - Determine the missing terms of a geometric series using the geometric mean
 - Use a geometric sequence to model a real-world scenario
8. Convergent and Divergent Sequences and Series
 - Determine if a series is convergent or divergent
9. Finite Geometric Series
 - Find the sum of the first n terms of a geometric sequence
10. Infinite Geometric Series
 - Find the sum of an infinite geometric series
11. Sequences and Series Review
 - Review concepts from the unit in preparation for completing the unit test
12. Sequences and Series Test
 - Distinguish between arithmetic and geometric sequences
 - Define sequences and series in terms of functions (notation, range, domain, general term)
 - Apply sigma and factorial notation to a series
 - Determine convergence and divergence of a series and calculate sums of convergent series
 - Model real-world patterns and situations with recursive relationships, sequences, and series

8. Semester Review and Exam

1. Semester Review
 - Review semester topics, concepts, and processes

2. Semester Exam

Semester B Summary:

This is the second of two courses that comprise Honors Precalculus. In this course, the student will continue to study higher-level mathematics. The student will expand knowledge of trigonometric concepts, including trigonometric functions and identities, before being introduced to polar coordinates and equations. Next, the student will explore vectors and parametric equations. Finally, the student will examine calculus concepts including limits and derivatives in preparation for studying calculus.

A semester-long project will give the Honors Precalculus student the opportunity to apply math in an engineering setting. The student will devote time during each unit to work on this project and submit the final product before the semester review unit.

A content thread throughout the course focuses on ways mathematics is applied in the real world and is essential to everyday life. These real-world connections, combined with an emphasis on mathematical reasoning and critical thinking skills, prepare the student for future college and career opportunities.

Semester B Outline

1. Introduction to Trigonometry

1. Right Triangle Trigonometry
 - Identify trigonometric ratios on a given right triangle
 - Apply trigonometric ratios to find missing side lengths of right triangles
 - Use complementary angles to demonstrate the relationship between a trigonometric function and its cofunction
2. Solving Right Triangles
 - Apply trigonometric ratios to find all missing sides and angles of a right triangle
3. Angle Measurements
 - Differentiate between degree and radian measures
 - Convert angle measurements between degrees and radians
 - Use the concept of arc length to develop the relationship between degree and radian measures
4. The Unit Circle
 - Identify the standard position of an angle on the coordinate plane
 - Use the unit circle and right triangles to define and evaluate trigonometric functions of real numbers
5. Special Right Triangles
 - Identify relationships of side lengths in special triangles
 - Develop the values of trigonometric functions at special angles in both radians and degrees
6. Trigonometric Functions in Quadrants I–IV
 - Identify the reference angle of an angle in standard position on the unit circle
 - Identify the relationship between the values of trigonometric functions in each quadrant of the unit circle
 - Evaluate trigonometric functions of quadrantal angles in any position

7. Introduction to Trigonometry Review
 - Review concepts from unit in preparation for completing the unit test
8. Introduction to Trigonometry Test
 - Use the unit circle and right triangles to define and evaluate trigonometric functions of real numbers.
 - Use degree and radian measures for angles and convert between them.
 - Develop the values of trigonometric functions at special angles in both radians and degrees.
9. Honors Geodesy Odyssey Project
 - Describe geodesy, a branch of applied mathematics and earth science
 - Review the project topic and schedule

2. Trigonometric Functions

1. Graphs of Trigonometric Functions
 - Graph trigonometric functions on the coordinate plane using a table of values
2. Domain and Range of Trigonometric Functions
 - Determine the domain and range of trigonometric functions
3. Behavior of Trigonometric Functions
 - Describe the behavior of the trigonometric functions, including periodicity, amplitude, zeroes, asymptotes, and symmetries
 - Use periodic and even and odd identities to find values of trigonometric functions
4. Properties of Trigonometric Functions
 - Identify and interpret amplitude, frequency, period, and vertical and phase shift
5. Graphing Transformations of Trigonometric Function
 - Graph transformations of trigonometric functions
 - Compare and contrast characteristics of trigonometric functions with transformations of other families of functions
6. Writing Equations of Trigonometric Functions
 - Write the equation of a trigonometric function by identifying the properties and behavior of its graph
7. Modeling with Trigonometric Functions
 - Write and graph a trigonometric function that accurately models a real-world scenario
8. Inverse Trigonometric Functions
 - Use domain restriction to make trigonometric functions invertible
 - Graph inverse trigonometric functions on the coordinate plane
 - Evaluate inverse trigonometric functions at real-number values
9. Composition of Trigonometric Functions
 - Compose two given trigonometric functions
 - Use composition of functions to verify inverse trigonometric functions
10. Applications of Trigonometric Functions
 - Solve real-world problems with trigonometric functions

11. Trigonometric Functions Review

- Review concepts from this unit in preparation for completing the unit test

12. Trigonometric Functions Test

3. Trigonometric Identities and Applications

1. Trigonometric Identities

- Identify reciprocal, quotient, and Pythagorean identities
- Use the fundamental identities to verify other identities and to simplify trigonometric expressions

2. Sum and Difference Formulas

- Develop and apply the sum and difference formulas to simplify trigonometric expressions
- Use the sum and difference formulas to find exact values of trigonometric expressions
- Use the sum and difference formulas to verify trigonometric identities

3. Double-Angle Formulas

- Develop and apply double-angle formulas to simplify trigonometric expressions, find exact values, and verify trigonometric identities

4. Law of Sines

- Prove and apply the Law of Sines
- Identify conditions necessary for zero, one, or two triangles

5. Law of Cosines

- Prove and apply the Law of Cosines

6. Trigonometric Equations

- Solve trigonometric equations and interpret them graphically.

7. Trigonometric Identities and Applications Review

- Review concepts from this unit in preparation for completing the unit test

8. Trigonometric Identities and Applications Test

4. Polar Coordinates and Functions

1. Polar Coordinates

- Locate and plot points in the polar coordinate system
- Identify additional representations of a point in polar form
- Convert coordinates between rectangular and polar forms

2. Polar Equations

- Convert equations between rectangular and polar form

3. Graphs of Polar Equations

- Graph a polar equation using point plotting
- Identify graphs of polar equations of circles
- Write polar equations of a circle given its graph
- Use polar symmetry tests to determine if the graph is symmetric about the x-axis, the y-axis, or the origin

4. Conic Sections in Polar Coordinates

- Identify and graph the polar equations of conic sections
- 5. Limaçons
 - Identify the graphs of limaçons
 - Identify and graph the polar equations of limaçons
- 6. Rose Curves and Lemniscates
 - Identify the graph and equation of a rose curve expressed in polar form
 - Identify the graph and equation of a lemniscate curve in polar form
- 7. Complex Numbers in Polar Form
 - Convert complex numbers between rectangular and polar forms
- 8. Operations of Complex Numbers in Polar Form
 - Find the product of complex numbers in polar form
 - Find the quotient of complex numbers in polar form
- 9. DeMoivre's Theorem
 - Prove and apply DeMoivre's Theorem
 - Find powers of complex numbers in polar and rectangular form
 - Find roots of complex numbers in polar and rectangular form
- 10. Polar Coordinates and Functions Review
 - Review concepts from the unit in preparation for completing the unit test
- 11. Polar Coordinates and Functions Test

5. Vectors

1. Representing Vectors
 - Represent vectors geometrically and in component form
 - Determine the components of a vector
 - Find the magnitude of a vector
 - Determine whether two vectors are equal
2. Operations with Vectors
 - Represent operations on vectors geometrically
 - Perform vector addition and subtraction and find the resultant vector
 - Perform scalar multiplication
3. Unit Vectors
 - Represent vectors in the rectangular coordinate system in terms of i and j
 - Find a unit vector
4. Direction Angle
 - Find the direction angle of a vector
 - Represent a vector in terms of magnitude and direction
5. Dot Product
 - Find the dot product of two vectors
 - Apply the properties of the dot product

6. Angle Between Two Vectors

- Use the alternative form of the dot product to find the angle between two vectors
- Use the dot product to determine if two vectors are orthogonal, parallel, or neither
- Use the dot product to solve real-world problems

7. Vectors Review

- Review concepts from this unit in preparation for completing the unit test

8. Vectors Test

6. Parametric Functions

1. Plane Curves and Parametric Functions

- Analyze plane curves in parametric form

2. Plotting Points and Eliminating the Parameter

- Graph plane curves by plotting points
- Graph plane curves by eliminating the parameter
- Graph plane curves by solving for x or y

3. Using Trigonometric Identities

- Graph plane curves by using trigonometric identities
- Identify advantages of using parametric equations

4. Finding Parametric Equations

- Find parametric equations for functions
- Analyze different parametric equations for the same functions

5. Polar and Parametric Equations

- Convert between polar and parametric forms

6. Modeling Linear and Projectile Motion

- Model linear and projectile motion using parametric equations

7. Parametric Functions Review

- Review concepts from the unit in preparation for completing the unit test

8. Parametric Functions Test

7. Looking Ahead to Calculus

1. Limit of a Function

- Apply the definition of a limit of a function to specific examples
- Determine the limit of a function for a given value using various methods

2. Properties of Limits

- Use the properties of limits to find limits of functions

3. Continuity of Functions and Limits

- Use the criteria for continuity to determine if a function, f , is continuous at a

4. Rate of Change

- Define the instantaneous rate of change of a function at a point

- Find the slope of a tangent line at a given point on a curve
- Write the equation of a tangent line
- Define the derivative of a function, f , at $x = a$.

5. Applications of the Derivative

- Solve real-world problems involving the derivatives of functions
- Find average and instantaneous velocity of an object in motion
- Use the velocity of an object to find its acceleration

8. Semester Review and Exam

1. Semester Review
 - Review semester topics, concepts, and processes
2. Semester Exam

Calculus

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

Calculus A introduces limits, differentiation, and applications of differentiation. The student will find and evaluate finite and infinite limits graphically, numerically, and analytically. The student will find derivatives using a variety of methods including the chain rule and implicit differentiation. Then the student will use the first derivative test and the second derivative test to analyze and sketch functions. Finally, the student will find derivatives using a variety of methods including substitution.

Semester A Outline

1. Course Overview

1. Getting Started in Calculus

- Analyze the structure and content of the Calculus course
- Identify course expectations and how to be successful in the course
- Identify the materials you will use

2. Prerequisites for Calculus

1. Linear Functions

- Model and solve problems involving linear functions
- Determine the slope of a line through two points
- Use point-slope and slope-intercept forms to write and graph linear equations
- Apply the properties of parallel and perpendicular lines to solve problems
- Determine solutions for pairs of linear equations simultaneously

2. Functions and Graphs

- Use the language, notation, and graphical representation of functions to express relationships between variable quantities
- Analyze functions and their properties, including domain, range, and symmetry, and even and odd functions
- Graph functions in the coordinate plane
- Graph and analyze piecewise-defined and absolute value functions
- Evaluate and simplify compositions of functions

3. Exponential Functions

- Analyze exponential functions and equations graphically, numerically, and algebraically
- Solve problems involving exponential growth and decay
- Solve compound interest and continuous compound interest problems

4. Inverse Functions and Logarithms

- Analyze relations and their inverses algebraically and graphically
- Find inverses of one-to-one functions graphically and algebraically
- Analyze logarithmic functions algebraically, graphically, and numerically as inverses of exponential functions
- Use logarithms and their properties to solve exponential equations algebraically

5. Trigonometric Functions

- Apply transformations of trigonometric functions to solve problems
- Solve trigonometric equations graphically and algebraically
- Graph and analyze sinusoidal functions and their properties (domain, range, symmetry, amplitude, period, frequency) with and without technology
- Evaluate inverse trigonometric functions
- Evaluate the trigonometric functions for any angle

3. Limits and Continuity

1. Overview of Limits

- Determine average and instantaneous rates of change using the idea of limits
- Estimate limits from information given in tables and graphs

2. Using Properties of Limits

- Use properties of limits to calculate limits
- Find right- and left-hand limits
- Use the Squeeze Theorem or algebraic manipulation to find a limit

3. Limits Involving Infinity

- Calculate limits involving infinity
- Use limits to determine end behavior of functions

4. Continuity and Discontinuity

- Find the points at which a function is continuous and discontinuous
- Determine intervals over which a function is continuous
- Apply continuity to calculus theorems

5. Secant Lines and Average Rate of Change

- Find average rates of change
- Use secant lines to calculate average rates of change
- Apply concepts learned to solve real-world problems involving average rates of change and secant lines

6. Tangent Lines and Instantaneous Rate of Change

- Find instantaneous rates of change
- Use tangent lines to calculate instantaneous rates of change
- Apply concepts learned to solve real-world problems involving instantaneous rates of change and tangent lines

7. Unit Review

- Calculate limits of functions at a point and interpret their meaning
- Calculate limits of functions at infinity and interpret their meaning
- Calculate infinite limits of functions and interpret their meaning
- Identify intervals of continuity and points of discontinuity for a function
- Apply the concept of slope to tangent lines and rates of change

8. Unit Test

- Calculate limits of functions at a point and interpret their meaning
- Calculate limits of functions at infinity and interpret their meaning
- Calculate infinite limits of functions and interpret their meaning
- Identify intervals of continuity and points of discontinuity for a function
- Apply the concept of slope to tangent lines and rates of change

4. Derivatives

1. Using the Definition of a Derivative

- Use the definition of a derivative to find the derivative of a differentiable function
- Use the alternate definition of a derivative to find the derivative at a point

2. Graphs of Derivatives

- Identify the graph of the derivative of a function shown graphically

3. Differentiability at a Point

- Determine points at which a function is not differentiable

4. Differentiability on an Interval

- Determine intervals on which a function is differentiable

5. The Intermediate Value Theorem for Derivatives

- Use the Intermediate Value Theorem to determine differentiability

6. Numerical Derivatives

- Use numerical derivatives to approximate the derivative at a point

7. Using Differentiation Rules

- Use differentiation rules to find derivatives
- Use rules for differentiation to find higher-order derivatives
- Use rules for differentiation to find slopes and equations of tangent lines at a point

8. Rates of Change

- Find instantaneous rates of change
- Solve problems involving rectilinear motion
- Solve free-fall and projectile motion problems

9. Derivatives of Trigonometric Functions

- Find derivatives involving trigonometric functions
- Solve simple harmonic motion problems (speed, acceleration, jerk)
- Use rules for differentiation to find slopes and equations of tangent lines at points of a sinusoidal function

10. Unit Review

- Determine the conditions necessary for a function to be differentiable
- Use the definition of a derivative to find derivatives of differentiable functions and derivatives at a point
- Apply the Intermediate Value Theorem for derivatives
- Apply differentiation rules to find derivatives of functions
- Solve problems involving rates of change

11. Unit Test

- Determine the conditions necessary for a function to be differentiable
- Use the definition of a derivative to find derivatives of differentiable functions and derivatives at a point
- Apply the Intermediate Value Theorem for derivatives
- Apply differentiation rules to find derivatives of functions
- Solve problems involving rates of change

5. Mid-Semester Check

1. Mid-Semester Review

- Calculate limits at a point and at infinity, and calculate infinite limits involving graphs and function equations
- Identify points and intervals of continuity (including the Intermediate Value Theorem)
- Determine intervals over which a function is differentiable or nondifferentiable from graphs and function equations
- Find derivatives of functions and use them to solve problems
- Solve problems involving slopes of tangent lines and rates of change

2. Mid-Semester Check

- Calculate limits at a point, at infinity, and infinite limits involving graphs and function equations
- Identify points and intervals of continuity (including the Intermediate Value Theorem)
- Determine intervals over which a function is differentiable or non-differentiable, from graphs and function equations
- Find derivatives of functions and use them to solve problems
- Solve problems involving slopes of tangent lines and rates of change

6. More Derivatives

1. The Chain Rule

- Use the Chain Rule to differentiate compositions of two or more functions
- Use the Chain Rule in conjunction with the Product and Quotient Rules to differentiate functions

2. Applications of the Chain Rule

- Find and interpret a derivative using the Chain Rule in the context of a model
- Find the equation of a tangent or normal line at a point on the graph of a function

3. Implicit Differentiation

- Use the Chain Rule to differentiate both sides of an equation that defines a function implicitly
- Use implicit differentiation to compute the slope of a tangent line to the graph of an equation at a given point

4. Applications of Implicit Differentiation

- Use implicit differentiation to find higher-order derivatives of implicitly defined functions

5. Derivatives of Inverse Trigonometric Functions

- Find derivatives of invertible functions and their inverses
- Find derivatives of functions involving inverse trigonometric functions

6. Derivatives of Exponential Functions

- Find derivatives of exponential functions

7. Derivatives of Logarithms

- Find derivatives of functions involving logarithms

8. Logarithmic Differentiation

- Use logarithmic differentiation to find derivatives of functions

9. Unit Review

- Use the Chain Rule to find derivatives of composite and implicitly defined functions
- Determine derivatives of inverse trigonometric functions
- Determine derivatives of exponential functions
- Determine derivatives of logarithmic functions
- Use implicit differentiation to find derivatives of implicitly defined functions and solve problems

10. Unit Test

- Use the Chain Rule to find derivatives of composite and implicitly defined functions
- Determine derivatives of inverse trigonometric functions
- Determine derivatives of exponential functions
- Determine derivatives of logarithmic functions
- Use implicit differentiation to find derivatives of implicitly defined functions and to solve problems

7. Applications of Derivatives

1. Extreme Values of Functions

- Determine the maximum or minimum value of a function over a given interval using derivatives
- Use the Extreme Value Theorem to analyze functions

2. Mean Value Theorem

- Describe the behavior of a function over an interval using the Mean Value Theorem
- Apply the concept of antiderivatives to solve real-world problems

3. Connecting Derivatives of f with the Graph of f

- Describe functions in terms of characteristics (slope, concavity, inflection points)
- Analyze the properties of functions using derivatives

4. More Function Analysis Using Derivatives

- Describe functions in terms of characteristics (slope, concavity, inflection points)
- Analyze the properties of functions using derivatives
- Document relationships between graphs of a function, its first derivative, and its second derivatives

5. Modeling and Optimization

- Develop models of real-world situations expressed in terms of mathematical functions
- Solve optimization problems using derivatives

6. Linearization, Sensitivity, and Differentials

- Solve problems involving the slopes of tangent lines
- Develop linear and quadratic approximations for functions in the vicinity of a given point
- Evaluate sensitivities using differentials
- Determine approximate zeros of functions using Newton's Method

7. Related Rates

- Create equations that relate known rates of change to unknown rates of change
- Solve problems involving rates of change in applied contexts

8. Unit Review

- Identify local and global extreme values of a function
- Identify intervals over which a continuous function is increasing, decreasing, or constant
- Relate the graph of a function with the graphs of its first and second derivatives
- Apply the Mean Value Theorem to solve problems
- Solve problems involving related rates

9. Unit Test

- Identify local and global extreme values of a function
- Identify intervals over which a continuous function is increasing, decreasing, or constant
- Relate the graph of a function with the graphs of its first and second derivatives
- Apply the Mean Value Theorem to solve problems
- Solve problems involving related rates

8. Semester Review and Exam

1. Semester Review

- Use limits at a point, limits at infinity, and limits involving infinity to interpret function behavior
- Use limits to determine continuity at a point and over intervals in the domain of a function
- Find derivatives using the definition of derivatives and derivative formulas
- Analyze function behavior using first and higher-order derivatives
- Use derivatives to solve problems involving optimization, related rates, and instantaneous rates of change
- Use the Mean Value Theorem to analyze the behavior of a differentiable function over an interval in its domain
- Find functions that have a given derivative

2. Semester Exam

- Use limits at a point, limits at infinity, and limits involving infinity to interpret function behavior
- Use limits to determine continuity at a point and over intervals in the domain of a function
- Find derivatives using the definition of derivatives and derivative formulas
- Analyze function behavior using first and higher-order derivatives
- Use derivatives to solve problems involving optimization, related rates, and instantaneous rates of change
- Use the Mean Value Theorem to analyze the behavior of a differentiable function over an interval in its domain
- Find functions that have a given derivative

Semester B Summary:

Calculus B introduces integration of functions, differential equations, and applications of integration. The student will calculate antiderivatives using a variety of methods including substitution. The student will evaluate integrals using a variety of methods including numerical integration. Then the student will understand and apply Riemann sums, definite integrals, and the Fundamental Theorem of Calculus. In particular, the student will differentiate and integrate logarithmic, exponential, and inverse trigonometric functions. The student will solve simple differential equations, which can be solved by separation of variables, and use the calculations to solve applied problems. The student will use integration to determine the area between two curves, volume, and surface area. Finally, the student will apply integration to determine work, center of mass, and fluid force.

Semester B Outline

1. Limits and Differentiation Review

1. Limits and Continuity

- Review the interpretation, estimation, and determination of limits of function values
- Review the interpretation, estimation, and determination of infinite limits and limits at infinity
- Review the analysis of functions to find intervals of continuity and points of continuity, and the determination of the applicability of the Intermediate Value Theorem

2. Rates of Change, Tangent Lines, and Derivatives

- Review the use of limits to determine instantaneous rates of change, slopes of tangent lines, and sensitivity to change
- Review the computation of the derivative of a function at a point using both forms of limit definitions, and explain its relationship to slope
- Review the analysis of the differentiability of functions and the rules for differentiation
- Review the interpretation of derivatives as representing rates of change

3. Using Differentiation Rules

- Review the differentiation of composite functions using the Chain Rule
- Review the determination of derivatives of implicitly defined functions
- Review the derivatives of inverse trigonometric, exponential, and logarithmic functions
- Review the determination of various properties of functions using the Extreme Value Theorem and Mean Value Theorem
- Review the use of derivatives to solve optimization problems and problems involving the slope of the tangent line

2. The Definite Integral

1. Estimating with Finite Sums

- Estimate areas under curves using rectangular approximation methods
- Estimate distances, volumes, and accumulations using finite sums

2. Definite Integrals and Antiderivatives I

- Write the limit of a Riemann sum as a definite integral
- Express the limit of a Riemann sum in integral notation
- Calculate a definite integral using areas and properties of definite integrals
- Interpret the meaning of a definite integral within a problem
- Apply definite integrals to problems involving area and volume

3. Antiderivatives

- Compute indefinite integrals

4. Definite Integrals and Antiderivatives II

- Calculate and apply integrals of piecewise constant and linear functions
- Determine the average value of a function using integrals
- Justify and apply the Mean Value Theorem for Definite Integrals
- Establish and apply the connections between differential and integral calculus

5. Fundamental Theorem of Calculus I

- Analyze functions defined by an integral

- Evaluate definite integrals using antiderivatives

6. Fundamental Theorem of Calculus II

- Determine areas analytically using definite integrals
- Analyze antiderivatives graphically

7. Trapezoidal Rule

- Justify and apply trapezoidal approximations to integrals
- Justify and apply other numerical approximations and compare results to the Trapezoidal Rule
- Determine the bounded error in the Trapezoidal Rule

8. Unit Review

- Write the limit of a Riemann sum in integral notation and find definite integrals using area
- Apply the rules for definite integrals to evaluate definite integrals
- Apply the Fundamental Theorem of Calculus to find antiderivatives
- Apply the evaluation part of the Fundamental Theorem of Calculus to evaluate definite integrals
- Use the Trapezoidal Rule to approximate areas under a curve

9. Unit Test

- Write the limit of a Riemann sum in integral notation and find definite integrals using area
- Apply the rules for definite integrals to evaluate definite integrals
- Apply the Fundamental Theorem of Calculus to find antiderivatives
- Apply the evaluation part of the Fundamental Theorem of Calculus to evaluate definite integrals
- Use the Trapezoidal Rule to approximate areas under a curve

3. Differential Equations and Mathematical Modeling

1. Introduction to Differential Equations

- Determine if a given function is a solution to a differential equation
- Solve exact differential equations and initial value problems
- Identify the domain on which a solution to an initial value problem is valid

2. Slope Fields

- Use a slope field to approximate the graph of a solution of a differential equation
- Generate a slope field for a given differential equation

3. Integration by Substitution

- Use the method of substitution to find antiderivatives

4. Other Integration Techniques

- Evaluate integrals using other integration techniques
- Use L'Hospital's Rule to evaluate limits in indeterminate form

5. Separable Differential Equations

- Solve separable differential equations

6. Modeling with Differential Equations

- Use differential equations to model exponential growth and decay

7. Unit Review

- Determine if a given function is a solution to a differential equation
- Determine general and particular solutions to a differential equation
- Solve initial value problems
- Identify the domain on which a solution to an initial value problem is valid
- Generate a slope field for a given differential equation
- Use a slope field to approximate the graph of a solution of a differential equation
- Compute indefinite integrals

8. Unit Test

- Use substitution methods to evaluate definite and indefinite integrals
- Evaluate definite integrals using a calculator
- Determine general and particular solutions to a differential equation
- Solve initial value problems
- Solve separable differential equations and apply them to solving problems relating to exponential growth and decay

4. Mid-Semester Check

1. Mid-Semester Review

- Apply finite-sum methods to approximate areas under curves and other quantities represented by definite integrals
- Apply the Fundamental Theorem of Calculus to find antiderivatives and evaluate definite integrals
- Apply rules for definite integrals and substitution methods to evaluate definite and indefinite integrals
- Evaluate definite integrals using a calculator
- Determine general and particular solutions to a differential equation and apply them to solving problems

2. Mid-Semester Check

- Apply finite-sum methods to approximate areas under curves and other quantities represented by definite integrals
- Apply the Fundamental Theorem of Calculus to find antiderivatives and evaluate definite integrals
- Apply rules for definite integrals and substitution methods to evaluate definite and indefinite integrals
- Evaluate definite integrals using a calculator
- Determine general and particular solutions to a differential equation and apply them to solving problems

5. Applications of Definite Integrals

1. Introduction to Accumulation and Net Change

- Apply definite integrals to linear-motion problems involving displacement and total distance
- Justify and apply a general strategy for modeling with integrals

2. Applications of Accumulation and Net Change

- Use definite integrals to solve problems involving accumulation
- Find net changes given graphical, tabular, or functional representations of rate of change

- Determine the total amount of a quantity given a density-vs-location function
- Determine the net work done given the force as a function of distance

3. Areas in the Plane I

- Interpret areas as limits of Riemann sums
- Apply the definite integral to solve problems involving areas
- Determine areas between curves over a given x-interval
- Determine areas enclosed by intersecting curves

4. Areas in the Plane II

- Determine areas for regions bounded by more than one function
- Determine areas of regions more easily described by functions of y than x
- Determine areas of regions in cases where geometry formulas can be used to expedite the process

5. Introduction to Volumes

- Interpret volumes as limits of Riemann sums
- Apply the definite integral to solve problems involving volumes
- Determine volumes of solids with known cross sections

6. Circular Cross-Sections

- Determine volumes of solids of revolution using disks and washers

7. Cylindrical Shells

- Determine volumes of solids of revolution using cylindrical shells

8. Unit Review

- Solve problems involving accumulation and net change
- Apply definite integrals to determine areas in the coordinate plane
- Apply definite integrals to determining volume of three-dimensional solids
- Integrate with respect to y to solve area and volume problems determined by functions of y

9. Unit Test

- Solve problems involving accumulation and net change
- Apply definite integrals to determine areas in the coordinate plane
- Apply definite integrals to determining volume of three-dimensional solids
- Integrate with respect to y to solve area and volume problems determined by functions of y

6. Semester Project: Response to a Letter

1. Letter from a Client

- Analyze a real-world problem that has more than one solution

2. Research Solutions

- Analyze a real-world problem that has more than one solution

3. Presentation of Findings

- Analyze a real-world problem that has more than one solution

7. Semester Review and Exam

1. Integrals and Differential Equations

2. Semester Review

- Use Riemann sums to approximate areas under a curve and, as limiting cases, find definite integrals
- Apply the Fundamental Theorem of Calculus to find antiderivatives and evaluate definite integrals
- Determine general and particular solutions to a differential equation
- Apply differential equations and their solutions to exponential growth and decay problems
- Apply definite integrals to determining accumulations, net changes, areas, and volumes

3. Semester Exam

- Use Riemann sums to approximate areas under a curve and, as limiting cases, find definite integrals
- Apply the Fundamental Theorem of Calculus to find antiderivatives and evaluate definite integrals
- Determine general and particular solutions to a differential equation
- Apply differential equations and their solutions to exponential growth and decay problems
- Apply definite integrals to determining accumulations, net changes, areas, and volumes

Consumer Math



Consumer Math A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise Consumer Math. In this course, the student will learn that money is lost or gained depending upon the information a consumer has to help him make informed decisions. Retailers, banks, and credit card companies may not provide consumers with all the information they need to make good decisions. By the end of this course, the student will understand the history of money, define fixed costs and discretionary spending, understand the importance of savings, and recognize the dangers of debt. This course will ask the student to look hard at his financial choices including spending patterns, purchasing motivations, and how to make some difficult decisions.

Semester A Outline

1. Money and Spending

1. The History of Money: Introducing Trade
 - Explore how the need for trade led to bartering and eventually the development of currency
 - Trace the history of money across the centuries
 - Compute a basic exchange
2. History of Money: Using Metal & Paper as Currency
 - Justify the development of metal and paper currencies
 - Explore how exchanges occur in current economies
 - Compute basic money exchange problems
3. History of Money Activity: Exchanging Currency
 - Discover how currency values are established globally
 - Determine where to find exchange rates
 - Use currency exchange formulas to compute values
4. Department Store Sales
 - Explore how money is used in shopping
 - Determine what items fit within a limited amount of money
5. Calculating Change and Discounts
 - Explore how money is used in shopping
 - Calculate how to save money by using discounts and sales
6. The Department Store: Getting the Best Deal

- Compare the results of using two different buying scenarios
 - Calculate how you can save money by using discounts and sales
7. History of Money and Department Store
 - Calculate exchange rates using multiplication of decimals
 - Compare the results of using two different buying scenarios
 - Calculate how you can save money by using discounts and sales
 8. The Grocery Store
 - Use multiplication to quickly calculate a total
 - Calculate the cost of a single item by using division
 9. The Grocery Store: Shopping with Coupons
 - Use multiplication to quickly calculate a total
 - Calculate the cost of a single item by using division
 - Add and subtract money in order to compare cost savings
 10. The Electronics Store: Percentages and Sales Tax
 - Use a percentage discount to calculate savings
 - Compute how sales tax increases the amount you pay for something
 11. The Electronics Store: Online vs In-Store Savings
 - Use a percentage discount to compare savings
 - Review the use of percentages, adding and subtracting money, and discounts
 12. What's My Total Bill?
 - Use various methods of discounting to compare savings
 - Compute two different scenarios each for a grocery store and electronics store purchase
 13. The Outlet Mall
 - Explore real-world examples of effective shopping
 - Calculate the impact of discounts and taxes on a total payment
 14. Unit Review
 - Review some of the early history of money
 - Complete problems involving foreign exchange rates
 - Compare savings using coupons or percentage discounts
 15. Unit Test
2. **Controlling Expenses**
 1. The Restaurant: The Bill
 - Use estimation to calculate the total bill before ordering
 - Calculate the individual items that go into the restaurant's "grand total"
 2. Discounts and Tip
 - Use percentages in order to calculate sales tax and tip
 - Complete calculations to determine the total cost of a restaurant visit
 3. Paying Retailers

- Examine different ways of paying for something
 - Consider the advantages and disadvantages of paying with cash, debit cards, checks, and credit cards
4. Cash, Check, or Charge
- Examine different ways of paying for something
 - Consider the advantages and disadvantages of paying with cash, debit cards, checks, and credit cards
5. Controlling Your Checkbook
- Calculate purchases including discounts and sales tax
 - Complete entries in a checkbook register and submit the completed entries as a part of the portfolio
6. Reviewing and Paying the Power Bill
- Analyze the information on a customer statement such as a bill
 - Use steps for calculating a bill in order to pay by check
7. Time to Pay the Power Bill
- Analyze the information on a customer statement such as a bill
 - Use steps for calculating a bill in order to pay by check
 - Calculate the cost of various plans and their benefits
8. Comparing Choices
- Calculate savings on various plans
 - Compare plans and determine the best choice for a given situation
9. Estimating Your Expenses
- Tally monthly expenses
 - Learn to estimate expenses that vary from month to month
 - Calculate monthly expenses and make a savings plan
10. Other Types of Expenses
- Tally monthly expenses
 - Learn to estimate expenses that vary from month to month
 - Calculate monthly expenses and make a savings plan
11. Receipts, Bills, and Estimates, Oh My!
- Calculate how much money is earned when working
 - Compute the amount of time worked and how that translates into wages
12. Interest Rates
- Calculate how much money is earned when working
 - Identify key information for calculating interest earned
13. Time is Money
- Calculate wages earned
 - Compute the amount of time saved with interest earned
14. Unit Review

- Calculate problems using estimation
- Compute wages using multiplication of decimals
- Determine “time saved” through analyzing interest rates

15. Unit Test

3. Finances: Income and Debt

1. Hourly vs. Salaried

- Explain the differences between gross pay and net income
- Identify the differences between a salaried employee and an hourly employee
- Calculate the gross pay differences based on hourly wage rates and salary information

2. Withholdings

- Explain the differences between gross pay and net income
- Identify the differences between a salaried employee and an hourly employee
- Calculate the gross pay and net pay differences based on various deductions

3. How Much Money Do I Spend?

- Recognize the difference between fixed expenses and discretionary spending
- Explore the importance of savings in planning a healthy financial future

4. Discretionary and Fixed Expenses

- Recognize the difference between fixed expenses and discretionary spending
- Calculate savings based on income and expenses

5. Am I Financially Healthy? Planning

- Explore the problems caused by spending more than you make
- Define surplus and deficit as applied to personal spending
- Calculate fixed expenses and discretionary income

6. Buyer Beware

- Explore the problems caused by spending more than you make
- Define surplus and deficit as applied to personal spending
- Calculate the true cost of some special finance deals

7. CD Investments

- Explore the problems caused by spending more than you make
- Compute interest on savings using online CD calculators

8. Saving Is Stability: Controlling Spending

- Identify the long-term benefits of following a savings plan
- Explore some of the roadblocks to savings—and see how to overcome them
- Calculate interest on savings accounts versus credit cards

9. Spendaholics

- Identify the long-term benefits of following a savings plan
- Explore some of the roadblocks to savings—and see how to overcome them
- Calculate the impact of choice on savings

10. How Much Have I Saved?

- Explore how banks determine their interest rates
- Calculate interest payments on a savings account based on annual, monthly and daily periods

11. Debt Is Dangerous: Pay More Than the Minimum

- Explain the danger of carrying debt
- Explore how credit card companies and banks determine their interest rates
- Calculate interest payments based on a variety of different payment options

12. Don't Be a Doris

- Explain the danger of carrying debt
- Explore how credit card companies and banks determine their interest rates
- Calculate interest payments based on whole-year, half-year, and quarter-year periods

13. Debt Is Dangerous

- Explain the danger of carrying debt
- Explore how credit card companies and banks determine their interest rates
- Calculate monthly interest earned in a savings account

14. Unit Review

- Calculate the cost of an item using sales tax and interest charges
- Compute the equivalent work hours for purchasing a good
- Review concepts taught in Lessons 1–13 of the unit

15. Unit Test

4. Dealing with Debt

1. Debt Ratio

- Use percentages to determine the maximum amount of money that should be spent on housing costs
- Calculate how to increase savings by reducing expenses

2. Necessity or Luxury

- Calculate the impact of luxury items on debt ratios
- Learn how to increase your savings by reducing your expenses

3. When Debt Is Acceptable: Secured vs. Unsecured

- Identify the difference between secured debt and credit card debt
- Calculate the savings that result from paying off debt rather than investing in a savings account

4. When Debt Is Acceptable: Mortgage Loans

- Describe the specific attributes of mortgage loans that make them good debt
- Compute different interest amounts due based on different principal amounts due

5. When Debt Isn't Acceptable: Minimum Due and Missed

- Identify what types of debt are unacceptable
- Compute the accumulated interest on credit card debt
- Calculate the impact of cash advances on credit card interest

6. When Debt Isn't Acceptable: Credit Cards
 - Identify what types of debt are unacceptable
 - Compute interest on credit cards
7. When Debt Isn't Acceptable: Rewards Programs
 - Identify what types of debt are unacceptable
 - Compare credit and debit card rewards programs
 - Calculate interest on credit card purchases
8. I Already Have Too Many Credit Cards
 - Analyze which of your credit cards to pay off first by calculating and comparing interest due
 - Identify the benefits of zero-rate APR balance transfers
9. I Already Have Too Many Credit Cards: Debt Ratios
 - Calculate debt ratios using various balance information
 - Identify the problems that can arise from closing credit accounts
10. Give Yourself Credit for Avoiding Credit Problems
 - Calculate interest due based on various principal amounts
 - Create a table showing a schedule to pay off a credit card with a given monthly payment plan
 - Compare the impact on principal reduction of changes in monthly payments
11. How a Credit Score Works: Financial Decisions
 - Explain what your credit score means and how it is developed
 - Compare the impact different interest rates (caused by high credit scores and low credit scores) can have on balances
12. How a Credit Score Works: The Payoff
 - Explain what your credit score means and how it is developed
 - Compare the impact different interest rates (caused by high credit scores and low credit scores) can have on balances
13. How a Credit Score Works: The Perfect Score
 - Explain what your credit score means and how it is developed
 - Compare the impact different interest rates (caused by high credit scores and low credit scores) can have on balances
14. Unit Review
 - Identify differences among different types of financial transactions
 - Compute savings based on different interest rates
 - Compare interest accrued based on various scenarios
 - Review information and concepts related to dealing with debt
15. Unit Test

5. Review

1. Unit 1 Review: Money and Spending
2. Unit 2 Review: Controlling Expenses
3. Unit 3 Review: Finances: Income and Debt

4. Unit 4 Review: Dealing with Debt

6. Final Exam

1. Final Exam

Semester B Summary:

This is the second of two courses that comprise Consumer Math. In this course, students will continue to learn how to make good financial decisions. Retailers, banks, and credit card companies may not provide consumers with all the information they need to make good decisions. By the end of this course, the student will differentiate between secured and unsecured debt, learn how to create a budget, examine a credit report, and discover the best way to increase income and decrease expenses. This course will provide the student with the skills to make good financial decisions.

Semester B Outline

1. Debt vs. Savings

1. Secured Debt

- Identify the differences between secured debt and unsecured debt
- Calculate the consequences of defaulting on a secure debt
- Identify the impact of maintaining a good credit score on debt
- Analyze data in a table

2. Unsecured Debt

- Identify the differences between secured debt and unsecured debt
- Calculate the consequences of defaulting on unsecured debt
- Identify the impact of maintaining a good credit score on debt
- Analyze and use data from a table

3. Exploring Other Forms of Debt

- Identify the differences between secured debt and unsecured debt
- Determine trends within data
- Analyze and use data from a table

4. Unsecured Debt Payment

- Identify the steps involved in building a strong credit history and some specific ways of raising your credit score
- Identify how a good credit score can be advantageous to you

5. Future Wealth

- Identify the steps involved in building a strong credit history and some specific ways of raising your credit score
- Determine which debt should be eliminated by comparing several situations
- Explain the relationship between accrued interest and principal balance

6. Good Credit vs. Bad Credit: An Overview

- Identify how a high credit score decreases your fixed expenses
- Calculate how your credit score affects your mortgage payments when you buy a house
- Calculate how your credit score affects your car payments when you purchase an automobile

- Determine other ways that your credit score impacts your financial situation

7. Examples of Good Credit

- Identify how a high credit score decreases your fixed expenses
- Calculate how your credit score affects your mortgage payments when you buy a house
- Calculate how your credit score affects your car payments when you purchase an automobile
- Determine other ways that your credit score impacts your financial situation
- Interpret and analyze data from tables

8. Examples of Bad Credit

- Identify how a high credit score decreases your fixed expenses
- Calculate how your credit score affects your mortgage payments when you buy a house
- Calculate how your credit score affects your car payments when you purchase an automobile
- Determine other ways that your credit score impacts your financial situation

9. Savings vs. Debt

- Calculate interest accrued based on various principal balances
- Compare total accrued interest to determine savings amounts
- Determine the differences and sums for each month's credit payments

10. Cars: Used or New

- Compute how depreciation affects the cost of buying a car
- Compare the advantages (and disadvantages) of buying a used car instead of a new car

11. Cars: Lease or Own

- Compute how depreciation affects the cost of buying a car
- Compare the advantages (and disadvantages) of buying a used car instead of a new car
- Identify the differences between leasing a car and buying a car

12. Homes: Rent

- Identify the advantages and disadvantages of owning a home instead of renting
- Use proportions to work backwards with percentages

13. Homes: Mortgage

- Itemize the various expenses that are a part of the cost of home ownership
- Calculate net income and allowable housing expense ratios
- Use proportions to work backwards to compute realized income requirements

14. Unit Review

- Identify differences among different types of financial transactions
- Compute savings based on different interest rates
- Compare interest accrued based on various scenarios
- Review information and concepts relating to dealing with debt

15. Unit Test

2. Budgeting

1. Budgeting

- Identify how the concepts of budgeting, expenses, saving, credit management, and retirement tie together
 - Calculate the effect that inflation has on your purchasing power
 - Compute how appreciation offsets the effects of inflation
2. Creating a Hypothetical Budget
- Create a budget using income, fixed expenses, and discretionary expenses
 - Calculate realized income
 - Analyze the impact of expenses on savings
3. Fixed Costs
- Determine how much money you need in your own emergency fund
 - Calculate the amount of discretionary monies available
4. Assets and "Net" Savings
- Analyze data for trends in savings
 - Identify ways to create your emergency "safety net"
5. Discretionary Spending: The Extras of Life
- Calculate how you can save money by eliminating a few simple luxuries
 - Analyze why the earlier you start saving for your retirement, the better
 - Compute how paying down credit card debt can save you more money than investing the same amount of money
6. The Second Job
- Calculate how you can save money by eliminating a few simple luxuries
 - Determine how a low interest rate, when compounded over a long period of time, can generate a significant return on your investment
 - Analyze why the earlier you start saving for your retirement, the better
 - Compute why reducing discretionary spending doesn't mean you have to eliminate luxuries altogether
7. Emergency Funds: Cash Reserves
- Identify the important reasons for having an emergency fund
 - Compute the different forms your emergency fund can take
 - Calculate the impact different types of investments can have on total interest accrued
8. Emergency Funds: Insurance Policies
- Determine the benefits insurance can have in emergency situations
 - Perform percentage computations involving money and interest compounding
 - Compare accrued interest given different scenarios
9. Emergencies – A Brainstorming Activity
- Identify different situations that may require an emergency fund
 - Calculate the different impacts that using an emergency fund can have on savings
10. Budgeting Summary: Reviewing the Process
- Determine the steps of creating your own budget

- Identify the steps you should take when you are finally able to create a budget surplus
11. Budgeting Summary: The Never-ending Budget Process
 - Determine the steps of creating your own budget
 - Calculate steps you can take to turn a deficit situation into a surplus
 - Identify the steps you should take when you are finally able to create a budget surplus
 12. Budgeting Summary: Learning from Experience
 - Determine the steps of creating your own budget
 - Calculate steps you can take to turn a deficit situation into a surplus
 - Identify the steps you should take when you are finally able to create a budget surplus
 13. Unit Review
 - Identify different parts of a budget
 - Compute fixed expenses based on various types of data
 - Use percentages and proportions to calculate realized income
 14. Unit Test

3. Finances

1. A Part-Time Job
 - Calculate the ways to increase your income
 - Compute the increase to your income from getting a part-time job
 - Compare net hourly income wage
2. Promotions and Merit Pay
 - Calculate the ways to increase your income
 - Compute increases to your income from getting a job or taking a second job
3. A New Job
 - Calculate the ways to increase your income
 - Compute changes in realized income and discretionary monies
4. Labor Statistics
 - Identify the single best way to increase your income
 - Calculate the actual monetary advantage to getting your high school diploma
 - Compare the benefits of following further educational paths beyond high school
 - Interpret and analyze data in a table using various mathematical operations
5. Investigating Labor Statistics
 - Identify the single best way to increase your income
 - Calculate the actual monetary advantage to getting your high school diploma
 - Compare the benefits of following further educational paths beyond high school
 - Interpret and analyze data from a table
6. Degree Effect
 - Identify the single best way to increase your income
 - Calculate the actual monetary advantage to getting your high school diploma

- Compare the benefits of following further educational paths beyond high school
 - Interpret and analyze data from a table using various mathematical processes
7. Gifts and Bulk Buying
- Calculate the impact of using a variety of ways to cut your everyday expenses
 - Determine the financial benefits of using coupons and buying in volume as ways to decrease your expenses
8. Sharing Expenses
- Calculate the impact of using a variety of ways to cut your everyday expenses
 - Determine the financial benefits of carpooling, using coupons, and buying in volume as ways to decrease your expenses
 - Calculate the financial impact of carpooling
9. Benefits of Coupons
- Calculate the impact of using a variety of ways to cut your everyday expenses
 - Determine the financial benefits of carpooling, using coupons, and buying in volume as ways to decrease your expenses
 - Demonstrate proficiency with concepts covered in previous lessons
10. Credit Card Debt Revisited
- Calculate the impact of the single best way to decrease your expenses
 - Determine the financial benefits of paying more than the minimum payment on your credit card bill
 - Compute how a small increase in your monthly payment results in huge savings over time
11. Paying More Than the Minimum
- Calculate the impact of the single best way to decrease your expenses
 - Determine the financial benefits of paying more than the "minimum payment" on your credit card bill
 - Compute how a small increase in your monthly payment results in huge savings over time
12. Balancing Act of Debt
- Identify the first step you should take in your campaign to save money
 - Explain why investing in a savings account is not necessarily the first thing you should do to save money
 - Calculate the impact credit card debt can have on your financial well-being
13. Retirement Savings vs. Debt
- Identify the first step you should take in your campaign to save money
 - Explain why investing in a savings account is not necessarily the first thing you should do to save money
 - Calculate the impact credit card debt can have on your financial well-being
14. Unit Review
- Compute the impact of changing jobs or taking a part-time job
 - Compare benefits of investing in a savings plan versus paying off credit card debt
 - Identify the instances when investing makes sense

- Calculate income implications from attaining different levels of education

15. Unit Test

4. **Savings and Financial Planning**

1. Goal Setting

- Outline the steps in planning your savings strategy
- Computationally compare the differences between short-term and long-term financial goals
- Calculate the significant impacts of long-term financial goals

2. Short-term vs. Long-term

- Outline the steps in planning your savings strategy
- Computationally compare the differences between short-term and long-term financial goals
- Calculate the significant impacts of long-term financial goals

3. An Introduction to Investing: Being Realistic

- Outline the steps in planning your savings strategy
- Computationally compare the differences between short-term and long-term financial goals
- Calculate the significant impacts of long-term financial goals

4. An Introduction to Investing: Risk

- Identify the relationship between risk and reward
- Compute why high-risk investments do not make good savings instruments
- Calculate the differences diversity can have in your savings program

5. Diversifying Your Savings

- Identify the relationship between risk and reward
- Compute why high-risk investments do not make good savings instruments
- Calculate the differences diversity can have in a savings program

6. An Introduction to Investing: Stock Market

- Identify the relationship between risk and reward
- Compute why high-risk investments do not make good savings instruments
- Calculate the differences diversity can have in your savings program

7. Get It in Writing: Renting

- Identify why it's important to get all your agreements in writing
- Differentiate between negotiable agreements and unilateral contracts
- Practice how to write basic contracts
- Calculate the financial impact of different types of contracts

8. Get It in Writing: Unilateral Contracts

- Identify why it is important to get all agreements in writing
- Differentiate between negotiable agreements and unilateral contracts
- Practice how to write basic contracts
- Calculate the financial impact of different types of contracts

9. The Internet Is Your Friend: Online Banking

- Calculate the advantages of online banking
- Identify the financial benefits of direct deposit and paying bills online
- Determine the time and cost savings of using computer-based financial software programs to help you manage finances

10. The Internet Is Your Friend: Direct Deposit

- Calculate some of the advantages of online banking
- Identify the financial benefits of direct deposit and paying bills online
- Determine the time and cost savings of using computer-based financial software programs to help manage finances

11. The Internet Is Your Friend: Financial Software

- Calculate some of the advantages of online banking
- Identify the financial benefits of direct deposit and paying bills online
- Determine the time and cost savings of using computer-based financial software programs to help manage finances

12. Review: Money's Many Uses

- Review the important concepts presented in the Consumer Math course by completing calculations involving a variety of financial situations
- Identify ways you have already changed your thinking involving your finances
- Plan your future financial activities

13. Review: Planning Ahead and Contracts

- Review the important concepts presented in the Consumer Math course by completing calculations involving a variety of financial situations
- Identify ways you have already changed your thinking involving your finances
- Plan your future financial activities

14. Unit Review

- Calculate the amounts needing to be saved over various periods of time
- Compare the effect of different interest rates on savings
- Review concepts taught during the unit to prepare for the unit assessment

15. Unit Test

5. **Review**

1. Review: Debt vs. Saving
2. Review: Budgeting
3. Review: Finances
4. Review: Savings and Financial Planning

6. **Final Exam**

1. Consumer Math B Final Exam

Explorations in Mathematics



Explorations in Mathematics A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary: Semester A

This is the first of two courses that comprise Explorations in Mathematics. This course is designed to provide the student with a solid mathematics foundation. The student will explore properties of rational numbers including divisibility patterns, prime factorization, greatest common factor, and least common multiple. The student will add, subtract, multiply, and divide rational numbers. Then, the student will identify and solve expressions and equations using variables. Finally, the student will use properties, including the Associative Property, Commutative Property, and Distributive Property, to solve and simplify equations.

Semester B

This is the second of two courses that comprise Explorations in Mathematics. This course is designed to provide the student with a solid mathematics foundation. The student will be introduced to the properties of equality to solve one-step and multi-step equations. Then, the student will explore absolute value and how to compare values using absolute value. The student will examine the applications of one-step and multiple step equations. Finally, the student will be introduced to probability and statistics concepts including direct and inverse variation, mean, median, mode, counting principle, permutations, and combinations.

Course Summary: Semester A

1. Working with Rational Numbers

1. Divisibility Patterns
 - Learn what divisible means
 - Understand how to determine whether or not a number is divisible
 - Practice using divisibility patterns
2. Divisibility Patterns Activity
3. Prime Factorization
 - Identify the prime numbers and composite numbers
 - Examine factor trees
 - Learn to do the prime factorization of a number using repeated division
4. Prime Factorization Activity

5. Greatest Common Factor
 - Understand what common factors are
 - Learn how to determine the Greatest Common Factor of two or more whole numbers
 - Practice finding the Greatest Common Factor of two whole numbers
6. Greatest Common Factor Activity
7. Rational Numbers and Reducing
 - Learn to recognize rational numbers
 - Rewrite rational numbers as the ratio of two integers
 - Understand how to simplify the ratio of two integers when necessary
8. Rational Numbers and Reducing Activity
9. Add/Subtract Rationals with Like Denominators
 - Learn to add and subtract rational numbers with like denominators
 - Understand what a remainder is
 - Examine how to reduce an improper fraction to its simplest form
10. Add/Subtract Rationals with Like Denominators Act.
11. Least Common Multiple
 - Understand what the least common multiple of two numbers is
 - Practice finding the least common multiple of two numbers
 - Review what common factors are and how to find the greatest common factor
12. Least Common Multiple Activity
13. Add/Subtract Rationals with Unlike Denominators
 - Add and subtract rational numbers with unlike denominators
 - Learn to add and subtract with improper fractions
 - Understand how to add and subtract with mixed fractions
14. Add/Subtract Rationals with Unlike Denom. Activity
15. More Subtracting Rationals with Unlike Denominator
 - Learn how to subtract rational numbers with unlike denominators by rewriting one or both of the rational numbers
 - Understand how to reduce to the simplest form
16. More Subtracting Rationals Activity
17. Multiplying Rational Numbers
 - Understand how to multiply rational numbers
 - Learn to write rational numbers in simplest form
18. Multiplying Rational Numbers Activity
19. Dividing Rational Numbers
 - Learn to divide rational numbers
 - Understand how to write the quotient in simplest form
20. Dividing Rational Numbers Activity

2. Variables, Equations, and Properties

1. Variables, Expressions, and Equations
 - Recognize variables, expressions, and equations
 - Understand how to use variables, expressions, and equations
2. Variables, Expressions, and Equations Activity
3. Associative Property of Addition/Multiplication
 - Identify the Associative Property of Addition and Multiplication
 - Learn how to use Associative Property to solve your mathematical equations
 - Understand the advantages to using Associative Property
4. Associative Prop. of Multiplication/Addition Act.
5. Commutative Property of Addition/Multiplication
 - Identify the Commutative Property of Addition and Multiplication
 - Learn to use the Commutative Property of Addition and Multiplication
 - Understand why you would use the Commutative Property of Addition and Multiplication
6. Commutative Prop. of Addition/Multiplication Act.
7. Order of Operations
 - Understand the order of operations
 - Use the order of operations to evaluate an expression
 - Look at bases and exponents
8. Order of Operations Activity
9. Additive and Multiplicative Identity Property
 - Identify the Additive Identity Property
 - Use the Additive Identity Property
 - Learn what the Multiplicative Identity Property is
 - Practice using the Multiplicative Identity Property
10. Additive/Multiplicative Identity Property Activity
11. Additive Inverse Property
 - Identify additive inverse
 - Practice using the additive inverse
12. Additive Inverse Property Activity
13. Multiplicative Inverse Property
 - Understand what multiplicative inverse is
 - Practice using the multiplicative inverse
14. Multiplicative Inverse Property Activity
15. Distributive Property
 - Learn what the Distributive Property is
 - Understand how to use the Distributive Property to evaluate an expression
16. Distributive Property Activity

17. Using the Distributive Property

- Learn what the Distributive Property is
- Use the Distributive Property to collect like terms in an expression

18. Using the Distributive Property Activity

19. Using Properties to Simplify Expressions

- Review the properties studied in this unit
- Determine the properties used to simplify an expression

20. Using Properties to Simplify Expressions Activity

3. Explorations of Mathematics A Final

1. Explorations of Mathematics A Final Review
2. Explorations of Mathematics A Final

Semester B

1. Integers and Solving Equations

1. Addition and Subtraction Property of Equality

- Learn how to use the Addition and Subtraction Property of Equality
- Practice solving simple equations using the Addition and Subtraction Property of Equality

2. Addition/Subtraction Property of Equality Activity

3. Multiplication and Division Property of Equality

- Use the Multiplication and Division Property of Equality to solve simple equations
- Understand the importance of using the Multiplication and Division Property of Equality

4. Multiplication/Division Prop. of Equality Activity

5. Integers: Absolute Value and Comparison

- Understand what the absolute value of an integer is
- Compare two or more integers

6. Integers: Absolute Value and Comparison Activity

7. Adding and Subtracting Integers

- Learn to add and subtract integers
- Practice adding and subtracting integers

8. Adding and Subtracting Integers Activity

9. Multiplying and Dividing Integers

- Learn to multiply integers
- Understand how to divide integers
- Practice multiplying and dividing integers

10. Multiplying and Dividing Integers Activity

11. Reflexive, Symmetric, Transitive, and Substitution

- Learn how to use the reflexive, symmetric, transitive, and substitution property of equality to solve simple equations
- Practice using the reflexive, symmetric, transitive, and substitution property of equality to solve simple equations

12. Reflexive/Symmetric/Transitive/Substitution Act.

13. Solving One-Step Equations

- Use the Addition, Subtraction, Multiplication, or Division Property of Equality to solve one-step equations

14. Solving One-Step Equations Activity

15. Applications of One-Step Equations

- Learn the applications of one-step equations
- Use one-step equations to solve application problems

16. Applications of One-Step Equations Activity

17. Solving Multiple-Step Equations

- Learn how to solve multi-step equations
- Practice solving multiple-step equations

18. Solving Multiple-Step Equations Activity

19. Applications of Multiple-Step Equations

- Learn how to use multiple-step equations to solve application problems
- Practice using multiple-step equations to solve application problems

20. Applications of Multiple-Step Equations Activity

2. **Probability and Statistics**

1. Direct Variation

- Understand constant of variation
- Use constant of variation to solve problems involving direct variation

2. Direct Variation Activity

3. Inverse Variation

- Discover what inverse variation means
- Use inverse variation to solve equations

4. Inverse Variation Activity

5. Mean and Mode

- Learn the definitions of the mean and mode of a data set
- Find the mean and mode of a data set

6. Mean and Mode Activity

7. Median and Quartiles

- Discover the median of a set of ordered data
- Understand what the quartiles are

8. Median and Quartiles Activity

9. Box and Whisker Plots

- Learn what box-and-whisker plots are
- Draw the box-and-whisker plot of a data set

10. Box and Whisker Plots Activity

11. Counting Principle

- Understand what the counting principle is
- Find the total number of possible outcomes in multiple events

12. Counting Principle Activity

13. Permutations

- Gain an understanding of permutations
- Find the total number of permutations of n objects
- Look at the factorial of a number

14. Permutations Activity

15. Combinations

- Learn the meaning of combinations
- Find the number of combinations of list of objects

16. Combinations Activity

17. Probability

- Understand how to find the probability of simple events
- Practice finding the probability of simple events

18. Probability Activity

19. Application of Probability

- Use the counting principle to calculate probability
- Work with permutations to calculate probability
- Look at combinations used to calculate probability

20. Application of Probability Activity

3. Explorations in Mathematics B Final

1. Explorations in Mathematics B Final Review.
2. Explorations in Mathematics B Final

Statistics



Statistics A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

In this course, the student will be introduced to the major concepts of collecting, organizing, and drawing conclusions from data. The student will also have the opportunity to observe patterns and departures from patterns, plan a study, produce models using probability and simulation, and use statistical inference to confirm models.

SEMESTER B

In this course, the student will be introduced to the major concepts of collecting, organizing, and drawing conclusions from data. The student will also have the opportunity to observe patterns and departures from patterns, plan a study, produce models using probability and simulation, and use statistical inference to confirm models.

Course Outline:

SEMESTER A

1. Introduction to Statistics

1. Statistical Thinking
 - Determine the factors used to analyze data and the significance of the conclusions
2. Types of Data
 - Recognize different types of data
3. Critical Thinking
 - Identify how statistics can be distorted
4. Collecting Sample Data
 - Identify how data is collected from observational studies and experiments
 - Describe different types of observational studies and experiments
5. Introduction to Statistics Review

There are no objectives for this lesson.
6. Unit Test

There are no objectives for this lesson.

2. Analyzing a Study: Valid or Not?

1. Valid or Not?
 - Use a five-step problem-solving model to analyze, critique, evaluate, and determine the reasonableness of a given study

- Evaluate claims and conclusions in published reports or articles based on data
2. Valid or Not? Assignment

There are no objectives for this lesson.

3. Summarizing and Graphing Data

1. Frequency Distributions
 - Identify the characteristics of a frequency distribution
 - Interpret a frequency distribution
2. Two-Way Tables
 - Analyze categorical data using two-way tables
3. Histograms
 - Interpret a histogram that represents a set of data
4. Statistical Graphics
 - Identify a suitable graph for representing a data set
5. Critical Thinking: Bad Graphs
 - Identify how graphs can be constructed to be misleading
6. Summarizing and Graphing Data Review

There are no objectives for this lesson.

7. Unit Test

There are no objectives for this lesson.

4. Statistics for Describing Data

1. Measures of Center
 - Find the mean, median, mode, and midrange of a data set
2. Measures of Variation
 - Find the range, standard deviation, and variance of a data set
 - Use the range rule of thumb and the empirical rule for interpreting and estimating standard deviation
3. Measures of Relative Standing
 - Compute a z score and use the result to determine whether a given value is unusual
 - Determine percentiles and quartiles for data sets and interpret the results
 - Recognize the characteristics of and interpret boxplots
4. Statistics for Describing Data Review

There are no objectives for this lesson.

5. Unit Test

There are no objectives for this lesson.

5. Probability

1. Basic Concepts of Probability
 - Determine probabilities based on relative frequencies, sample space of equally likely outcomes, and subjective estimation

- Determine probabilities of event complements and state the odds for an event
2. Addition Rule
 - Use the addition rule for probability to find the probability of a compound event or complementary events
 3. Multiplication Rule: Basics
 - Use the multiplication rule to find the probability of independent events and dependent events
 4. Multiplication Rule
 - Determine the conditional probability of an event
 5. Using Simulations
 - Estimate the probability of an event based on output generated from a simulation
 6. Counting
 - Use the fundamental counting rule, factorial rule, permutations rule, and combinations rule to solve problems
 - Use Venn diagrams to determine the number of outcomes
 7. Probability Review

There are no objectives for this lesson.
 8. Unit Test

There are no objectives for this lesson.

6. Choices Project

1. Choices Project
 - Use probabilities to make fair decisions by using a random number generator
 - Use probabilities to make fair decisions by drawing lots

7. Probability Distributions

1. Random Variables
 - Identify a random variable as discrete or continuous, and determine whether a probability distribution is given
 - Calculate the mean, variance, and standard deviation of a probability distribution and recognize unusual results
2. Binomial Distributions
 - Determine whether a given procedure results in a binomial distribution and calculate the binomial probability
 - Derive the binomial theorem by combinatorics
 - Use combinatorial reasoning to solve problems
3. Important Characteristics
 - Compute and interpret the mean, variance, and standard deviation for a binomial distribution
4. Geometric Distributions
 - Determine whether a given procedure results in a geometric distribution and calculate the geometric probability

5. Simulating Probability Distributions

- Use random numbers to simulate binomial and geometric probability distributions

6. Probability Distributions Review

There are no objectives for this lesson.

7. Unit Test

There are no objectives for this lesson.

8. Normal Probability Distributions

1. The Standard Normal Distribution

- Find the probability of an event given normally distributed data
- Find a z score that corresponds to a given probability or the area under a standard normal curve.

2. Applications

- Determine the probability or percentage given a nonstandard normal distribution
- Find a critical value from a given probability or area under a standard normal curve

3. Sampling Distributions

- Find the sampling distribution of mean, variance, and proportion for a target population

4. The Central Limit Theorem

- Apply the central limit theorem to estimate population parameters

5. Normal Probability Distributions Review

There are no objectives for this lesson.

6. Unit Test

There are no objectives for this lesson.

9. Review Test

1. Semester Review

- Review concepts from this course in preparation for completing the review test

2. Review Test

There are no objectives for this lesson.

SEMESTER B

1. Estimates and Sample Sizes

1. Population Proportion

- Understand how a confidence interval and margin of error are related to a population proportion
- Identify sample requirements, construct a confidence interval estimate, and interpret the results for a population proportion

2. Standard Deviation Is Known

- Estimate a population mean given when the value of the population standard deviation is known

3. Standard Deviation Is Not Known

- Use a t distribution to determine a confidence interval for estimating a population mean when the population standard deviation is unknown
 - Choose the appropriate distribution to construct a confidence interval to estimate a population mean, and then interpret the results
4. Estimating a Population Variance
 - Use a chi-square distribution to estimate the population standard deviation
 5. Estimates and Sample Sizes Review

There are no objectives for this lesson.
 6. Unit Test

There are no objectives for this lesson.

2. Designing a Statistical Study

1. Statistical Study Project: Part 1
 - Incorporate the concept of 'randomness' into data collection plan and/or experiment
 - Carry out data collection plan
2. Statistical Study Project: Part 1 Assignment

There are no objectives for this lesson.

3. Hypothesis Testing

1. Basics of Hypothesis Testing
 - Identify the null and alternative hypotheses when given a claim about a population parameter
 - Calculate a test statistic and use a critical value or P-value to interpret the result
 - Test a hypothesis and state the final conclusion
2. Basic Methods of Testing
 - Calculate a test statistic for a proportion, and then use the normal distribution to assess
3. Using Simulations to Test Hypotheses
 - Create a simulation of an event using random number tables
 - Use simulated data to conduct a hypothesis test and find a P-value associated with your results
 - Interpret your P-value in the context of the problem
4. Using Normal Distribution
 - Calculate a test statistic for a mean, and then use the normal distribution to assess
5. Using Student t Distribution
 - Calculate a test statistic for a mean and then use the t distribution to assess
6. Testing a Claim About Variation
 - Calculate a test statistic for the standard deviation or variance, and then use the chi-square distribution to assess
7. Hypothesis Testing Review

There are no objectives for this lesson.
8. Unit Test

There are no objectives for this lesson.

4. Comparing Two Populations or Treatments

1. Differences Between Population Parameters

- Using given data, determine if there is a difference between two population parameters
- Using simulation, determine if there is a difference between two population parameters

2. Differences Between Treatments

- Recognize paired data as opposed to data from two different populations
- Conduct an inference test (t-test) to assess if the difference between pairs is significant
- Simulate the situation given by the paired data, then conduct an inference test to assess if there is a difference between the treatments

3. Comparing Two Populations or Treatments Review

There are no objectives for this lesson.

4. Unit Test

There are no objectives for this lesson.

5. Correlation and Regression

1. Correlation

- Calculate the linear correlation coefficient r and interpret linear correlation of paired data

2. Regression

- Determine the equation for a regression line
- Find the equation of the regression line and make a prediction
- Use a residual plot to analyze linear correlation and regression results

3. More Best Fit Methods

- Compare the median-median and least absolute deviation lines, two alternative best-fit models, to the least-squares regression line

4. Modeling

- Determine the best regression model for the data
- Model and solve problems involving patterns

5. Linear Transformations

Transform data to achieve linearity

6. Correlation and Regression Review

There are no objectives for this lesson.

7. Unit Test

There are no objectives for this lesson.

6. Analyzing Data from a Statistical Study

1. Statistical Study Project: Part 2

- Analyze collected data numerically and graphically
- Choose the appropriate statistical method to employ in your analysis (graphical, numerical, etc.)
- Create an appropriate, simulated sampling distribution (using technology) and develop a margin of error

- Create an appropriate, simulated sampling distribution (using technology) and develop a p-value
2. Statistical Study Project: Part 2 Assignment

There are no objectives for this lesson.

7. Analyzing Data in Tables

1. Goodness-of-Fit
 - Use the chi-square distribution to calculate a critical value for the goodness-of-fit test and state a conclusion about the hypothesis
2. Contingency Tables
 - Use a chi-square distribution to conduct a test of independence for data in a contingency table
3. Analyzing Data in Tables Review

There are no objectives for this lesson.

4. Unit Test

There are no objectives for this lesson.

8. Statistical Process Control

1. Control Charts: Variation and Mean
 - Interpret a run chart to determine if process data is statistically stable
 - Interpret a control chart to determine if the variation or mean of the process data is within statistical control
2. Control Charts: Attributes
 - Interpret a control chart for p to determine if the proportion of some attribute from process data is within statistical control
3. Statistical Process Control Review

There are no objectives for this lesson.

4. Unit Test

There are no objectives for this lesson.

9. Reporting Findings from a Statistical Study

1. Statistical Study Project: Part 3
 - Write and construct a report covering all aspects of a statistical study
2. Statistical Study Project: Part 3 Assignment

There are no objectives for this lesson.

10. Election Theory

1. Preference Ballots and Preference Schedules
 - Read, interpret, and create a preference schedule
2. The Plurality Method and Fairness Criteria
 - Use the plurality method to determine the winner of an election
 - Determine if the plurality winner of an election is also the majority winner
 - Use the Condorcet method to determine the winner of an election
3. The Borda Count Voting Method

- Use the Borda count method to tabulate the winner of an election
- Describe the advantages and disadvantages of using the Borda count method

4. Election Theory Review

There are no objectives for this lesson.

5. Unit Test

There are no objectives for this lesson.

11. Review Test

1. Semester Review

- Review concepts from this course in preparation for completing the review test

2. Review Test

There are no objectives for this lesson.

**APPENDIX A
CURRICULUM**

A.2 COURSE GUIDES

c. SCIENCE

This document is part of Appendix A: Curriculum.

It includes course guides for Science classes for students in Kindergarten through Grade 12.

- Science K
- Science 1
- Science 2
- Science 3
- Science 3 Accelerated
- Science 4
- Science 4 Accelerated
- Science 5
- Science 5 Accelerated
- Science 6
- Science 6 Accelerated
- Science 7
- Science 7 Accelerated
- Science 8
- Science 8 Accelerated
- Biology
- Biology Honors
- Biology (Prescriptive)
- Chemistry
- Chemistry Honors
- Chemistry (Prescriptive)
- Earth Science
- Earth Science Honors
- Earth Science (Prescriptive)
- Environmental Science
- Physical Science – Chemistry/Physics (Prescriptive)
- Physics

Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. Course guides include information on:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides)
- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides)

Science K



Science K A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

In this course, the student will explore the nature of science and how to solve problems, as well as investigate living and nonliving things. The student will learn how to study the surrounding world by observing, collaborating, and sharing with others. Using illustrations and labels, the student will identify the steps used to solve problems and use these steps to plan, design, and test a solution to a problem. Finally, the student will examine, describe, compare, and analyze the characteristics of living and nonliving things in order to complete portfolio assessments.

SEMESTER B

In this course, the student will explore life, Earth, and physical science. The student will learn how to investigate using critical thinking skills. The student will answer questions about the Earth and the sky. In the final chapter, physical science, the student will utilize inquiry methods to explore objects, matter, and mixtures. Throughout this course, the student will enhance skills in language arts, mathematics, and computer literacy. In portfolio assessments, students may choose to chart weather observations over a period of time; observe and collect data on how plants and animals depend on the land, air and water; or observe and compare solids and liquids at room temperature.

Course Outline:

SEMESTER A

1. The Nature of Science

1. What Is Science?
 - Define science
 - Identify the five senses as different methods of observation
 - Make accurate observations using the five senses
 - Discuss and illustrate observations made during a nature walk
2. What Questions Can You Ask?
 - Define scientist
 - Explain the advantages of working together
 - Observe an environment
 - Ask and answer questions during observation

3. How Do You Observe?
 - Construct accurate written or illustrated observations using the five senses
 - Determine how and when each sense will be helpful in observations
4. How Do You Learn Together?
 - Define cooperation
 - Explain the importance of cooperating with others to perform a fair test
 - Distinguish between a fair test and an unfair test
5. How Do You Share What You Learn?
 - Discover ways to record, explain, and share information about observations and tests
 - Share information through illustrations, charts, speech, and/or compositions
6. What Do You Use to Observe?
 - Identify scientific tools
 - Demonstrate how to use tools to make observations and collect information
7. How Do You Stay Safe?
 - Select the appropriate tools to use for making safe observations during a science experiment
 - Identify and recognize the importance of safety rules children should use when conducting science experiments
8. Bubble Experiment
 - Formulate questions and make accurate observations using the five senses
 - Identify the importance of collaborating with others to perform a fair scientific test
 - Discover ways to record, explain, and share information about observations and tests
 - Demonstrate how to use tools to make observations and collect information
 - Select the appropriate tools and safety rules children should use when conducting science experiments
9. The Nature of Science Review
 - Formulate questions and make accurate observations using the five senses
 - Identify the importance of collaborating with others to perform a fair scientific test
 - Discover ways to record, explain, and share information about observations and tests
 - Demonstrate how to use tools to make observations and collect information
 - Select the appropriate tools and safety rules to use when conducting science experiments
10. The Nature of Science Unit Test
 - Identify the importance of collaborating with others to perform a fair scientific test
 - Discover ways to record, explain, and share information about observations and tests
 - Demonstrate how to use tools to make observations and collect information
 - Select the appropriate tools and safety rules to use when conducting science experiments

2. Solve Problems

1. How Can You Solve Problems?
 - Identify a problem and predict possible solutions

- Record, display, and share information with others using drawings, photos, writings, and oral presentations
2. What Problems Can You Solve?
 - Identify a problem and predict possible solutions
 - Use illustrations to record observations and demonstrate possible solutions
 3. How Can You Make a Plan?
 - Use illustrations, labels, and writing to make a plan for solving a problem
 4. How Can You Share Your Ideas With Others?
 - Record, display, and share information with others using drawings, photos, writings, and oral presentations
 5. Lifting Experiment
 - Identify a problem and predict possible solutions
 - Plan, create, and conduct an investigation
 - Construct accurate observations using the five senses
 - Select and use appropriate tools to accurately conduct an investigation
 - Record, display, and share information with others using drawings, photos, writings, and oral presentations
 6. Solve Problems Review
 - Identify a problem and predict possible solutions
 - Plan, create, and conduct an investigation
 - Construct accurate observations using the five senses
 - Select and use appropriate tools to accurately conduct an investigation
 - Record, display, and share information with others using drawings, photos, writings, and oral presentations
 7. Solve Problems Unit Test
 - Identify a problem and predict possible solutions
 - Plan, create, and conduct an investigation
 - Construct accurate observations using the five senses
 - Select and use appropriate tools to accurately conduct an investigation
 - Record, display, and share information with others using drawings, photos, writings, and oral presentations

3. Living and Nonliving Things

1. Can You Talk about Living and Nonliving Things?
 - Describe characteristics of living and nonliving things
 - Differentiate between living and nonliving things
2. What Are Nonliving Things?
 - Describe characteristics of living things
 - Differentiate between living and nonliving things
3. What Are Living Things?

- Describe characteristics of living things
 - Differentiate between living and nonliving things
4. What Do Living Things Need?
 - Identify the essential needs of all living things
 5. How Are Animals Alike and Different?
 - Compare characteristics of animals that make them alike and different from other animals
 6. How Are Plants Alike and Different?
 - Compare characteristics of plants that make them alike and different from other plants
 7. Plant and Animal Comparison
 - Describe characteristics of living things
 - Identify the essential needs of all living things
 - Compare characteristics of animals that make them alike and different from other animals
 - Compare characteristics of plants that make them alike and different from other plants
 - Compare characteristics of plants and animals that make them alike and different from each other
 8. Living and Nonliving Things Review
 - Describe characteristics of living things
 - Differentiate between living and nonliving things
 - Identify the essential needs of all living things
 - Compare characteristics of animals that make them alike and different from other animals
 - Compare characteristics of plants that make them alike and different from other plants
 - Compare characteristics of plants and animals that make them alike and different from each other
 9. Living and Nonliving Things Unit Test
 - Describe characteristics of living and nonliving things
 - Differentiate between living and nonliving things
 - Identify the essential needs of all living things
 - Compare characteristics of animals that make them alike and different from other animals
 - Compare characteristics of plants that make them alike and different from other plants
 - Compare characteristics of plants and animals that make them alike and different from each other

4. Plants and Animals

1. How Do Living Things Change As They Grow?
 - Describe how animals, plants, and people change as they grow
2. How Are Animals Like Their Parents?
 - Classify young animals and their parents
 - Compare and contrast a baby animal with its parent
3. How Do Animals Change?

- Classify young animals and their parents
 - Describe how animals change as they grow
4. How Do Plants Change?
- Describe how plants change as they grow using illustrations and writing
5. How Do People Change?
- Describe how people change as they grow

SEMESTER B

1. More Plants and Animals

1. Which Plants and Animals Live on Land?
 - Identify plants and animals that live on land
 - Define what a habitat is
 - Explain how people are changing their environment and tell what people can do to protect it
 - Identify how an animal can change its own environment
2. Which Plants and Animals Live in Water?
 - Identify plants and animals that live in the water
 - Define what a habitat is
 - Explain how people are changing their environment and tell what people can do to protect it
3. My Animal and Habitat Report
 - Describe how animals, plants, and people change as they grow
 - Describe an animal's habitat
 - Gather and share information about an animal and its habitat
4. More Plants and Animals Review
 - Classify young animals and their parents
 - Describe how animals, plants, and people change as they grow
 - Distinguish between plants and animals that live on land and water
 - Observe and collect data to show the interdependence between plants, animals, and the Earth
5. More Plants and Animals Unit Quiz
 - Classify young animals and their parents
 - Describe how animals, plants, and people change as they grow
 - Distinguish between plants and animals that live on land and water
 - Observe and collect data to show the interdependence between plants, animals, and the Earth

2. Earth and Sky

1. Introduction: What Are Earth and the Sky Like?
 - Identify objects found in the sky
 - Summarize the main idea of the unit
2. What Makes Up Earth?

- Investigate Earth's covering
 - Describe ways people interact with Earth's features
3. What Can You See in the Day Sky?
 - Describe characteristics of the day sky
 4. How Does the Sun Seem to Move?
 - Summarize the relationship between the sun's position and the time of day
 5. What Can You See in the Night Sky?
 - Describe characteristics of the night sky
 - Compare and contrast the day and night sky
 6. What Are Some Kinds of Weather?
 - Compare and contrast weather patterns
 - Collect weather data
 7. What Are the Seasons?
 - Identify the four seasons
 - Compare and contrast weather patterns within the four seasons
 - Identify and describe different types of severe weather
 - Explain the importance of a weather forecast
 - Collect weather data
 8. Reporting on Today's Weather!
 - Compare and contrast weather patterns
 - Collect and analyze weather data
 - Develop and create a forecast of the weather
 9. Earth and Sky Review
 - Investigate the Earth's covering
 - Identify characteristics of the day and night sky and seasons
 - Summarize the relationship between the sun's position and the time of day
 - Compare and contrast weather patterns
 - Collect and analyze weather data
 10. Earth and Sky Unit Test
 - Investigate the Earth's covering
 - Identify characteristics of the day and night sky and seasons
 - Summarize the relationship between the sun's position and the time of day
 - Compare and contrast weather patterns
 - Collect and analyze weather data

3. All About Objects

1. What Are Objects Like?
 - Explore the concept of objects

- Describe objects
- 2. What Are Your Five Senses?
 - Observe and tell about objects using the five senses
- 3. What Are Objects Made Of?
 - Analyze and categorize objects by their composition
- 4. What Can You Tell About Objects?
 - Analyze and categorize objects by their composition and characteristics
- 5. How Can You Sort Objects?
 - Analyze and categorize objects by their composition, properties, and use
- 6. How Can You Use Objects?
 - Explore how various objects can be used based on their properties or characteristics
- 7. How Is Sound Made?
 - Compare loud and soft sounds
 - Identify different ways sound is used in everyday life
- 8. Exploring Objects
 - Observe and tell about objects using the five senses
 - Analyze and categorize objects by their composition and characteristics
 - Identify properties by which objects might be categorized
- 9. All About Objects Review
 - Observe and tell about objects using the five senses
 - Analyze and categorize objects by their composition and characteristics
 - Explore how various objects can be used based on their characteristics
 - Compare loud and soft sounds
- 10. All About Objects Unit Test

There are no objectives for this lesson.

4. Matter and Mixtures

1. What Are Matter and Mixtures?
 - Define the concepts of matter and mixtures
2. What Are Solids Like?
 - Describe and measure matter as a solid
 - Discover and investigate the properties of a solid
3. What Are Liquids Like?
 - Discover and investigate the properties of liquids
4. What Are Gases Like?
 - Discover and investigate the properties of gases
5. How Can Water Change?
 - Observe changes in water caused by freezing, melting and boiling

6. What Is a Mixture?

- Create and describe a mixture

7. Matter and Mixtures Review

- Describe and measure matter as a solid
- Discover and investigate the properties of solids, liquids, and gases
- Investigate how gases fill their containers
- Observe changes in water caused by freezing, melting and boiling
- Create and describe a mixture

8. Matter and Mixtures Unit Test

- Describe and measure matter as a solid
- Discover and investigate the properties of solids, liquids, and gases
- Investigate how gases fill their containers
- Observe changes in water caused by freezing, melting and boiling
- Create and describe a mixture

Science 1



Science 1 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

Science provides a way for people to actively learn about the world around them. Throughout this course, the student will perform hands-on activities to explore organisms and habitats and examine the composition of Earth. The McGraw-Hill textbook *Science: A Closer Look* and the science kit are the primary resources for this course. The life science units explore how plants and animals grow and change. The Earth science units analyze Earth's land and resources, as well as how to care for Earth. The student will also explore the scientific method and different careers in science.

In this course, the student will investigate how sunlight affects leaves, design an experiment to discover what plants need to survive, create a model of a mountain, and delve into many more exciting experiments. The lessons in this course are designed to accommodate a variety of learning styles and to provide a variety of opportunities for the entire family to participate in the student's education. Some lessons, or groups of lessons, in each unit are activity-centered, which allows the student to engage the new concepts through exploration and discovery; others are more traditional, requiring the student to read, research, and reflect on the underlying theory.

SEMESTER B

Science provides a way for people to actively learn about the world around them. Throughout this course the student will perform hands-on activities to explore organisms and habitats and examine the composition of Earth. The McGraw-Hill textbook, *Science: A Closer Look*, and the science kit are the primary resources for this course. The Earth science units explore the seasons and the solar system. The physical science units investigate changes in matter and energy. The student will also explore the scientific method and different careers in science.

In this course, the student will investigate which liquids flow faster, how water can change from a liquid to a gas, create a weather chart, and delve into many more exciting experiments. The lessons in this course are designed to accommodate a variety of learning styles and to provide a variety of opportunities for the entire family to participate in the student's education. Some lessons, or groups of lessons, in each unit are activity-centered, which allows the student to engage the new concepts through exploration and discovery; others are more traditional, requiring the student to read, research, and reflect on the underlying theory.

Course Outline:

SEMESTER A

1. Be a Scientist

1. Science Skills
 - Identify and apply the skills used for basic scientific inquiry
2. Scientific Method
 - Apply the method that scientists use to study the natural world
3. Science Safety
 - Identify important safety procedures

2. Plants are Living things

1. Learning About Living Things
 - Compare and classify living and nonliving things
 - Explain what plants need to live and grow
2. Inquiry Skill: Observe
 - Observe a plant
3. Parts of Plants
 - Identify plant parts such as leaves, stems, and roots
 - Describe what different parts do for the plant
4. Different Plants
 - Classify and compare different plants
 - Identify some edible plant parts
5. Unit Review
 - Review and compare the parts of plants
6. Unit Test

There are no objectives for this lesson.

3. Plants Grow and Change

1. Flowers, Fruits, and Seeds
 - Explain why flowers and fruits are important to plants
 - Describe and compare different seeds
2. Inquiry Skill: Classify
 - Categorize different objects by what they have in common
3. How Plants Grow and Change
 - Describe the life cycle of a plant
 - Explain how plants can grow from seeds and other plant parts
4. Lab: How Does Sunlight Affect Leaves?
 - Observe how sunlight affects a plant

5. Plants Live in Many Places
 - Describe how plants survive in different places
 - Identify desert, rain forest, and arctic environments
6. Unit Review
 - Review and compare flowers, fruits, and seeds
7. Unit Test

There are no objectives for this lesson.

4. All About Animals

1. All Kinds of Animals
 - Observe and describe different kinds of animals
 - Explain how animals are alike and different
2. Inquiry Skill: Compare
 - Compare two animals
3. What Animals Need to Live
 - Identify what animals need to survive
 - Explain how different animals meet their needs
4. How Animals Eat Food
 - Relate the shape of an animal's teeth to what it eats
 - Classify animals according to what they eat
5. Animals Grow and Change
 - Describe the life cycles of different kinds of animals
 - Explain what animals can do at different ages
6. Unit Review
 - Review different kinds of animals and what they need
7. Unit Test

There are no objectives for this lesson.

5. Places to Live

1. Land Habitats
 - Describe land habitats
 - Explain how different animals adapt to different environments
2. Inquiry Skill: Communicate
 - Communicate information about a desert habitat
3. Water Habitats
 - Describe water habitats
 - Explain how plants and animals meet their needs in water habitats
4. Plants and Animals Live Together
 - Explain how plants and animals live together in habitats

- Describe why each part of a food chain is important
- 5. Unit Review
 - Review and compare habitats and animals' adaptations for survival
- 6. Unit Test

There are no objectives for this lesson.

6. Looking at Earth

1. What Earth Looks Like
 - Identify different types of land on Earth
 - Describe differences between bodies of water
2. Inquiry Skill: Make a Model
 - Make a model to identify details and learn more about something
3. Rocks and Soil
 - Identify rocks and sort them into groups based on physical properties
 - Classify soil according to color, texture, and composition
4. Changing the Land
 - Describe how and why weathering occurs
 - Explain the process of erosion and how it can be prevented
5. Unit Review
 - Review different forms of land and water
6. Unit Test

There are no objectives for this lesson.

7. Caring for Earth

1. Earth's Resources
 - Identify and describe natural resources
 - Explain how people use natural resources
2. Inquiry Skill: Investigate
 - Identify how much water two kinds of soil will hold
3. Using Earth's Resources
 - Explain why water and air are important resources
 - Define pollution and the need for clean land, water, and air
4. Saving Earth's Resources
 - Describe how to conserve resources by reusing, reducing, and recycling
5. Unit Review
 - Reinforce what natural resources are and why it is important to care for them
6. Unit Test

There are no objectives for this lesson.

1. Weather and Seasons

1. Weather All Around Us
 - Identify different weather conditions
 - Investigate ways to measure different weather conditions
2. Inquiry Skill: Predict
 - Predict what will happen using information from a picture
3. The Water Cycle
 - Explain how clouds form and why water falls back to Earth
 - Identify different kinds of clouds
4. Lab: What is the Weather Like this Week?
 - Measure and record weather conditions
5. Spring and Summer
 - Describe how weather changes as seasons change
 - Identify characteristics of spring and summer
6. Fall and Winter
 - Describe weather conditions in fall and winter
 - Explain how fall and winter affect plants and animals
7. Unit Review
 - Review weather and seasons through independent reading
8. Unit Test

There are no objectives for this lesson.

2. The Sky

1. The Sky Above
 - Classify objects in the sky during day and night
 - Explain why the sun is important for life on Earth
2. Inquiry Skill: Record Data
 - Record data about the sun's warmth at different times of day
3. Earth Moves
 - Recognize Earth's movement by observing shadows and seasons
 - Explain the effects of Earth's rotation and orbit around the sun
4. Lab: How Many Hours of Sunlight Are There?
 - Observe how the amount of sunlight changes each day
5. Earth's Neighbors
 - Observe what the moon looks like from Earth
 - Explain that eight planets, including Earth, move around the sun
6. Unit Review

- Review objects in the sky and the rotation of Earth

7. Unit Test

There are no objectives for this lesson.

3. Matter Everywhere

1. Describing Matter

- Comprehend that all things are made of matter
- Describe the properties of matter

2. Solids

- Identify the properties of solids
- Compare the properties of different solids

3. Inquiry Skill: Measure

- Measure objects using standard and nonstandard units

4. Liquids and Gases

- Describe the properties of liquids and gases
- Compare the properties of different kinds of liquids and gases

5. Unit Review

- Review the three main states of matter and their properties

6. Unit Test

There are no objectives for this lesson.

4. Changes in Matter

1. Lab: How Can Water Change to Gas?

- Observe evaporation

2. Matter Can Change

- Observe and describe how solids can change

3. Making Mixtures

- Prepare mixtures of different solids and liquids
- Explain why some mixtures can be separated and others cannot

4. Heat Can Change Matter

- Describe how heat changes solids, liquids, and gases
- Explain the process of freezing, melting, and evaporation

5. Unit Review

- Reinforce the characteristics of different mixtures

6. Unit Test

There are no objectives for this lesson.

5. On the Move

1. Position and Motion

- Describe the position of an object in relation to other objects

- Observe an object's motion and speed by recording its change in position
- 2. Inquiry Skill: Infer
 - Infer how body structure affects an animal's speed
- 3. Pushes and Pulls
 - Identify pushes, pulls, gravity, and friction as forces
 - Explain how different forces change the motion of objects
- 4. Lab: Which Liquid Flows the Fastest?
 - Evaluate how quickly different liquids flow
- 5. Simple Machines
 - Discover how simple machines make it easier to move objects
 - Explain the functions of pulleys, levers, and ramps
- 6. Magnets
 - Explain why magnets attract some objects and not others
 - Identify the two poles on a magnet
- 7. Unit Review
 - Review motion and forces that affect motion
- 8. Unit Test

There are no objectives for this lesson.

6. Energy Everywhere

- 1. Energy and Heat
 - Describe different sources of energy and heat
- 2. Inquiry Skill: Draw Conclusions
 - Draw conclusions about heat energy
- 3. Sound
 - Identify vibration as the cause of sound
 - Describe the volume and pitch of sounds
- 4. Light
 - Explain that light passes through some objects but not others
 - Describe how people use different light sources
- 5. Electricity
 - Describe how people use electricity
- 6. Unit Review
 - Review different kinds of energy
- 7. Unit Test

There are no objectives for this lesson.

Science 2



Science 2 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

Studying science helps us understand the world around us as well as the world that existed before us. The McGraw-Hill textbook *Science: A Closer Look* and the science kit are the primary resources for this course. The student will study the major branches of science as he performs hands-on activities. The life science units explore different organisms and their habitats. The Earth science units investigate Earth's resources and physical composition.

The lessons in this course are designed to accommodate a variety of learning styles and to provide a variety of opportunities for the entire family to participate in the student's education. Some lessons, or groups of lessons, in each unit are activity-centered, which allows the student to engage the new concepts he encounters through exploration and discovery; others are more traditional, requiring the student to read, research, and reflect on the underlying theory.

SEMESTER B

Studying science helps us understand the world around us as well as the world that existed before us. The McGraw-Hill textbook, *Science: A Closer Look*, and the science kit are the primary resources for this course. The student will study the major branches of science as he performs hands on activities. The Earth science units investigate Earth's weather patterns and seasons as well as the solar system. The physical science units analyze changes in matter and explore different forms of energy.

In this course, the student will compare the strength of different magnets, analyze the affect of sunlight on temperature, and do much, much more! The lessons in this course are designed to accommodate a variety of learning styles and to provide a variety of opportunities for the entire family to participate in the student's education. Some lessons, or groups of lessons, in each unit are activity-centered, which allow the student to engage the new concepts he encounters through exploration and discovery; others are more traditional, requiring the student to read, research, and reflect on the underlying theory.

Course Outline:

SEMESTER A

1. Be a Scientist

1. Science Skills

- Identify skills scientists use to investigate questions
- Explain how science skills are used to learn about pond animals

2. Scientific Method
 - Explain the steps scientists use to investigate questions
3. Science Safety
 - Identify important safety procedures

2. Plants

1. What Living Things Need
 - Identify living and nonliving things
 - Explain why plants are living things and describe their parts
2. Plants Make New Plants
 - Describe seeds and their origins
 - Identify the stages in a plant's life cycle
3. How Plants Are Alike and Different
 - Recognize that plants look and act like their parent plants
 - Describe ways that plants change to meet their needs
4. Unit Review
 - Review and describe how plants grow and change throughout their life cycle
5. Unit Test

3. Animals

1. Animal Groups
 - Describe, classify, and compare animals
 - Explain how animal parts help animals meet their needs
2. Animals Grow and Change
 - Explain that every animal has a life cycle
 - Describe and compare the life cycles of animals
3. Staying Alive
 - Identify how camouflage helps animals stay safe
 - Explain how animals protect themselves
4. Unit Review
 - Review the needs, traits, and survival behaviors of animals
5. Unit Test

4. Looking at Habitats

1. Places to Live
 - Describe different habitats
 - Explain how plants and animals use their habitats
2. Inquiry Skill: Putting Things in Order
 - Put in order the way a beaver creates a dam
3. Food Chains and Food Webs

- Describe a food chain
- Describe a food web
- 4. Habitat Change
 - Explain why habitats change
 - Describe what happens when habitats change
- 5. Unit Review
 - Review habitats
- 6. Unit Test

There are no objectives for this lesson.

5. **Kinds of Habitats**

1. Forests
 - Compare and contrast woodland forests and rain forests
 - Explain how different animals live in forest habitats
2. Hot and Cold Deserts
 - Describe desert habitats
 - Explain how plants and animals survive in a dry habitat
3. Oceans and Ponds
 - Describe oceans and ponds
 - Explain how plants and animals live in oceans and ponds
4. Unit Review
 - Review and compare different kinds of habitats
5. Unit Test

6. **Land and Water**

1. Earth's Land
 - Compare the different landforms on Earth's surface
 - Identify Earth's layers
2. Earth's Water
 - Identify sources of Earth's water
 - Classify how people use water
3. Changes on Earth
 - Explain slow and fast changes on Earth
 - Describe how wind and water can change rocks
4. Unit Review
 - Review Earth's landforms, water, and changes
5. Unit Test

7. **Earth's Resources**

1. Rocks and Minerals

- Explain what rocks are and how they are used
- Explain what minerals are and how they are used
- 2. Inquiry Skill: Compare
 - Compare two rocks using a Venn diagram
- 3. Soil
 - Describe what things make up soil
 - Explain how soil is formed
- 4. Lab: Which Soil Holds More Water?
 - Predict and measure how much water different soils can hold
- 5. Using Earth's Resources
 - Describe how people use natural resources
 - Explain why people should take care of Earth's resources
- 6. Unit Review
 - Review rocks, soils, and natural resources
- 7. Unit Test

SEMESTER B

1. Observing Weather

1. Weather
 - Describe temperature, wind, and precipitation
 - Identify and use tools to measure weather
2. The Water Cycle
 - Identify the different stages of the water cycle
 - Describe and illustrate the water cycle
3. Changes in Weather
 - Predict weather by observing clouds
 - Identify different types of clouds and storms
4. Unit Review
 - Review the water cycle
5. Unit Test

2. Earth and Space

1. Day and Night
 - Identify how Earth rotates to make day and night
 - Explain how shadows change as Earth moves
2. Why Seasons Happen
 - Describe seasonal and annual patterns on Earth
 - Relate seasonal patterns to Earth's orbit around the sun

3. The Moon and Stars
 - Observe the moon and its phases as it orbits Earth
 - Recognize that the sun is the closest star to Earth
4. Lab: How Does the Moon Seem to Change?
 - Observe and record the moon's phases
5. The Solar System
 - Explain the relationship between the planets and the sun
 - Describe the planets in the solar system
6. Unit Review
 - Review how the sun and Earth interact to create day, night, and the seasons
7. Unit Test

3. Looking at Matter

1. Describing Matter
 - Identify matter as anything that has mass and takes up space
 - Compare and contrast different properties of matter
2. Solids
 - Compare and contrast the properties of solids
 - Use different ways to measure solids
3. Liquids and Gases
 - Describe the properties of liquids and gases
 - Compare and contrast liquids and gases
4. Unit Review
 - Reinforce the properties of matter
5. Unit Test

4. Changes in Matter

1. Matter Changes
 - Identify chemical and physical changes
2. Inquiry Skill: Communicate
 - List the steps taken to do something in order
3. Mixtures
 - Observe how solids, liquids, and gases mix
4. Unit Review
 - Review the concepts of physical and chemical changes
5. Unit Test

5. How Things Move

1. Position and Motion
 - Describe an object's position in relation to another object

- Measure and record changes in an object's position
- 2. Inquiry Skill: Investigate
 - Investigate the speeds of different objects
- 3. Forces
 - Identify a force as a push or a pull
 - Describe the forces of gravity and friction
- 4. Using Simple Machines
 - Identify simple tools
 - Discover that simple machines change force to make work easier
- 5. Exploring Magnets
 - Observe magnets attract and repel objects
 - Identify magnet poles and explain how they function
- 6. Unit Review
 - Review simple machines, forces, and movement
- 7. Unit Test

6. Using Energy

- 1. Heat
 - Recognize that the sun supplies heat and energy to Earth
- 2. Inquiry Skill: Measure
 - Measure and compare temperatures by using thermometers
- 3. Sound
 - Discover how different sounds are produced
 - Describe the volume of pitch and sounds
- 4. Light
 - Identify the composition and properties of light
- 5. Lab: How Does Sunlight Affect Temperature?
 - Compare how sunlight affects the temperature of light and dark objects
- 6. Exploring Electricity
 - Identify forms of electricity and their uses
- 7. Unit Review
 - Review types of energy
- 8. Unit Test

Science 3



Science 3 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will explore forces and motion, magnets, and several topics related to life science. These topics include plant and animal life cycles, heredity, and animal groups. The student will have many opportunities to test hypotheses, experiment, and make real world connections.

Semester A Outline

1. Course Overview

1. Science 3 A Course Overview

2. States of Matter

1. States of Matter Introduction
2. States of Matter

- In this section, you will identify characteristics of states of matter.
- In this section, you will explain how the particles of matter are arranged.

3. Properties of Matter

- In this section, you will describe the different states of matter.

4. Physical Properties of Matter

- In this section, you will list the physical properties of matter.
- In this section, you will describe and compare the physical properties of matter.

5. Heating and Cooling Matter

- In this section, you will define the process of freezing, melting, boiling, and condensing.
- In this section, you will examine times when heating and cooling changes cannot be undone.

6. Changing States

- In this section, you will create a written or visual explanation of how heating and cooling can sometimes be undone.

7. States of Matter Apply

- In this section, you will investigate the states of matter by performing an experiment with vinegar and baking soda.

8. States of Matter Review

9. States of Matter Unit Test

2. Forces and Motion

1. Force and Motion Introduction

2. Objects in Motion and at Rest

- In this section, you will describe objects in motion.

3. Tug of War

- In this section, you will describe how unbalanced forces affect moving and non-moving objects.

4. Changes in Motion

- In this section, you will analyze data collected regarding an object's motion at different speeds and directions.

5. Patterns of Motion

- In this section, you will predict how an object's motion will behave.

6. Energy

- In this section, you will observe how energy can be found in moving objects and light.
- In this section, you will observe how energy can be found in heat and sound.

7. Characteristics of Magnets

- In this section, you will describe characteristics of magnets.
- In this section, you will classify objects and materials as magnetic or non-magnetic.
- In this section, you will classify objects and materials as conductors or insulators of electricity

8. Moving a Feather Part 1 Portfolio

- In this section, you will investigate how balanced and unbalanced forces affect the motion of an object.

9. Moving a Feather Part 2 Portfolio

- In this section, you will record how balanced and unbalanced forces affect the motion of an object.

10. Moving a Feather Part 3 Portfolio

- In this section, you will summarize the results of your investigation about how balanced and unbalanced forces affect the motion of an object.

11. Forces and Motion Apply

- In this section, you will design a museum activity to teach people about balanced and unbalanced forces.

12. Forces and Motion Review and Reflect

13. Forces and Motion Unit Test

4. Plant and Animal Life Cycles

1. Plant and Animal Life Cycle Introduction

2. Animal Life Cycles

- In this section, you will identify parts of the life cycle of animals.

3. Plant Life Cycles

- In this section, you will identify parts of the life cycle of plants.

4. Life Cycle Comparison

- In this section, you will compare the life cycles of living things in a venn diagram.
- In this section, you will model the life cycles of living things.

5. Plant Needs

- In this section, you will identify what plants need to grow, develop, and reproduce.

6.Environmental Changes

- In this section, you will explain how living in a group can help an animal survive if the environment changes.

7. Plant Needs Portfolio: Plan

- In this section, you will investigate what a plant needs to grow and change.

8. Plant Needs Portfolio: Investigate

- In this section, you will investigate what a plant needs to grow and change.

9. Plant Needs Portfolio: Communicate

- In this section, you will explain what a plant needs to grow, change, and reproduce.

10. Plants and Animal Life Cycles Apply

- In this section, you will create a display about the life cycles of plants and animals as well as the basic needs of plants.

11. Plant and Animal Life Cycles Review

12. Plant and Animal Life Cycles Unit Test

5. Plant Structures

1. Plant Structures Introduction

2. Plant Parts

- In this section, you will describe external structures and their functions that help plants grow and survive.

3. Internal Plant Structures

- In this section, you will describe how a plant's internal structures help it to grow and survive.

4. Plant Adaptations and Reproduction

- In this section, you will identify external structures and their functions that help plants respond to their environment.

5. Plant Reproduction

- In this section, you will show how plant structures allow plants to reproduce.

6. Inherited Traits of Plants

- In this section, you will compare data to find differences in inherited traits among offspring of different plant parents.
- In this section, you will analyze graphs to compare data.
- In this section, you will examine seeds to determine possible traits of trees and seeds.

7. Comparing Offspring to Parent

- In this section, you will explain why offspring may be similar to or different from their parents.

8. Plant Structure Portfolio: Plan

- In this section, you will use evidence to make a claim about how a plant's structures help it to survive, grow, respond, or reproduce.
9. Plant Structure Portfolio: Investigate
 - In this section, you will plan an investigation that examines how a plant survives, grows, responds, or reproduces.
 10. Plant Structure Portfolio: Communicate
 - In this section, you will plan and carry out an investigation that examines how a plant survives, grows, responds, or reproduces. You will also collect data from your investigation and use it to support a claim about how plants use certain structures to function.
 11. Plant Structures Review
 12. Plant Structures Unit Test

Semester B Summary: In this course, the student will explore variation and change, such as the characteristics of living versus non-living organisms and environmental change, and life science topics. These include habitats, fossils, and weather and climate. The student will have many opportunities to test hypotheses, experiment, and make real world connections.

Semester B Outline

1. Course Overview

1. Science 3 B Course Overview

2. Variation and Change

1. Variation and Change Introduction
2. Features of Living Things
 - In this section, you will make a list of common features of living things.
3. Living Things and Non Living Thing
 - In this section, you will distinguish between living things and nonliving things.
4. Compare Living and Non Living Things
 - In this section, you will examine nonliving things that seem to be alive and living things that do not seem to be alive.
5. Characteristics of Living Things
 - In this section, you will explain what characteristics living things have.
6. Trait Variation
 - In this section, you will identify how a variation in a trait may allow an organism to survive in an environment.
7. Variation and Reproduction
 - In this section, you will research how a variation may help an organism find a mate and reproduce.
8. Variation and Change Apply
 - In this section, you will use data to explain how an organism's variation may help the organism survive, find a mate, and reproduce.
9. Variation and Change Review

10. Variation and Change Unit Test

3. Fossils

1. Fossils Introduction

2. Fossil Formation

- In this section, you will collect information about how fossils form.

3. Fossil Clues

- In this section, you will make a list of the information that fossils tell us about time periods in the past.

4. Fossil Discovery

- In this section, you will record observations about organisms that no longer exist.

5. Extinction

- In this section, you will research an organism that no longer exists. You will also research the organism's environment.

6. Minerals

- In this section, you will describe the physical features used to identify minerals.
- In this section, you will use physical features to classify minerals.
- In this section, you will explain what soil is made of and how it forms.

7. Characteristics of Organisms

- In this section, you will describe the unusual features of an organism that lived long ago in a different environment.

8. Fossils Apply

- In this section, you will make a model to show how fossils form and what they tell us about the past.

9. Fossils Review and Reflect

10. Fossils Unit Test

4. Weather and Climate

1. Weather and Climate Introduction

2. Climate

- In this section, you will identify the characteristics of climate in different areas of Earth.

3. Climate Data

- In this section, you will interpret climate data in four different regions of the world.

4. Comparing Climates

- In this section, you will compare the climates in different parts of the world using tables and charts.
- In this section, you will compare the climates in different parts of the world.

5. Weather Data

- In this section, you will measure a weather feature over time.

6. Comparing Weather Data

- In this section, you will analyze the pattern of a weather feature during a season.

7. Weather Trends

- In this section, you will create a bar graph to track a single weather feature during a season.

8. Earth's Rotation

- In this section, your student will explain the rotation of the earth and day/night.
- In this section, your student will explain the apparent movement of the sun, moon, and stars across the sky.
- In this section, your student will learn to describe the changes that occur in the observable shape of the moon over the course of a month.

9. Weather Hazards Portfolio: Research

- In this section, you will make a list of dangerous kinds of weather.

10. Weather Hazards Portfolio: Design

- In this section, you will research how humans can reduce the effects of dangerous weather.

11. Weather Hazards Portfolio: Analyzing

- In this section, you will make a claim about how a solution to reducing the effects of dangerous weather can be both good and bad.

12. Weather Hazards Portfolio: Feedback

- In this section, you will analyze a friend's solution for reducing the effects of dangerous weather.

13. Weather and Climate Review and Reflect

14. Weather and Climate Unit Test

5. Technology

1. Technology Introduction

2. Introduction Technology and Engineering

- In this section, you will identify how the natural made world and the human made world are different.
- In this section, you will describe how using technology can be good or bad.

3. Engineering and the Design Process

- In this section, you will explain how materials are re-used or recycled.
- In this section, your student will identify and define products made to meet individual needs versus wants.
- In this section, your student will illustrate how people have made tools to provide food, clothing, and shelter.

4. Products, Procedures, and Processes

- In this section, your student will explain how design is a creative process and everyone can design solutions to problems.
- In this section, your student will explain why the design process requires creativity and consideration of all ideas.
- In this section, your student will identify that all products and systems are subject to failure.
- In this section, your student will recognize that many products and systems can be fixed.

5. Technology and Industry

- In this section, you will explore how technology devices can transfer information.

- In this section, your student will identify the technologies that support and improve quality of life.
- In this section, your student will identify processes used in agriculture that require different procedures, products, or systems.
- In this section, you will recognize that tools, machines, products, and systems use energy in order to do work.

6. Transportation and Construction

- In this section, you will explain how a system uses energy to do work.
- In this section, you will explain how transportation has many parts that work together to help people travel.
- In this section, you will explain how manufacturing systems design and produce products in quantity.

7. Construction and Design

- In this section, you will identify the different structures of buildings that people use for living, working, school, and travel.
- In this section, you will define problems that can be solved through the design process.

8. Technology Apply

- In this section, you will design a bridge that will hold a toy car.

9. Technology Review

10. Technology Unit Test

Science 3 Accelerated



Science 3 Accelerated A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will explore forces and motion, magnets, and several topics related to life science. These topics include plant and animal life cycles, heredity, and animal groups. The student will have many opportunities to test hypotheses, experiment, and make real world connections.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Course Overview

1. Science 3 A Course Overview

2. States of Matter

1. States of Matter Introduction
2. States of Matter

- In this section, you will identify characteristics of states of matter.
- In this section, you will explain how the particles of matter are arranged.

3. Properties of Matter

- In this section, you will describe the different states of matter.

4. Physical Properties of Matter

- In this section, you will list the physical properties of matter.
- In this section, you will describe and compare the physical properties of matter.

5. Heating and Cooling Matter

- In this section, you will define the process of freezing, melting, boiling, and condensing.
- In this section, you will examine times when heating and cooling changes cannot be undone.

6. Changing States

- In this section, you will create a written or visual explanation of how heating and cooling can sometimes be undone.

7. States of Matter Apply

- In this section, you will investigate the states of matter by performing an experiment with vinegar and baking soda.

8. States of Matter Review

9. States of Matter Unit Test

3. Forces and Motion

1. Force and Motion Introduction

2. Objects in Motion and at Rest

- In this section, you will describe objects in motion.

3. Tug of War

- In this section, you will describe how unbalanced forces affect moving and non-moving objects.

4. Changes in Motion

- In this section, you will analyze data collected regarding an object's motion at different speeds and directions.

5. Patterns of Motion

- In this section, you will predict how an object's motion will behave.

6. Energy

- In this section, you will observe how energy can be found in moving objects and light.
- In this section, you will observe how energy can be found in heat and sound.

7. Characteristics of Magnets

- In this section, you will describe characteristics of magnets.
- In this section, you will classify objects and materials as magnetic or non-magnetic.
- In this section, you will classify objects and materials as conductors or insulators of electricity

8. Moving a Feather Part 1 Portfolio

- In this section, you will plan an investigation to explore how balanced and unbalanced forces affect the motion of an object.

9. Moving a Feather Part 2 Portfolio

- In this section, you will explore how balanced and unbalanced forces affect the motion of an object.

10. Moving a Feather Part 3 Portfolio

- In this section, you will summarize the results of your investigation about how balanced and unbalanced forces affect the motion of an object.

11. Forces and Motion Apply

- In this section, you will design a museum activity to teach people about balanced and unbalanced forces.

12. Forces and Motion Review and Reflect

13. Forces and Motion Unit Test

4. Plant and Animal Life Cycles

1. Plant and Animal Life Cycle Introduction

2. Animal Life Cycles

- In this section, you will identify parts of the life cycle of animals.
3. Plant Life Cycles
 - In this section, you will identify parts of the life cycle of plants.
 4. Life Cycle Comparison
 - In this section, you will make a model to compare the life cycles of living things.
 - In this section, you will compare the life cycles of living things in a venn diagram.
 5. Plant Needs
 - In this section, you will identify what plants need to grow, develop, and reproduce.
 6. Environmental Changes
 - In this section, you will explain how living in a group can help an animal survive if the environment changes.
 7. Plant Needs Portfolio: Plan
 - In this section, you will investigate what a plant needs to grow and change.
 8. Plant Needs Portfolio: Investigate
 - In this section, you will investigate what a plant needs to grow and change.
 9. Plant Needs Portfolio: Communicate
 - In this section, you will explain what a plant needs to grow, change, and reproduce.
 10. Plants and Animal Life Cycles Apply
 - In this section, you will create a display about the life cycles of plants and animals as well as the basic needs of plants.
 11. Plant and Animal Life Cycles Review
 12. Plant and Animal Life Cycles Unit Test

5. Plant Structures

1. Plant Structures Introduction
2. Plant Parts
 - In this section, you will describe external structures and their functions that help plants grow and survive.
3. Internal Plant Structures
 - In this section, you will describe how a plant's internal structures help it to grow and survive.
4. Plant Adaptations and Reproduction
 - In this section, you will identify external structures and their functions that help plants respond to their environment.
5. Plant Reproduction
 - In this section, you will show how plant structures allow plants to reproduce.
6. Inherited Traits of Plants
 - In this section, you will compare data to find differences in inherited traits among offspring of different plant parents.
 - In this section, you will analyze graphs to compare data.

- In this section, you will examine seeds to determine possible traits of trees and seeds.
7. Comparing Offspring to Parent
 - In this section, you will explain why offspring may be similar to or different from their parents.
 8. Plant Structure Portfolio: Plan
 - In this section, you will collect data from an investigation about how plants survive, grow, respond, or reproduce. You will also show how structure is related to function.
 9. Plant Structure Portfolio: Investigate
 - In this section, you will plan and carry out an investigation that examines how a plant survives, grows, responds, or reproduces. You will also collect data from your investigation.
 10. Plant Structure Portfolio: Communicate
 - In this section, you will plan and carry out an investigation that examines how a plant survives, grows, responds, or reproduces. You will also collect data from your investigation and use it to support a claim about how plants use certain structures to function.
 11. Plant Structures Review
 12. Plant Structures Unit Test

Semester B Summary: In this course, the student will explore variation and change, such as the characteristics of living versus non-living organisms and environmental change, and life science topics. These include habitats, fossils, and weather and climate. The student will have many opportunities to test hypotheses, experiment, and make real world connections.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester B Outline

1. Course Overview

1. Science 3 B Course Overview

2. Variation and Change

1. Variation and Change Introduction
2. Features of Living Things
 - In this section, you will make a list of common features of living things.
3. Living Things and Non Living Thing
 - In this section, you will distinguish between living things and nonliving things.
4. Compare Living and Non Living Things
 - In this section, you will examine nonliving things that seem to be alive and living things that do not seem to be alive.
5. Characteristics of Living Things
 - In this section, you will explain what characteristics living things have.
6. Trait Variation

- In this section, you will identify how a variation in a trait may allow an organism to survive in an environment.

7. Variation and Reproduction

- In this section, you will research how a variation may help an organism find a mate and reproduce.

8. Variation and Change Apply

9. Variation and Change Review

10. Variation and Change Unit Test

3. Fossils

1. Fossil Introduction

2. Fossil Formation

- In this section, you will collect information about how fossils form.

3. Fossil Clues

- In this section, you will make a list of the information that fossils tell us about time periods in the past.

4. Fossil Discovery

- In this section, you will record observations about organisms that no longer exist.

5. Extinction

- In this section, you will research an organism that no longer exists. You will also research the organism's environment.

6. Minerals

- In this section, you will describe the physical features used to identify minerals.
- In this section, you will use physical features to classify minerals.
- In this section, you will explain what soil is made of and how it forms.

7. Characteristics of Organisms

- In this section, you will describe the unusual features of an organism that lived long ago in a different environment.

8. Fossil Apply

- In this section, you will make a model to show how fossils form and what they tell us about the past.

9. Fossils Review

10. Fossils Unit Test

4. Weather and Climate

1. Weather and Climate Introduction

2. Climate

- In this section, you will identify the characteristics of climate in different areas of Earth.

3. Climate Data

- In this section, you will interpret climate data in four different regions of the world.

4. Comparing Climates

- In this section, you will compare the climates in different parts of the world using tables and charts.
- In this section, you will compare the climates in different parts of the world.

5. Weather Data

- In this section, you will measure a weather feature over time.

6. Comparing Weather Data

- In this section, you will analyze the pattern of a weather feature during a season.

7. Weather Trends

- In this section, you will create a bar graph to track a single weather feature during a season.

8. Earth's Rotation

- In this section, your student will explain the rotation of the earth and day/night.
- In this section, your student will explain the apparent movement of the sun, moon, and stars across the sky.
- In this section, your student will learn to describe the changes that occur in the observable shape of the moon over the course of a month.

9. Weather Hazards Portfolio: Research

- In this section, you will make a list of dangerous kinds of weather.

10. Weather Hazards Portfolio: Design

- In this section, you will research how humans can reduce the effects of dangerous weather.

11. Weather Hazards Portfolio: Analyzing

- In this section, you will make a claim about how a solution to reducing the effects of dangerous weather can be both good and bad.

12. Weather Hazards Portfolio: Feedback

- In this section, you will analyze a friend's solution for reducing the effects of dangerous weather.

13. Weather and Climate Review and Reflect

14. Weather and Climate Unit Test

5. Technology

1. Technology Introduction

2. Introduction Technology and Engineering

- In this section, you will identify how the natural made world and the human made world are different.
- In this section, you will describe how using technology can be good or bad.

3. Engineering and the Design Process

- In this section, you will explain how materials are re-used or recycled.
- In this section, your student will identify and define products made to meet individual needs versus wants.
- In this section, your student will illustrate how people have made tools to provide food, clothing, and shelter.

4. Products, Procedures, and Processes

- In this section, your student will explain how design is a creative process and everyone can design solutions to problems.
- In this section, your student will explain why the design process requires creativity and consideration of all ideas.
- In this section, your student will identify that all products and systems are subject to failure.
- In this section, your student will recognize that many products and systems can be fixed.

5. Technology and Industry

- In this section, you will explore how technology devices can transfer information.
- In this section, your student will identify the technologies that support and improve quality of life.
- In this section, your student will identify processes used in agriculture that require different procedures, products, or systems.
- In this section, you will recognize that tools, machines, products, and systems use energy in order to do work.

6. Transportation and Construction

- In this section, you will explain how a system uses energy to do work.
- In this section, you will explain how transportation has many parts that work together to help people travel.
- In this section, you will explain how manufacturing systems design and produce products in quantity.

7. Construction and Design

- In this section, you will identify the different structures of buildings that people use for living, working, school, and travel.
- In this section, you will define problems that can be solved through the design process.

8. Technology Apply

- In this section, you will design a bridge that will hold a toy car.

9. Technology Review

10. Technology Unit Test

Science 4

Science 4 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will explore multiple concepts related to earth. Topics include the solar system, earth's layers and features, and light and sound. In addition, the student will study properties of matter.

Throughout the course, the student will have many opportunities to plan, test hypotheses, experiment, organize and analyze data, and make real world connections.

Semester A Outline

1. Course Overview

1.Science 4A Course Overview

2. The Solar System

1. The Solar System Introduction

2. Objects in the Solar System

- In this section, you will identify the objects in the solar system.
- In this section, you will explain that the universe contains many billions of galaxies each containing billions of stars.

3. Properties of Objects in Solar System

- In this section, you will compare the properties of the objects in the solar system.
- In this section, you will identify the major lunar phases.

4. Motion of Objects in Solar System

- In this section, you will analyze the properties and motion of objects in the solar system.

5. Size of Objects in the Solar System

- In this section, you will compare the sizes of the objects in the solar system.
- In this section, you will identify the basic characteristics and uses of telescopes.

6. The Solar System Apply

- In this section, you will develop a model of the objects in the solar system, their characteristics, and their relative sizes.

7. The Solar System Review

8. The Solar System Unit Test

3. Earth's Layers and Features

1. Earth's Layers and Features Introduction

2. Patterns and Fossil Identification

- In this section, you will describe patterns and fossils in rock layers.

3. Rock Layers

- In this section, you will investigate how rock layers change over time.

4. Changes in Environment

- In this section, you will observe and make predictions about fossils and rock formations.

5. Earth's Features

- In this section, you will identify several different landscape features on a map.

6. Identify Patterns

- In this section, you will analyze a map to identify patterns in Earth's features.

7. Earth's Major Systems

- In this section, you will define and identify the parts of Earth's major systems: the geosphere, the hydrosphere, the atmosphere, and the biosphere.

8. Water on Earth

- In this section, you will graph data about the amounts of freshwater and saltwater found on Earth.
- In this section, you will use graphs to describe where saltwater and freshwater are found on Earth.

9. Weather on Earth

- In this section, you will describe elements of the weather.
- In this section, you will identify weather patterns.
- In this section, you will describe how weather is measured.

10. Earth's Layers and Features Apply

- In this section, you will hypothesize how tectonic plates might have interacted to form the Andes Mountains.

11. Earth's Layers and Features Review

12. Earth's Layers and Features Unit Test

4. Light and Sound

1. Light and Sound Introduction

2. Light Interactions

- In this section, you will describe how light reflects off some objects.
- In this section, you will describe how light bends when it hits some objects.
- In this section, you will describe how light is absorbed when it hits some objects.

3. Classify Light Interactions

- In this section, you will make a model to explain what light does when it hits objects.

- In this section, you will sort objects as opaque, transparent, or translucent.
4. Mirror Investigation
 - In this section, you will describe how mirrors interact with light.
 - In this section, you will describe how to test how light reflects from a mirror.
 - In this section, you will test how light reflects from a mirror.
 5. Refraction Investigation
 - In this section, you will identify which materials can refract light and describe the phenomenon.
 - In this section, you will describe how to test refraction of light.
 - In this section, you will test refraction of light.
 6. Sound Investigation
 - In this section, you will use print and video sources to describe how vibrations produce sounds depending on how strong and fast they are.
 - In this section, you will plan an investigation to make sound and predict how a change in the strength or speed of the vibrations will affect the sound.
 - In this section, you will use everyday objects to make sound and predict how changing the strength and speed of the vibrations will affect the sound.
 7. Light and Sound: Design
 - In this section, you will use print and video sources to explain how devices use sound and light to communicate.
 - In this section, you will design a device that uses light and/or sound to communicate across a distance.
 8. Light and Sound: Create
 - In this section, you will make a device that uses light and/or sound to communicate across a distance.
 9. Light and Sound Apply
 10. Light and Sound Review
 11. Light and Sound Unit Test

5. Properties of Matter

1. Properties of Matter Introduction
2. Solids, Liquids, and Gases
 - In this section, you will explain how matter is organized into solids, liquids, and gases.
3. Matter Composition
 - In this section, you will model how tiny particles make up matter.
4. Modeling Matter
 - In this section, you will conduct an investigation and model the tiny particles that make up bulk matter.

5. Color, Hardness, and Reflectivity

- In this section, you will describe properties of matter and identify materials based on these properties.

6. Thermal and Electrical Conductivity

- In this section, you will compare thermal and electrical conductivity.

7. Freezing and Boiling

- In this section, you will describe the properties of freezing point and boiling point and examine the behavior of particles at these temperatures.

8. Solubility

- In this section, you will identify the solute and solvent in a solution.

9. Matter Portfolio: Plan

- In this section, you will identify materials based on their properties.

10. Matter Portfolio: Investigate

- In this section, you will identify materials based on their properties.

11. Matter Portfolio: Conclude

- In this section, you will analyze data from an investigation about the properties of certain materials.

12. Properties of Matter Unit Review

13. Properties of Matter Unit Test

Semester B Summary: In this course, the student will explore both physical and life science topics. The physical topics include changes in matter and electricity and magnets. Students will also be introduced to animal structures, habitats, environmental changes, and technology.

Throughout the course, the student will have many opportunities to plan, test hypotheses, experiment, organize and analyze data, and make real world connections.

Semester B Outline

1. Course Overview

1. Science 4 B Course Overview

2. Changes in Matter

1. Changes in Matter Introduction

2. Physical and Chemical Change

- In this section, you will compare physical change and chemical change.
- In this section, you will explain why the mass of a substance does not change after heating, cooling, or mixing with other substances.

3. Conserving Mass

- In this section, you will confirm that the total weight of substances undergoing a physical or chemical change remains the same.

4. Mixing Substances Portfolio: Plan

- In this section, you will determine whether the mixing of substances results in new substances being formed.
5. Mixing Substances Portfolio: Investigate
 - In this section, you will determine whether the mixing of substances results in new substances being formed.
 6. Mixing Substances Portfolio: Conclude
 7. Changes in Matter Appy
 - In this section, you will explain why a substance weighed less after being mixed with acid than it did before being mixed.
 8. Changes in Matter Review
 9. Changes in Matter Unit Test

3. Electricity and Magnets

1. Electricity and Magnets Introduction
2. Types of Circuits
 - In this section, you will identify and describe parallel and series circuits.
 - In this section, you will compare and contrast series and parallel circuits.
3. Insulators and Conductors
 - In this section, you will identify materials that speed up or slow down the conduction of electricity.
 - In this section, you will describe examples of insulators and conductors of electricity.
 - In this section, you will plan an investigation to determine whether common materials are insulators or conductors of electricity.
4. Magnets
 - In this section, you will observe and list characteristics of magnets.
 - In this section, you will ask questions about the causes of electric interactions between two objects that are not touching.
 - In this section, you will test magnets.
5. Energy
 - In this section, you will identify the importance of energy conservation.
 - In this section, you will explain how an object's change in motion can be measured.
 - In this section, you will identify the ability of energy to be stored and changed from one form to another.
 - In this section, you will give examples of how energy can be transformed from one form to another.
6. Electricity and Magnets Apply
7. Electricity and Magnets Review
8. Electricity and Magnets Unit Test

4. Animal Structures

1. Animal Structures Introduction

2. External and Internal Animal Structures

- In this section, you will identify external parts of animals that help them to survive and grow.
- In this section, you will identify internal structures and their functions that help animals survive and grow.

3. Adaptations

- In this section, you will identify external structures that help animals respond to their environment.

4. Adaptations for Reproduction

- In this section, you will identify structures and behaviors that help animals reproduce.

5. Animal Structure Apply

- In this section, you will use evidence to make a claim about how animal structures affect their survival, growth, behavior, or reproduction.

6. Animal Structure Review

7. Animal Structures Unit Test

5. Habitats

1. Habitats Introduction

2. Types of Resources in Habitats

- In this section, you will identify the things in a habitat that organisms need to live.
- In this section, you will identify resources as basic materials, produce materials, or nonmaterials.

3. Living Things in Habitats

- In this section, you will find examples of relationships between living things and their habitat.
- In this section, you will analyze data to explain which organisms in a group have the best chance of survival.

4. Habitats

- In this section, you will explain how the parts of a habitat depend on each other.

5. Plants and Animals

- In this section, your student will classify plants and animals according to the physical characteristics that they share.
- In this section, your student will identify differences in the life cycles of plants and animals.
- In this section, your student will construct models of animal and plant life cycles.
- In this section your student will interpret diagrams of animal and plant life cycles.

6. Habitats Apply

7. Habitats Review

8. Habitats Unit Test

6. Environmental Changes

1. Environmental Changes Introduction

2. Population Survival

- In this section, you will analyze how a population’s survival is affected when organisms reproduce less often.
 - In this section, you will make a claim about how reproduction rates affect the survival of a population.
3. Environmental Changes: Research
 - In this section, you will research a solution to a problem caused when people change the environment, harming plant and animal life.
 4. Environmental Changes: Analyzing
 - In this section, you will make a claim about how well your solution solves the problem of humans harming plants and animals.
 5. Environmental Changes: Discussion
 - In this section, you will give effective feedback to peers.
 6. Environmental Changes Discussion
 7. Environmental Changes Apply
 8. Environmental Changes Review
 9. Environmental Changes Unit Test

7. Technology

1. Technology Introduction
2. Working Together
 - In this section, you will describe tools, materials, and skills that are used to make things and carry out tasks.
 - In this section, you will explain that systems have parts and components that work together.
 - In this section, you will identify how simple hand tools are used correctly and safely.
3. Impact of Technology
 - In this section, you will explain how various relationships exist between technology and other fields.
 - In this section, you will describe how technology affects humans in various ways.
 - In this section, you will explain how the use of technology affects the environment in good and bad ways.
4. Development of Technology
 - In this section, you will explain why technologies are developed and improved based on needs and wants.
 - In this section, you will describe how the history of civilization is linked closely to technological development.
5. Repairs and Improvements
 - In this section, you will explain how asking questions and making observations help a person understand how things work and can be repaired.
 - In this section, you will investigate how things are made and how they can be improved.
 - In this section, you will use everyday symbols to communicate key ideas.
6. The Design Process

- In this section, you will explain why there is no perfect design.
- In this section, you will describe the engineering design process.
- In this section, you will identify tools and devices that have been designed to provide information about a healthy lifestyle.
- In this section, you will identify the technologies in agriculture that make it possible for food to be available year-round.

7. Transportation and Manufacturing

- In this section, you will identify that a transportation system h
- In this section, you will identify key aspects of manufacturing processes. as many parts that work together to move people and goods from place to place.
- In this section, you will explain how structures rest on foundations and that some structures are temporary, while others are permanent.

8. Technology Apply

- In this section, you will apply what you have learned about technology.

9. Technology Review

10. Technology Unit Test

- In this section, you will identify several plans for reducing the impact of natural Earth events on humans.

Science 4 Accelerated



Science 4 Accelerated A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will explore multiple concepts related to energy and the structures of plants and animals. Topics include the transfer and forms of energy such as mechanical energy, speed, sound, light, heat, and electric currents. In addition, the student will study the internal structures of plants and animals. These comprise systems of reproduction and adaptation.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways and apply their ideas.

Semester A Outline

1. Course Overview

1. Course Overview

2. The Solar System

1. The Solar System Introduction

2. Objects in the Solar System

- In this section, you will identify the objects in the solar system.
- In this section, you will explain that the universe contains many billions of galaxies each containing billions of stars.

3. Properties of Objects in Solar System

- In this section, you will compare the properties of the objects in the solar system.
- In this section, you will identify the major lunar phases.

4. Motion of Objects in Solar System

- In this section, you will analyze the properties and motion of objects in the solar system.

5. Size of Objects in the Solar System

- In this section, you will compare the sizes of the objects in the solar system.
- In this section, you will identify the basic characteristics and uses of telescopes.

6. The Solar System Apply

- In this section, you will develop a model of the objects in the solar system, their characteristics, and their relative sizes.

7. The Solar System Review
8. The Solar System Unit Test

3. Earth's Layers and Features

1. Earth's Layers and Features Introduction
2. Patterns and Fossil Identification
 - In this section, you will describe patterns and fossils in rock layers.
3. Rock Layers
 - In this section, you will investigate how rock layers change over time.
4. Changes in Environment
 - In this section, you will observe and make predictions about fossils and rock formations.
5. Earth's Features
 - In this section, you will identify several different landscape features on a map.
6. Identify Patterns
 - In this section, you will analyze a map to identify patterns in Earth's features.
7. Earth's Major Systems
 - In this section, you will define and identify the parts of Earth's major systems: the geosphere, the hydrosphere, the atmosphere, and the biosphere.
8. Water on Earth
 - In this section, you will graph data about the amounts of freshwater and saltwater found on Earth.
 - In this section, you will use graphs to describe where saltwater and freshwater are found on Earth.
9. Weather on Earth
 - In this section, you will describe elements of the weather.
 - In this section, you will identify weather patterns.
 - In this section, you will describe how weather is measured.
10. Earth's Layers and Features Apply
 - In this section, you will hypothesize how tectonic plates might have interacted to form the Andes Mountains.
11. Earth's Layers and Features Review
12. Earth's Layers and Features Unit Test

4. Light and Sound

1. Light and Sound Introduction
2. Light Interactions
 - In this section, you will describe how light reflects off some objects.
 - In this section, you will describe how light bends when it hits some objects.
 - In this section, you will describe how light is absorbed when it hits some objects.

3. Classify Light Interactions

- In this section, you will make a model to explain what light does when it hits objects.
- In this section, you will sort objects as opaque, transparent, or translucent.

4. Mirror Investigation

- In this section, you will describe how mirrors interact with light.
- In this section, you will describe how to test how light reflects from a mirror.
- In this section, you will test how light reflects from a mirror.

5. Refraction Investigation

- In this section, you will identify which materials can refract light and describe the phenomenon.
- In this section, you will describe how to test refraction of light.
- In this section, you will test refraction of light.

6. Sound Investigation

- In this section, you will use print and video sources to describe how vibrations produce sounds depending on how strong and fast they are.
- In this section, you will plan an investigation to make sound and predict how a change in the strength or speed of the vibrations will affect the sound.
- In this section, you will use everyday objects to make sound and predict how changing the strength and speed of the vibrations will affect the sound.

7. Light and Sound: Design

- In this section, you will use print and video sources to explain how devices use sound and light to communicate.
- In this section, you will design a device that uses light and/or sound to communicate across a distance.

8. Light and Sound: Create

- In this section, you will make a device that uses light and/or sound to communicate across a distance.

9. Light and Sound Apply

10. Light and Sound Review

11. Light and Sound Unit Test

5. Properties of Matter

1. Properties of Matter Introduction

2. Solids, Liquids, and Gases

- In this section, you will explain how matter is organized into solids, liquids, and gases.

3. Matter Composition

- In this section, you will model how tiny particles make up matter.

4. Modeling Matter

- In this section, you will conduct an investigation and model the tiny particles that make up bulk matter.

5. Color, Hardness, and Reflectivity

- In this section, you will describe properties of matter and identify materials based on these properties.

6. Thermal and Electrical Conductivity

- In this section, you will compare thermal and electrical conductivity.

7. Freezing and Boiling

- In this section, you will describe the properties of freezing point and boiling point and examine the behavior of particles at these temperatures.

8. Solubility

- In this section, you will identify the solute and solvent in a solution.

9. Matter Portfolio: Plan

- In this section, you will identify materials based on their properties.

10. Matter Portfolio: Investigate

- In this section, you will identify materials based on their properties.

11. Matter Portfolio: Conclude

- In this section, you will analyze data from an investigation about the properties of certain materials.

12. Properties of Matter Unit Review

13. Properties of Matter Unit Test

Semester B Summary: In this course, the student will study the brain in animals and explore multiple areas of earth science. This includes the senses, how the brain processes information, weathering and erosion, Earth's layers and features, natural disasters, and their impact on life. The student will examine natural energy resources including resource conservation and the environment.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways and apply their ideas.

Semester B Outline

1. Course Overview

1. Science 4 B Course Overview

2. Changes in Matter

1. Changes in Matter Introduction

2. Physical and Chemical Change

- In this section, you will compare physical change and chemical change.
- In this section, you will explain why the mass of a substance does not change after heating, cooling, or mixing with other substances.

3. Conserving Mass

- In this section, you will confirm that the total weight of substances undergoing a physical or chemical change remains the same.

4. Mixing Substances Portfolio: Plan

- In this section, you will determine whether the mixing of substances results in new substances being formed.

5. Mixing Substances Portfolio: Investigate

- In this section, you will determine whether the mixing of substances results in new substances being formed.

6. Mixing Substances Portfolio: Conclude

7. Changes in Matter Appy

- In this section, you will explain why a substance weighed less after being mixed with acid than it did before being mixed.

8. Changes in Matter Review

9. Changes in Matter Unit Test

3. Electricity and Magnets

1. Electricity and Magnets Introduction

2. Types of Circuits

- In this section, you will identify and describe parallel and series circuits.
- In this section, you will compare and contrast series and parallel circuits.

3. Insulators and Conductors

- In this section, you will identify materials that speed up or slow down the conduction of electricity.
- In this section, you will describe examples of insulators and conductors of electricity.
- In this section, you will plan an investigation to determine whether common materials are insulators or conductors of electricity.

4. Magnets

- In this section, you will observe and list characteristics of magnets.
- In this section, you will ask questions about the causes of electric interactions between two objects that are not touching.
- In this section, you will test magnets.

5. Energy

- In this section, you will identify the importance of energy conservation.
- In this section, you will explain how an object's change in motion can be measured.
- In this section, you will identify the ability of energy to be stored and changed from one form to another.
- In this section, you will give examples of how energy can be transformed from one form to another.

6. Electricity and Magnets Apply

7. Electricity and Magnets Review

8. Electricity and Magnets Unit Test

4. Animal Structures

1. Animal Structures Introduction

2. External and Internal Animal Structures

- In this section, you will identify external parts of animals that help them to survive and grow.
- In this section, you will identify internal structures and their functions that help animals survive and grow.

3. Adaptations

- In this section, you will identify external structures that help animals respond to their environment.

4. Adaptations for Reproduction

- In this section, you will identify structures and behaviors that help animals reproduce.

5. Animal Structure Apply

- In this section, you will use evidence to make a claim about how animal structures affect their survival, growth, behavior, or reproduction.

6. Animal Structure Review

7. Animal Structures Unit Test

5. Habitats

1. Habitats Introduction

2. Types of Resources in Habitats

- In this section, you will identify the things in a habitat that organisms need to live.
- In this section, you will identify resources as basic materials, produce materials, or nonmaterials.

3. Living Things in Habitats

- In this section, you will find examples of relationships between living things and their habitat.
- In this section, you will analyze data to explain which organisms in a group have the best chance of survival.

4. Habitats

- In this section, you will explain how the parts of a habitat depend on each other.

5. Plants and Animals

- In this section, your student will classify plants and animals according to the physical characteristics that they share.
- In this section, your student will identify differences in the life cycles of plants and animals.
- In this section, your student will construct models of animal and plant life cycles.
- In this section your student will interpret diagrams of animal and plant life cycles.

6. Habitats Apply

7. Habitats Review

8. Habitats Unit Test

6. Environmental Changes

1. Environmental Changes Introduction

2. Population Survival

- In this section, you will analyze how a population's survival is affected when organisms reproduce less often.
 - In this section, you will make a claim about how reproduction rates affect the survival of a population.
3. Environmental Changes: Research
 - In this section, you will research a solution to a problem caused when people change the environment, harming plant and animal life.
 4. Environmental Changes: Analyzing
 - In this section, you will make a claim about how well your solution solves the problem of humans harming plants and animals.
 5. Environmental Changes: Discussion
 - In this section, you will give effective feedback to peers.
 6. Environmental Changes Discussion
 7. Environmental Changes Apply
 8. Environmental Changes Review
 9. Environmental Changes Unit Test

7. Technology

1. Technology Introduction
2. Working Together
 - In this section, you will describe tools, materials, and skills that are used to make things and carry out tasks.
 - In this section, you will explain that systems have parts and components that work together.
 - In this section, you will identify how simple hand tools are used correctly and safely.
3. Impact of Technology
 - In this section, you will explain how various relationships exist between technology and other fields.
 - In this section, you will describe how technology affects humans in various ways.
 - In this section, you will explain how the use of technology affects the environment in good and bad ways.
4. Development of Technology
 - In this section, you will explain why technologies are developed and improved based on needs and wants.
 - In this section, you will describe how the history of civilization is linked closely to technological development.
5. Repairs and Improvements
 - In this section, you will explain how asking questions and making observations help a person understand how things work and can be repaired.
 - In this section, you will investigate how things are made and how they can be improved.
 - In this section, you will use everyday symbols to communicate key ideas.
6. The Design Process

- In this section, you will explain why there is no perfect design.
- In this section, you will describe the engineering design process.
- In this section, you will identify tools and devices that have been designed to provide information about a healthy lifestyle.
- In this section, you will identify the technologies in agriculture that make it possible for food to be available year-round.

7. Transportation and Manufacturing

- In this section, you will identify that a transportation system h
- In this section, you will identify key aspects of manufacturing processes. as many parts that work together to move people and goods from place to place.
- In this section, you will explain how structures rest on foundations and that some structures are temporary, while others are permanent.

8. Technology Apply

- In this section, you will apply what you have learned about technology.

9. Technology Review

10. Technology Unit Test

Science 5



Science 5 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: This course is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about the solar system; the Earth, Sun, and stars; gravity; the properties of matter; and more.

Semester A Outline

1. Course Overview

1. Science 5 A Course Overview

2. Energy Transfer

1. Energy Transfer Introduction

2. Sound and Light

- In this section, you will identify evidence that energy can be transferred through sound waves.
- In this section, you will identify evidence that energy can be transferred through light.

3. Heat Energy

- In this section, you will compare different sources of energy.
- In this section, you will generate a list of ways that might make the transfer of heat energy go up or down.
- In this section, you will identify how to make the transfer of heat go up or down.
- In this section, you will describe how water can be changed from one state to another by adding or taking away heat.

4. Mass and Motion

- In this section, you will explain how changes in mass affect the motion of an object.
- In this section, you will predict the effect of a change in mass on the motion of an object.

5. Electromagnets

- In this section, you will make a plan to discover what affects electromagnets.
- In this section, you will discover what affects electromagnets.

6. Electric Currents

- In this section you will identify evidence that energy can be transferred through electric currents

7. Electrical Circuits

- In this section, you will explain the parts of a circuit.
- In this section, you will design a simple electric circuit to demonstrate the flow of electricity in closed circuits.

8. Converting Energy Portfolio: Day 1

- In this section, you will list some ideas for devices that can change energy from one form to another.

9. Converting Energy Portfolio: Design

- In this section, you will plan a device that can change energy from one form to another.

10. Converting Energy Portfolio: Create

- In this section, you will build a device that changes energy from one form to another.

11. Converting Energy Portfolio: Test

- In this section, you will test a device that changes energy from one form to another.

12. Converting Energy Portfolio: Improve

- In this section, you will modify the device you made.

13. Energy Transfer Review

14. Energy Transfer Unit Test

3. Sound

1. Sound Introduction

2. Pitch, Volume, Vibration

- In this section, you will describe vibration, pitch, and volume.
- In this section, you will explain how the pitch of a sound, vibration, and changes that affect pitch are connected.

3. Changes in Vibration

- In this section, you will use data to show how changes in vibration change pitch and volume.
- In this section, you will explain how vibration affects pitch and volume.

4. How Sound is Produced

- In this section, you will explain how sound energy is made.
- In this section, you will describe how sound is affected by the objects that make it.
- In this section, you will make a plan to see how pitch, volume, and vibration are affected by objects that make sound.

5. Sound Investigation: Conduct

- In this section, you will discover how pitch, volume, and vibration are affected by objects that make sound.

6. Sound Apply

7. Sound Review

8. Sound Unit Test

4. Natural Energy Resources

1. Natural Energy Resources Introduction

- In this lesson, you will learn about being social and sociable.

2. Renewable Resource

- In this section, you will explain how human use renewable resources to make energy.

3. Nonrenewable Resources

- In this section, you will explain how humans use nonrenewable resources to make energy.

4. Natural Resources and the Environment

- In this section, you will explain how using natural resources as fuels affects the environment.

5. Efficiency of Energy Resources

- In this section, you will look at how much energy can be produced from a resource and the cost of different types of energy resources.

6. Comparison of Energy Resources

- In this section, you will compare and contrast the advantages and disadvantages of different energy resources

7. Resource Conservation

- In this section, you will explain why Earth's resources need to be conserved.

8. Natural Energy Resources Apply

- In this section, you will analyze the different renewable and nonrenewable energy choices for a new home.

9. Natural Energy Resources Review

10. Natural Energy Resources Unit Test

5. Ecosystems

1. Ecosystems Introduction

2. Living and Nonliving Components

- In this section, you will identify the living and nonliving parts of an ecosystem.

3. Terrestrial Ecosystems

- Identify and describe the biotic and abiotic factors of different terrestrial ecosystems

4. Aquatic Ecosystems

- In this section, you will describe the living and nonliving parts of different aquatic ecosystems.

5. Comparing Factors in Ecosystems

6. Ecosystems Apply

- In this section, you will design a terrarium for a pet frog using what you've learned about the biotic and abiotic components needed for life.

7. Ecosystems Review

8. Ecosystems Unit Test

6. Transfer of Energy

1. Transfer of Energy Introduction
2. Plant Growth
 - In this section, you will explain why plants do not get most of the materials they need to grow from the soil.
3. Photosynthesis
 - In this section, you will interpret models to explain that plants cannot grow without water or air.
4. Plant Matter
5. Animals and Food
 - In this section, you will describe how food gives animals the energy they need for their life functions.
6. Food Chains
 - In this section, you will describe how the sun's energy moves from plants to animals when plants make food and then animals eat the plants.
7. Energy Flow
 - In this section, you will make a model to show how energy moves from the sun to plants and then to animals.
8. The Water Cycle
 - In this section, you will describe the parts of the water cycle.
 - In this section, you will describe a model of the water cycle.
 - In this section, you will explain the process of Earth's water cycle.
 - In this section, you will learn how the cycling of water, both in and out of the atmosphere, has an effect on climate.
9. Transfer of Energy Apply
10. Transfer of Energy Review
11. Transfer of Energy Unit Test

Semester B Summary: This course is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about physical and chemical changes in matter, the ecosystem, plant growth and photosynthesis, food webs, conservation, among other things.

Semester B Outline

1. Course Overview

1. Science 5 B Course Overview

2. Heredity and Living Cells

1. Heredity and Living Cells Introduction
2. Comparing Life Cycles

- In this section, you will identify different patterns in life cycles.
- In this section, you will identify similar patterns in life cycles.

3. Instincts and Learned Behaviors

- In this section, you will describe different instincts and learned behaviors.
- In this section, you will compare instincts and learned behaviors.
- In this section, you will classify some animal behaviors as instincts or learned behaviors.

4. Inherited and Acquired Traits

- In this section, you will describe some inherited and acquired traits.
- In this section, you will compare inherited and acquired traits.
- In this section, you will classify some traits as inherited or acquired.

5. Inherited Traits

- In this section, you will describe how adaptations help organisms survive in their environment.
- In this section, you will explain that inherited characteristics can be affected by the environment.
- In this section, you will identify external parts of animals that help them to survive and grow.

6. Plant and Animal Cells

- In this section, you will identify the parts of an animal cell.
- In this section, you will identify the parts of a plant cell.

7. Comparing Cells

- In this section, you will use models to compare plant and animal cells.
- In this section, you will explain differences between the structures of plant and animal cells.

8. Advantages and Survival

- In this section, you will describe how a trait helpful in one environment might not be helpful in another.
- In this section, you will explain how physical traits can provide an advantage for survival in a given environment.

9. Heredity and Living Cells Apply

10. Heredity and Living Cells Review

11. Heredity and Living Cells Unit Test

3. Weathering and Erosion

1. Weathering and Erosion Introduction

2. Constructive Forces

- In this section, you will describe some examples of constructive forces.
- In this section, you will identify and describe landforms created by constructive forces.

3. Weathering and Erosion

- In this section, you will explain the difference between two forms of destructive forces, weathering and erosion.

4. Destructive Forces and Landforms

- In this section you will describe landforms created by destructive forces.

5. Physical Weathering

- In this section you will describe the process of weathering.

6. Erosion and Soil

- In this section, you will explain the difference between two forms of constructive forces, weathering and erosion.
- In this section, you will explain how geological processes observed today are similar to those in the past.

7. Weathering and Erosion Apply

- In this section, you will illustrate the journey of destructive and constructive forces that led a piece of soil of your choosing to its current resting place.

8. Weathering and Erosion Review

9. Weathering and Erosion Unit Test

4. Weather and Climate

1. Weather and Climate Introduction

2. Weather and Climate

- In this section, you will describe different types of weather and climate.
- In this section, you will contrast weather and climate.
- In this section, you will explain the difference between weather and climate in writing or with a picture.

3. Weather Data

- In this section, you will investigate weather based on data.
- In this section, you will explain how weather instruments are used to collect weather data and make forecasts.

4. Weather Patterns

- In this section, you will identify different weather patterns.
- In this section, you will explain daily and seasonal changes in weather conditions.
- In this section, you will analyze trends found in weather data collection.

5. Changes in Weather

- In this section, you will describe what causes weather conditions to change.
- In this section, you will examine different ways to measure changes in weather.

6. Tracking Weather Data

- In this section, you will use a data table to measure a single weather indicator over a six-week period.
- In this section, you will analyze data to show patterns in a weather indicator during a season.
- In this section, you will model the data and predicted pattern for a weather indicator during a season.

7. Weather and Climate Apply

8. Weather and Climate Review

9. Weather and Climate Unit Test

5. Earth, Sun, and Stars

1. Earth, Sun, and Stars Introduction

2. The Sun and Other Stars

- In this section, you will describe the sun and other stars as natural bodies that give off their own light.

3. Brightness and Distance

- In this section, you will relate the brightness of the sun and stars to their distance from Earth

4. Patterns of Change Portfolio: Shadows

- In this section, you will graph the daily changes of shadows that are caused by Earth's rotation and orbit around the sun.

5. Patterns of Change Portfolio: Analyze

- In this section, you will analyze how shadows change throughout a day as Earth rotates on its axis.

6. Patterns of Change Portfolio: Daylight

- In this section, you will analyze how shadows change throughout a day as Earth rotates on its axis.

7. Patterns of Change Portfolio: Patterns

- In this section, you will analyze graphs that show how the length of daylight changes throughout the year.

8. Mass and Distance

- In this section, you will explain how the relationship between mass and distance affects gravity.

9. Earth, Sun, and Stars Apply

- In this activity, you will develop a model that shows how the revolution of Earth explains the apparent motion of the sun and stars during a 24-hour day.

10. Earth Sun and Stars Review

11. Earth, Sun, and Stars Unit Test

6. Technology

1. Technology Introduction

2. Introduction Technology and Engineering

- In this section, you will understand what a subsystem is and how it relates to its larger system.
- In this section, you will describe how technologies are often combined.

3. Engineering and the Design Process

- In this section, you will explain how the use of technology can have unintended consequences.
- In this section, you will compare different ways waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.
- In this section, you will describe how community concerns support technological developments.
- In this section, you will describe how community concerns limit technological developments.

4. Products, Procedures, and Processes

- In this section, you will identify how the way people live and work has changed history in terms of (influencing/directing/advancements in) technology.
- In this section, you will explain how the design process is a purposeful method of planning practical solutions to problems.
- In this section, you will describe how design can be performed in different sequences and repeated.
- In this section, you will identify how invention and innovation are creative ways to turn ideas into real things.

5. Technology and Industry

- In this section, you will use information provided in manuals, protocols, or by experienced people to understand how things work.
- In this section, you will explain whether the human use of a product or system creates positive or negative results.
- In this section, you will identify how technological advances have made it possible to create new devices.
- In this section, you will identify how technological advances have made it possible to repair or replace certain parts of the human body.

6. Transportation and Construction

- In this section, you will explain why a transportation system may lose efficiency or fail.
- In this section, you will examine how manufacturing technologies have become an integral part of the engineered world.
- In this section, you will describe the importance of guidelines when planning a community.

7. Technology Apply

8. Technology Review

9. Technology Unit Test

Science 5 Accelerated



Science 5 Accelerated A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

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During this course, the student will learn about the solar system; the Earth, Sun, and stars; gravity; the properties of matter; and more. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways and apply their ideas.

Semester A Outline

1. Course Overview

1. Science 5 A Course Overview

2. Energy Transfer

1. Energy Transfer Introduction
2. Sound and Light

- In this section, you will identify evidence that energy can be transferred through sound waves.
- In this section, you will identify evidence that energy can be transferred through light.

3. Heat Energy

- In this section, you will compare different sources of energy.
- In this section, you will generate a list of ways that might make the transfer of heat energy go up or down.
- In this section, you will identify how to make the transfer of heat go up or down.
- In this section, you will describe how water can be changed from one state to another by adding or taking away heat.

4. Mass and Motion

- In this section, you will explain how changes in mass affect the motion of an object.
- In this section, you will predict the effect of a change in mass on the motion of an object.

5. Electromagnets

- In this section, you will make a plan to discover what affects electromagnets.
- In this section, you will discover what affects electromagnets.

6. Electric Currents

- In this section you will identify evidence that energy can be transferred through electric currents

7. Electrical Circuits

- In this section, you will explain the parts of a circuit.
- In this section, you will design a simple electric circuit to demonstrate the flow of electricity in closed circuits.

8. Converting Energy Portfolio: Day 1

- In this section, you will list some ideas for devices that can change energy from one form to another.

9. Converting Energy Portfolio: Design

10. Converting Energy Portfolio: Create

11. Converting Energy Portfolio: Test

- In this section, you will test a device that changes energy from one form to another, such as from potential energy to kinetic energy.

12. Converting Energy Portfolio: Improve

13. Energy Transfer Review

14. Energy Transfer Unit Test

3. Sound

1. Sound Introduction

2. Pitch, Volume, Vibration

- In this section, you will describe vibration, pitch, and volume.
- In this section, you will explain how the pitch of a sound, vibration, and changes that affect pitch are connected.

3. Changes in Vibration

- In this section, you will use data to show how changes in vibration change pitch and volume.
- In this section, you will explain how vibration affects pitch and volume.

4. How Sound is Produced

- In this section, you will explain how sound energy is made.
- In this section, you will describe how sound is affected by the objects that make it.
- In this section, you will make a plan to see how pitch, volume, and vibration are affected by objects that make sound.

5. Sound Investigation: Conduct

- In this section, you will discover how pitch, volume, and vibration are affected by objects that make sound.
- In this section, you will explain how sound is affected by the objects that make it.

6. Sound Apply

7. Sound Review
8. Sound Unit Test

4. Natural Energy Resources

1. Natural Energy Resources Introduction
 - In this lesson, you will learn about being social and sociable.
2. Renewable Resource
 - In this section, you will explain how human use renewable resources to make energy.
3. Nonrenewable Resources
 - In this section, you will explain how humans use nonrenewable resources to make energy.
4. Natural Resources and the Environment
 - In this section, you will use text and video sources to explain how using natural resources as fuels affects the environment and leads to climate change.
5. Efficiency of Energy Resources
 - In this section, you will look at how much energy can be produced from a resource and the cost of different types of energy resources.
6. Comparison of Energy Resources
 - In this section, you will compare and contrast the advantages and disadvantages of different energy resources
7. Resource Conservation
 - In this section, you will examine why Earth's resources need to be conserved and ways to conserve them.
8. Natural Energy Resources Apply
 - In this section, you will analyze the different renewable and nonrenewable energy choices for a new home.
9. Natural Energy Resources Review
10. Natural Energy Resources Unit Test

5. Ecosystems

1. Ecosystems Introduction
2. Living and Nonliving Components
 - In this section, you will identify the living and nonliving parts of an ecosystem.
3. Terrestrial Ecosystems
 - Identify and describe the biotic and abiotic factors of different terrestrial ecosystems
4. Aquatic Ecosystems
 - In this section, you will describe the living and nonliving parts of different aquatic ecosystems.
5. Comparing Factors in Ecosystems
6. Ecosystems Apply
 - In this section, you will design a terrarium for a pet frog using what you've learned about the biotic and abiotic components needed for life.
7. Ecosystems Review

8. Ecosystems Unit Test

6. Transfer of Energy

1. Transfer of Energy Introduction

2. Plant Growth

- In this section, you will explain why plants do not get most of the materials they need to grow from the soil.

3. Photosynthesis

- In this section, you will interpret models to explain that plants cannot grow without water or air.

4. Plant Matter

5. Animals and Food

- In this section, you will describe how food gives animals the energy they need for their life functions.

6. Food Chains

- In this section, you will describe how the sun's energy moves from plants to animals when plants make food and then animals eat the plants.

7. Energy Flow

- In this section, you will make a model to show how energy moves from the sun to plants and then to animals.

8. The Water Cycle

- In this section, you will describe the parts of the water cycle.
- In this section, you will describe a model of the water cycle.
- In this section, you will explain the process of Earth's water cycle.
- In this section, you will learn how the cycling of water, both in and out of the atmosphere, has an effect on climate.

9. Transfer of Energy Apply

10. Transfer of Energy Review

11. Transfer of Energy Unit Test

Semester B Summary: This course is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about physical and chemical changes in matter, the ecosystem, plant growth and photosynthesis, food webs, conservation, among other things. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways and apply their ideas.

Semester B Outline

1. Course Overview

1. Science 5 B Course Overview

2. Heredity and Living Cells

1. Heredity and Living Cells Intro

2. Comparing Life Cycles

- In this section, you will identify different patterns in life cycles.
- In this section, you will identify similar patterns in life cycles.

3. Instincts and Learned Behaviors

- In this section, you will identify and describe instinctive and learned behaviors.
- In this section, you will contrast instinctive and learned behaviors.
- In this section, you will classify behavior as instinctive or learned.

4. Inherited and Acquired Traits

- In this section, you will identify and describe inherited and acquired traits.
- In this section, you will contrast inherited and acquired traits.

5. Inherited Traits

- In this section, you will describe how adaptations help organisms survive in their environment.
- In this section, you will explain that inherited characteristics can be affected by the environment.
- In this section, you will identify external parts of animals that help them to survive and grow.

6. Plant and Animal Cells

- In this section, you will identify the parts of an animal cell.
- In this section, you will identify the parts of a plant cell.

7. Comparing Cells

- In this section, you will use models to compare plant and animal cells.
- In this section, you will explain differences between the structures of plant and animal cells.

8. Advantage and Survival

- In this section, you will describe how a trait helpful in one environment might not be helpful in another.
- In this section, you will explain how physical traits can provide an advantage for survival in a given environment.
- In this section, you will explain how physical traits can provide an advantage for survival in a given environment.

9. Heredity and Living Cells Apply

10. Heredity and Living Cells Review

11. Heredity and Living Cells Unit Test

3. Weathering and Erosion

1. Weathering and Erosion Introduction

2. Constructive Forces

- In this section, you will describe some examples of constructive forces.
- In this section, you will identify and describe landforms created by constructive forces.

3. Weathering and Erosion

- In this section, you will explain the difference between two forms of constructive forces, weathering and erosion.

4. Destructive Forces and Landforms

- In this section you will describe landforms created by destructive forces.

5. Physical Weathering

- In this section you will describe the process of weathering.

6. Erosion and Soil

- In this section, you will model the processes of erosion and deposition.
- In this section, you will explain how geological processes observed today are similar to those in the past.

7. Weathering and Erosion Apply

- In this section, you will illustrate the journey of destructive and constructive forces that led a piece of soil of your choosing to its current resting place.

8. Weathering and Erosion Review

9. Weathering and Erosion Unit Test

4. Weather and Climate

1. Weather and Climate Introduction

2. Weather and Climate

- In this section, you will describe different types of weather and climate.
- In this section, you will contrast weather and climate.
- In this section, you will explain the difference between weather and climate in writing or with a picture.

3. Weather Data

- In this section, you will investigate weather based on data.
- In this section, you will explain how weather instruments are used to collect weather data and make forecasts.

4. Weather Patterns

- In this section, you will identify different weather patterns.
- In this section, you will explain daily and seasonal changes in weather conditions.
- In this section, you will analyze trends found in weather data collection.

5. Changes in Weather

- In this section, you will describe what causes weather conditions to change.
- In this section, you will examine different ways to measure changes in weather.

6. Tracking Weather Data

- In this section, you will measure a weather indicator over a period of time.
- In this section, you will analyze patterns in a weather indicator over time.
- In this section, you will explain patterns observed in a weather indicator over time.

7. Weather and Climate Apply
8. Weather and Climate Review
9. Weather and Climate Unit Test

5. Earth, Sun, and Stars

1. Earth, Sun, and Stars Introduction
2. The Sun and Other Stars
 - In this section, you will describe the sun and other stars as natural bodies that give off their own light.
3. Brightness and Distance
 - In this section, you will relate the brightness of the sun and stars to their distance from Earth.
4. Patterns of Change Portfolio: Shadows
 - In this section, you will graph the daily changes of shadows that are caused by Earth's rotation and orbit around the sun.
5. Patterns of Change Portfolio: Analyze
 - In this section, you will analyze how shadows change throughout a day as Earth rotates on its axis.
6. Patterns of Change Portfolio: Daylight
 - In this section, you will analyze how shadows change throughout a day as Earth rotates on its axis.
7. Patterns of Change Portfolio: Patterns
 - In this section, you will analyze graphs that show how the length of daylight changes throughout the year.
8. Mass and Distance
 - In this section, you will explain how the relationship between mass and distance affects gravity.
9. Earth, Sun, and Stars Apply
 - In this activity, you will develop a model that shows how the revolution of Earth explains the apparent motion of the sun and stars during a 24-hour day.
10. Earth Sun and Stars Review
11. Earth, Sun, and Stars Unit Test

6. Technology

1. Technology Introduction
2. Introduction Technology and Engineering
 - In this section, you will understand what a subsystem is and how it relates to its larger system.
 - In this section, you will describe how technologies are often combined.
3. Engineering and the Design Process
 - In this section, you will explain how the use of technology can have unintended consequences.

- In this section, you will compare different ways waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.
- In this section, you will describe how community concerns support technological developments.
- In this section, you will describe how community concerns limit technological developments.

4. Products, Procedures, and Processes

- In this section, you will identify how the way people live and work has changed history in terms of (influencing/directing/advancements in) technology.
- In this section, you will explain how the design process is a purposeful method of planning practical solutions to problems.
- In this section, you will describe how design can be performed in different sequences and repeated.
- In this section, you will identify how invention and innovation are creative ways to turn ideas into real things.

5. Technology and Industry

- In this section, you will use information provided in manuals, protocols, or by experienced people to understand how things work.
- In this section, you will explain whether the human use of a product or system creates positive or negative results.
- In this section, you will identify how technological advances have made it possible to create new devices.
- In this section, you will identify how technological advances have made it possible to repair or replace certain parts of the human body.

6. Transportation and Construction

- In this section, you will explain why a transportation system may lose efficiency or fail.
- In this section, you will examine how manufacturing technologies have become an integral part of the engineered world.
- In this section, you will describe the importance of guidelines when planning a community.

7. Technology Apply

8. Technology Review

9. Technology Unit Test

Science 6

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Science 6A explores natural objects and phenomenon on our planet, in our Solar System, and beyond. This course uses multiple media sources to foster scientific inquiry and spark curiosity. The student will use models to explore the relationship between the Sun, Moon, and Earth and formulate explanations of lunar phases, eclipses, and seasons. Scientific views and evidence of how the earth and other objects in the universe were formed are presented as the student learns about galaxies, asteroids, and stars. The student will analyze and interpret data from rock layers and fossils giving clues to Earth's age. They will also discover how Earth has changed over time as the student makes connections between earth's energy systems and plate tectonics.

Semester A Outline

1. Course Overview

1. Science 6 Course Overview

2. Sun, Moon, Earth

1. Sun, Moon, Earth Introduction
2. Introduction to Space

- In this section, you will develop models to explain how objects in the night sky appear to move because of Earth's motions.
- In this section, you will describe the history of space exploration.
- In this section, you will summarize what we have learned from space exploration.

3. Moon Phases

- In this section, you will explain the interactions in the Earth-Sun-moon system, including lunar phases, using multiple media sources.
- In this section, you will explain the cause of lunar phases.

4. Reason for the Seasons

- In this section, you will explain the reasons for the seasons using models of the sun, the moon, and Earth.

5. Not Enough Hours

- In this section, you will explain how the number of daylight hours is related to seasons.

6. Not Enough Hours Discussion

7. Gravity and Orbits

- In this section, you will describe how gravity keeps less massive objects orbiting around more massive objects in space.

8. Orbiting Bodies' Properties

- In this section, you will examine data to compare characteristics of different planets.
- In this section, you will compare comets and asteroids to planets and moons.
- In this section, you will use evidence to explain how Earth's natural greenhouse effect allows life to exist on Earth.

9. Solar System Scale

- In this section, you will develop a scale model to represent the sizes of the planets.

10. Asteroid Impact Portfolio 1

- In this section, you will examine features of scientific diagrams and determine whether they clearly display information.
- In this section, you will compare diagrams and 3-D models to determine the advantages and disadvantages of each.

11. Asteroid Impact Portfolio 2

- In this section, you will compare diagrams that show lunar phases and how they change.
- In this section, you will compare diagrams that show how Earth's tilt and revolution cause the seasons.
- In this section, you will use a model to predict how lunar phases might change if the moon was hit by an asteroid.

12. Asteroid Impact Portfolio 3

- In this section, you will use a model to predict how seasons might change if an asteroid hit Earth and changed Earth's tilt.

13. Sun, Moon, Earth Review

14. Sun, Moon, Earth Unit Test

3. Earth's Changing Surface

1. Earth's Changing Surface Introduction

2. Plate Tectonics

- In this section, you will explain the theory of plate tectonics.

3. Rocks Under Pressure

- In this section, you will create a visual that shows how tectonic plate motions formed the shapes of the continents and structures on the seafloor.

4. Ring of Fire

- In this section, you will describe how earthquakes and volcanoes are related to plate movement.

5. Volcanoes Change Earth's Surface

- In this section, you will explain that volcanoes have changed Earth's surface in quick events.

6. Earthquakes and Tsunamis

- In this section, you will explain how earthquakes and tsunamis have changed Earth's surface.

7. Physical Weathering

- In this section, you will describe examples of physical weathering of rock.

8. Soil

- In this section, you will explain how the formation of soil is related to the type of rock it comes from and the environment where it forms.
- In this section, you will explain that soil is a loosely arranged material that contains nutrients and weathered rock.
- In this section, you will examine soil characteristics.

9. Chemical Weathering

- In this section, you will describe examples of chemical weathering of rock.

10. Shaping Earth's Surface

- In this section, you will use evidence to explain how weathering, erosion, and deposition have changed Earth's surface.

11. Plate Boundaries

- In this section, you will explain how the movement of Earth's plates has affected where minerals and energy resources are found.

12. The Water Cycle

- In this section, you will explain how energy is present in the water cycle and causes water to move in the water cycle.

13. Mining Groundwater

- In this section, you will explain the effects of mining groundwater.

14. Earth's Changing Surface Apply

- In this section, you will draw a cross-section diagram that shows what occurs at the boundary between two plates.

15. Earth's Changing Surface Review

16. Earth's Changing Surface Unit Test

4. Atmosphere

1. Atmosphere Introduction

2. Atmospheric Layers

- In this section, you will interpret diagrams to understand the five layers of Earth's atmosphere.
- In this section, you will interpret diagrams to show that water and gases cycle through Earth's four spheres—the lithosphere, biosphere, hydrosphere, and atmosphere.

3. Fossil Fuels and Climate Change

- In this section, you will describe how burning fossil fuels contributes to climate change.

4. Human Activities and Climate Change

- In this section, you will describe human activities that contribute to climate change.

5. Polar Ice and Climate Change

- In this section, you will explain how melting polar ice contributes to cycles that affect climate change.

6. Atmosphere Apply

- In this activity, you will calculate your own carbon footprint using an online carbon footprint calculator.

7. Atmosphere Review

8. Atmosphere Unit Test

5. Reproductive Success

1. Reproductive Success Introduction

2. Reproduction in Flowering Plants

- In this section, you will identify and describe the reproductive structures of plants that grow flowers.

3. Non-Flowering Plants Reproduction

- In this section, you will identify and describe reproductive structures of plants that do not grow flowers.

4. Successful Plant Reproduction

- In this section, you will argue how certain plant structures affect the probability that plants will reproduce successfully. You will base your argument on factual evidence and scientific reasoning.

5. Animal Structures

- In this section, you will describe basic structures that plants and animals have that help them to make or find food.
- In this section, you will explain the differences between instinctive and learned animal behaviors that relate to survival.

6. Animal Adaptation

- In this section, you will find and use information to explain how animals move using structural adaptations and processes.
- In this section, you will explain how animal responses to environmental stimuli (including hibernation and migration) allow them to survive and reproduce.
- In this section, you will interpret data to compare how endothermic and ectothermic animals respond to changes in the temperature of their environment.

7. Animal Behaviors

- In this section, you will identify and describe the behaviors of animals that affect reproduction.

8. Analyzing Factors

- In this section, you will argue how animal behaviors affect the probability that animals will reproduce successfully. You will base your argument on factual evidence and scientific reasoning.

9. Analyzing Factors Discussion

10. Reproductive Success Apply

- In this section, you will take what you have learned about the reproductive behaviors and characteristics of plants and animals and explain how some plants rely on animals in order to reproduce successfully.

11. Reproductive Success Review

12. Reproductive Success Unit Test

6. Matter and Energy

1. Matter and Energy Introduction

2. Making Food

- In this section, you will explain the steps in the process of photosynthesis.

3. Photosynthesis Portfolio 1

- In this portfolio activity, you will perform two investigations to show that plant leaves take in carbon dioxide and release oxygen at a measurable rate during photosynthesis.
- In this section, you will describe photosynthesis in a labeled drawing.

4. Photosynthesis Portfolio 2

- In this section, you will describe how the data that you plan to collect will be relevant to your investigation.
- In this section, you will conduct an investigation that provides evidence that in photosynthesis, leaves take in carbon dioxide and release oxygen at a measurable rate.

5. Photosynthesis Portfolio 3

- In this section, you will analyze the accuracy and precision of the data, whether the data provides the required evidence required, and the limitations of the investigation.

6. Breaking Down Food

- In this section, you will explain the steps in the process of cellular respiration.

7. Recycling Matter by Plants

- In this section, you will use data to create a written or visual model showing how plants support matter cycling.

8. Flow of Energy

- In this section, you will use data to create a written or visual model showing how plants support energy flow.

9. Recycling of Carbon

- In this section, you will use a diagram to describe the carbon cycle.

10. Recycling of Nitrogen

- In this section, you will use a diagram to describe the nitrogen cycle.

11. Energy and Matter in an Ecosystem

- In this section, you will create a model that connects the cycling of matter with the flow of energy among living and nonliving parts of an ecosystem.

12. Matter and Energy Apply

13. Matter and Energy Review

14. Matter and Energy Unit Test

7. Matter and Atomic Structure

1. The Impact of Synthetic Materials Discussion

Semester B Summary: Science 6B uses multiple media sources to foster scientific inquiry and spark curiosity. The student will discover ways that scientists use data, models, and technology gather information and make predictions. Throughout this course, the student will investigate topics such as weather, climate, and natural resources. The student will collect and analyze data to discover how changes to weather conditions occur. They will also use scientific models to investigate how atmospheric circulation produces climate patterns and how thermal energy transfer affects climate. This course explains renewable and non-renewable resources and the environmental implications associated

with methods of managing and using energy resources. The student will identify and describe human activities that contribute to global climate change. The student will also learn about natural hazards and how scientists use historical data to forecast and prepare for future catastrophic events.

Semester B Outline

1. Course Overview

1. Science 6 Course Overview

2. Biodiversity

1. Biodiversity Introduction

2. Biodiversity Defined

- In this section, you will describe biodiversity of an ecosystem.

3. Unicellular and Multicellular

- In this section, you will compare the cell of a unicellular organism to specialized cells of multicellular organisms.

4. Common Characteristics

- In this section, you will develop a model to classify organisms based on common characteristics.

5. Physical Characteristics

- In this section, you will describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.

6. Invasive Species

- In this section, you will define and describe invasive species and their effects on biodiversity.

7. Changing Coral Reef

- In this section, you will examine the changing biodiversity of a coral reef ecosystem.

8. Ecosystem Services

- In this section, you will explain the value of biodiversity across ecosystems to humans.

9. Biodiversity and Ecological Health

- In this section, you will explain how to measure the health of an ecosystem through its biodiversity.

10. Biodiversity Portfolio 1

- In this section, you will identify an ecosystem for which to design a solution for maintaining biodiversity.
- In this section, you will identify an ecosystem for which to design a solution for maintaining biodiversity.
- In this section, you will identify solutions for the chosen ecosystem.

11. Biodiversity Portfolio 2

- In this section, you will describe possible issues and general costs of solutions.
- In this section, you will explain your design solution.

12. Biodiversity Portfolio 3

- In this section, you will compare your design solution to other possible solutions for the same ecosystem.
- In this section, you will present your design solution.

13. Biodiversity Review

14. Biodiversity Sample Work

15. Biodiversity Unit Test

3. Properties of Matter

1. Properties of Matter Intro

2. Thermal Energy

- In this section, you will explain how the flow of thermal energy affects climate.
- In this section, you will distinguish the differences in properties of solids, liquids, and gases.

3. A Mystery Investigation

- In this section, you will describe the evidence of an investigation that supports a claim that pure substances can be distinguished based on characteristic properties.

4. Mass, Weight, and Density

- In this section, you will explain the relationship between, mass and weight.

5. Separating Mixtures

- In this section, you will explain that mixtures of substances can be separated based on their chemical and physical properties.

6. Physical vs. Chemical Change

- In this section, you will distinguish between chemical and physical change.

7. Mass in a Closed System

- In this section, you will describe how mass is conserved in a closed system.

8. Properties of Matter Apply

- In this section, you will use your knowledge of the properties of matter to design an explanatory poster about changes to matter.

9. Properties of Matter Review

10. Properties of Matter Unit Test

4. Energy of Motion

1. Energy of Motion Introduction

2. Kinetic and Potential Energy

- In this section, you will describe the relationship between the energy an object possesses when it is in motion and its stored energy because of its position relative to Earth.
- In this section, you will describe the relationship between the energy an object possesses when it is in motion and its stored energy because of its position relative to Earth.
- In this section, you will explain how changes in motion require a force.

3. Factors that Affect Kinetic Energy

- In this section, you will record how changing the mass and the speed of an object affect the energy it possesses because it is in motion.

- In this section, you will record how changing the mass and the speed of an object affect the energy it possesses because it is in motion.

4. Predicting Changes in Kinetic Energy

- In this section, you will predict how changing the mass or speed of an object will change the energy the object possesses because it is in motion.

5. Potential Energy of a System

- In this section, you will design a visual or 3-D model to represent how the positioning of multiple objects in a system can influence the system's stored energy.

6. Energy Transfer and Kinetic Energy

- In this section, you will construct an explanation, by using a real-life example, of how energy transfer can be shown through changes in energy that an object possesses because of its motion.

7. Using Potential and Kinetic Energy

- In this section, you will analyze how humans use technology to store energy resulting from an object's position relative to Earth and/or use energy resulting from an object's motion.

8. Energy of Motion Apply

9. Energy of Motion Review

10. Energy of Motion Unit Test

5. **Non-Contact Forces**

1. Non-Contact Forces Introduction

2. Strength of Electrical Forces

- In this section, you will ask questions about data to determine the factors that affect the strength of electric forces.

3. Conductors and Insulators

- In this section, you will describe the similarities and differences of conductors and insulation material at the atomic level.

4. Electrical Energy Properties

- In this section, you will analyze data to describe the properties of electrical energy.

5. Electric Circuit

- In this section, you will explain how energy is conserved as it is transferred and transformed in electrical circuits.
- In this section, you will describe energy changes from one type to another.
- In this section, you will investigate the relationship between voltage, current and resistance in electrical circuits.

6. Strength of Magnetic Forces

- In this section, you will analyze data to determine the factors that affect the strength of magnetic forces.

7. Non-Contact Forces Portfolio 1

- In this portfolio activity, you will design an investigation to explore magnetic fields, analyze data from the investigation, draw conclusions, and then apply what you have learned.

- In this section, you will collect observations and generate questions about the strength of electric fields from a demonstration.
- In this section, you will collect observations and generate questions about the strength of magnetic fields.

8. Non-Contact Forces Portfolio 2

- In this section, you will perform multiple trials of an investigation to collect data about fields between two non-touching objects.
- In this section, you will analyze data from an investigation to explore magnetic fields and draw conclusions.

9. Non-Contact Forces Portfolio 3

- In this section, you will evaluate an experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

10. Electromagnetism in Use

- In this section, you will explain how electric currents and magnetic fields are related to each other in generators, simple electrical motors, and magnets created by the flow of the electric current.

11. Non-Contact Forces Apply

12. Non-Contact Forces Review

13. Non-Contact Forces Unit Test

6. Engineering Design Portfolio

1. Design Portfolio 1

- In this section, you will analyze and compare properties of metals, plastics, woods, and ceramics materials.

2. Design Portfolio 2

- In this section, you will define a problem for which a solution can be designed.
- In this section, you will create a solution to a problem and design the solution, selecting appropriate materials.

3. Design Portfolio 3

- In this section, you will plan to make a prototype of the design for your chosen solution.
- In this section, you will create a prototype of the design for your chosen solution.

4. Design Portfolio 4

- In this section, you will communicate the process of designing a solution.

5. Design Portfolio 5

7. Technology

1. Technology Introduction

2. Technologies for Information Transfer

- In this section, you will describe examples of how waves are absorbed by various materials.
- In this section, you will illustrate how communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination

3. How are Waves Transmitted?

- In this section, you will describe examples of how waves are transmitted through various materials.
- In this section, you will explain how communications information technologies are used to help humans make decisions and solve problems.

4. Rocks and Mineral Resources

- In this section, you will classify a variety of rocks based on physical characteristics from their origin.
- In this section, you will investigate the properties of minerals.
- In this section, you will describe the specific, measurable properties of minerals.
- In this section, you will identify key aspects of manufacturing systems that use mechanical processes to change the form of natural materials.

5. Development of Technologies

- In this section, you will identify power as the rate at which energy is converted or transferred.
- In this section, you will explain how knowledge from STEM fields of study integrates to create new technologies.
- In this section, you will describe how economic, political, and cultural issues are influenced by the development and use of technology.

6. Technology Usage

- In this section, you will demonstrate how transporting people and goods involves a combination of individuals and sub-systems, such as structural, propulsion, suspension, guidance, control, and support.
- In this section, you will explain how the type of structure determines the way the parts are put together.
- In this section, you will 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.

7. Technology and STEM

- In this section, you will explain why some technological problems are best solved through experimentation.
- In this section, you will describe how advances and innovations in medical technologies are used to improve health care.
- In this section, you will interpret how societal and cultural priorities are reflected in technological devices.

8. Technology Apply

- In this section, you will apply what you have learned about different forms of technology, how they are created, and their impact on the world.

9. Technology Review

10. Technology Unit Test

Science 6 Accelerated



Science 6 Accelerated A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Science 6A explores natural objects and phenomenon on our planet, in our Solar System, and beyond. This course uses multiple media sources to foster scientific inquiry and spark curiosity. The student will use models to investigate the relationship between the Sun, Moon, and Earth as they formulate explanations of lunar phases, eclipses, and seasons. Scientific views and evidence of how the earth and other objects in the universe were formed are presented as the student learns about galaxies, asteroids, and stars. The student will analyze and interpret data from rock layers and fossils giving clues to Earth's age. They will also discover how Earth's surface has changed over time as connections between earth's energy systems and plate tectonics are made. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Course Overview

1. Science 6 Course Overview

2. Sun, Moon, Earth

1. Sun, Moon, Earth Introduction
2. Introduction to Space

- In this section, you will develop models to explain how objects in the night sky appear to move because of Earth's motions.
- In this section, you will describe the history of space exploration.
- In this section, you will summarize what we have learned from space exploration.

3. Moon Phases

- In this section, you will explain the interactions in the Earth-Sun-moon system, including lunar phases, using multiple media sources.
- In this section, you will explain the cause of lunar phases.

4. Reason for the Seasons

- In this section, you will explain the reasons for the seasons using models of the sun, the moon, and Earth.

5. Not Enough Hours

- In this section, you will explain how the number of daylight hours is related to seasons.

6. Gravity and Orbits

- In this section, you will describe how gravity keeps less massive objects orbiting around more massive objects in space.

7. Orbiting Bodies' Properties

- In this section, you will examine data to compare characteristics of different planets.
- In this section, you will compare comets and asteroids to planets and moons.
- In this section, you will use evidence to explain how Earth's natural greenhouse effect allows life to exist on Earth.

8. Solar System Scale

- In this section, you will develop a scale model to represent the sizes of the planets.

8. Asteroid Impact Portfolio 1

- In this section, you will examine features of scientific diagrams and determine whether they clearly display information.
- In this section, you will compare diagrams and 3-D models to determine the advantages and disadvantages of each.

9. Asteroid Impact Portfolio 2

- In this section, you will compare diagrams that show lunar phases and how they change.
- In this section, you will compare diagrams that show how Earth's tilt and revolution cause the seasons.
- In this section, you will use a model to predict how lunar phases might change if the moon was hit by an asteroid.

10. Asteroid Impact Portfolio 3

- In this section, you will use a model to predict how seasons might change if an asteroid hit Earth and changed Earth's tilt.

11. Sun, Moon, Earth Review

12. Sun, Moon, Earth Unit Test

3. Earth's Changing Surface

1. Earth's Changing Surface Introduction

2. Plate Tectonics

- In this section, you will explain the theory of plate tectonics.

3. Rocks Under Pressure

- In this section, you will create a visual that shows how tectonic plate motions formed the shapes of the continents and structures on the seafloor.

4. Ring of Fire

- In this section, you will describe how earthquakes and volcanoes are related to plate movement.

5. Volcanoes Change Earth's Surface

- In this section, you will explain that volcanoes have changed Earth's surface in quick events.

6. Earthquakes and Tsunamis

- In this section, you will use evidence to explain how earthquakes and tsunamis have changed Earth's surface and describe the destruction they can cause.

7. Physical Weathering

- In this section, you will describe examples of physical weathering of rock.

8. Soil

- In this section, you will explain how the formation of soil is related to the type of rock it comes from and the environment where it forms.
- In this section, you will explain that soil is a loosely arranged material that contains nutrients and weathered rock.
- In this section, you will examine soil characteristics.

9. Chemical Weathering

- In this section, you will describe examples of chemical weathering of rock.

10. Shaping Earth's Surface

- In this section, you will use evidence to explain how earthquakes and tsunamis have changed Earth's surface and describe the destruction they can cause.

11. Plate Boundaries

- In this section, you will explain how the movement of Earth's plates has affected where minerals and energy resources are found.

12. The Water Cycle

- In this section, you will explain how energy is present in the water cycle and causes water to move in the water cycle.

13. Mining Groundwater

- In this section, you will explain the effects of mining groundwater.

14. Earth's Changing Surface Apply

- In this section, you will draw a cross-section diagram that shows what occurs at the boundary between two plates.

15. Earth's Changing Surface Review

16. Earth's Changing Surface Unit Test

4. Atmosphere

1. Atmosphere Introduction

2. Atmospheric Layers

- In this section, you will interpret diagrams to understand the five layers of Earth's atmosphere.
- In this section, you will interpret diagrams to show that water and gases cycle through Earth's four spheres—the lithosphere, biosphere, hydrosphere, and atmosphere.

3. Fossil Fuels and Climate Change

- In this section, you will describe how burning fossil fuels contributes to climate change.

4. Human Activities and Climate Change

- In this section, you will describe human activities that contribute to climate change.

5. Polar Ice and Climate Change

- In this section, you will explain how melting polar ice contributes to cycles that affect climate change.

6. Atmosphere Apply

- In this activity, you will calculate your own carbon footprint using an online carbon footprint calculator.

7. Atmosphere Review

8. Atmosphere Unit Test

5. Reproductive Success

1. Reproductive Success Introduction

2. Reproduction in Flowering Plants

- In this section, you will identify and describe the reproductive structures of plants that grow flowers.

3. Non-Flowering Plants Reproduction

- In this section, you will identify and describe reproductive structures of plants that do not grow flowers.

4. Successful Plant Reproduction

- In this section, you will argue how certain plant structures affect the probability that plants will reproduce successfully. You will base your argument on factual evidence and scientific reasoning.

5. Animal Structures

- In this section, you will describe basic structures that plants and animals have that help them to make or find food.
- In this section, you will explain the differences between instinctive and learned animal behaviors that relate to survival.

6. Animal Adaptation

- In this section, you will find and use information to explain how animals move using structural adaptations and processes.
- In this section, you will explain how animal responses to environmental stimuli (including hibernation and migration) allow them to survive and reproduce.
- In this section, you will interpret data to compare how endothermic and ectothermic animals respond to changes in the temperature of their environment.

7. Animal Behaviors

- In this section, you will identify and describe the behaviors of animals that affect reproduction.

8. Analyzing Factors

- In this section, you will argue how animal behaviors affect the probability that animals will reproduce successfully. You will base your argument on factual evidence and scientific reasoning.

9. Reproductive Success Apply

- In this section, you will take what you have learned about the reproductive behaviors and characteristics of plants and animals and explain how some plants rely on animals in order to reproduce successfully.

10. Reproductive Success Review
11. Reproductive Success Unit Test

6. Matter and Energy

1. Matter and Energy Introduction
2. Making Food
 - In this section, you will explain the steps in the process of photosynthesis.
3. Photosynthesis Portfolio 1
 - In this portfolio activity, you will perform two investigations to show that plant leaves take in carbon dioxide and release oxygen at a measurable rate during photosynthesis.
 - In this section, you will describe photosynthesis in a labeled drawing.
4. Photosynthesis Portfolio 2
 - In this section, you will describe how the data that you plan to collect will be relevant to your investigation.
 - In this section, you will conduct an investigation that provides evidence that in photosynthesis, leaves take in carbon dioxide and release oxygen at a measurable rate.
5. Photosynthesis Portfolio 3
 - In this section, you will analyze the accuracy and precision of the data, whether the data provides the required evidence required, and the limitations of the investigation.
 - In this section, you will create a diagram to show how water cycles in an ecosystem.
6. Breaking Down Food
 - In this section, you will explain the steps in the process of cellular respiration.
7. Recycling Matter by Plants
 - In this section, you will use data to create a written or visual model showing how plants support matter cycling.
8. Flow of Energy
 - In this section, you will use data to create a written or visual model showing how plants support energy flow.
9. Recycling of Carbon
 - In this section, you will use a diagram to describe the carbon cycle.
10. Recycling of Nitrogen
 - In this section, you will use a diagram to describe the nitrogen cycle.
11. Energy and Matter in an Ecosystem
 - In this section, you will create a model that connects the cycling of matter with the flow of energy among living and nonliving parts of an ecosystem.
12. Matter and Energy Apply
 - In this section, you will create a diagram to show how water cycles in an ecosystem.
13. Matter and Energy Review
14. Matter and Energy Unit Test

Semester B Summary: Science 6B uses multiple media sources to foster scientific inquiry and spark curiosity. The student will discover ways that scientists use data, models, and technology gather information and make predictions. Throughout this course, the student will investigate topics such as weather, climate, and natural resources. The student will collect and analyze data to discover how changes to weather conditions occur. They will also use scientific models to investigate how atmospheric circulation produces climate patterns and how thermal energy transfer affects climate. This course explains renewable and non-renewable resources and the environmental implications associated with methods of managing and using energy resources. The student will identify and describe human activities that contribute to global climate change. The student will also learn about natural hazards and how scientists use historical data to forecast and prepare for future catastrophic events. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester B Outline

1. Course Overview

1. Science 6 Course Overview

2. Biodiversity

1. Biodiversity Introduction

2. Biodiversity Defined and Described

- In this section, you will describe biodiversity of an ecosystem.

3. Unicellular and Multicellular

- In this section, you will compare the cell of a unicellular organism to specialized cells of multicellular organisms.

4. Common Characteristics

- In this section, you will develop a model to classify organisms based on common characteristics.

5. Physical Characteristics

- In this section, you will describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria

6. Invasive Species

- In this section, you will define and describe invasive species and their effects on biodiversity.

7. Changing Coral Reefs

- In this section, you will examine the changing biodiversity of a coral reef ecosystem.

8. Ecosystem Services

- In this section, you will explain the value of biodiversity across ecosystems to humans.

9. Biodiversity and Ecological Health

- In this section, you will explain how to measure the health of an ecosystem through its biodiversity.

10. Biodiversity Portfolio 1

- In this section, you will identify an ecosystem for which to design a solution for maintaining biodiversity.
- In this section, you will identify an ecosystem for which to design a solution for maintaining biodiversity.

- In this section, you will brainstorm design solutions for the chosen ecosystem.

11. Biodiversity Portfolio 2

- In this section, you will describe and explain your design solution.

12. Biodiversity Portfolio 3

- In this section, you will compare your design solution to other possible solutions for the same ecosystem.
- In this section, you will present your design solution.

13. Biodiversity Review

14. Biodiversity Sample Work

15. Biodiversity Unit Test

3. Properties of Matter

1. Properties of Matter Introduction

2. Thermal Energy

- In this section, you will develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- In this section, you will distinguish the differences in properties of solids, liquids, and gases.

3. A Mystery Investigation

- In this section, you will describe the evidence of an investigation that supports a claim that pure substances can be distinguished based on characteristic properties.

4. Mass, Weight, and Density

- In this section, you will explain the relationship between, mass and weight.
- In this section, you will explain the relationship between mass and weight.
- In this section, you will differentiate between volume and mass and investigate that equal volumes of different substances usually have different masses.

5. Separating Mixtures

- In this section, you will explain that mixtures of substances can be separated based on their chemical and physical properties.

6. Physical vs. Chemical Change

- In this section, you will distinguish between chemical and physical change.

7. Mass in a Closed System

- In this section, you will describe how mass is conserved in a closed system.

8. Properties of Matter Apply

- In this section, you will use your knowledge of the properties of matter to design an explanatory poster about changes to matter.

9. Properties of Matter Review

10. Properties of Matter Unit Test

4. Energy of Motion

1. Energy of Motion Introduction

2. Kinetic and Potential Energy

- In this section, you will describe the relationship between the energy an object possesses when it is in motion and its stored energy because of its position relative to Earth.
- In this section, you will describe the relationship between the energy an object possesses when it is in motion and its stored energy because of its position relative to Earth.
- In this section, you will explain how changes in motion require a force.

3. Factors that Affect Kinetic Energy

- In this section, you will record how changing the mass and the speed of an object affect the energy it possesses because it is in motion.
- In this section, you will record how changing the mass and the speed of an object affect the energy it possesses because it is in motion.

4. Predicting Changes in Kinetic Energy

- In this section, you will make predictions about how changing the mass or speed of an object will change the energy the object possesses because it is in motion.

5. Potential Energy of a System

- In this section, you will design a visual or 3-D model to represent how the positioning of multiple objects in a system can influence the system's stored energy.

6. Energy Transfer and Kinetic Energy

- In this section, you will construct an explanation, by using a real-life example, of how energy transfer can be shown through changes in energy that an object possesses because of its motion.

7. Using Potential and Kinetic Energy

- In this section, you will analyze how humans use technology to store energy resulting from an object's position relative to Earth and/or use energy resulting from an object's motion.

8. Energy of Motion Apply

9. Energy of Motion Review

10. Energy of Motion Unit Test

5. Non-Contact Forces

1. Non-Contact Forces Introduction

2. Strength of Electrical Forces

- In this section, you will ask questions about data to determine the factors that affect the strength of electric forces.

3. Conductors and Insulators

- In this section, you will describe the similarities and differences of conductors and insulation material at the atomic level.

4. Electrical Energy Properties

- In this section, you will analyze data to describe the properties of electrical energy.

5. Electric Circuits

- In this section, you will explain how energy is conserved as it is transferred and transformed in electrical circuits.
- In this section, you will explain how energy is conserved as it is transferred and transformed in electrical circuits.

- In this section, you will analyze the accuracy and precision of the data, whether the data provides the required evidence required, and the limitations of the investigation.
- In this section, you will describe energy changes from one type to another.
- In this section, you will investigate the relationship between voltage, current and resistance in electrical circuits.

6. Strength of Magnetic Forces

- In this section, you will ask questions about data to determine the factors that affect the strength of magnetic forces.

7. Non-Contact Forces Portfolio 1

- In this portfolio activity, you will design an investigation to explore magnetic fields, analyze data from the investigation, draw conclusions, and then apply what you have learned.
- In this section, you will collect observations and generate questions about the strength of electric fields from a demonstration.
- In this section, you will collect observations and generate questions about the strength of magnetic fields.

8. Non-Contact Forces Portfolio 2

- In this section, you will identify fields that exist between two objects that are not in contact.
- In this section, you will perform multiple trials of an investigation to collect data about fields between two non-touching objects.
- In this section, you will analyze data from an investigation to explore magnetic fields and draw conclusions.

9. Non-Contact Forces Portfolio 3

- In this section, you will evaluate an experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

10. Electromagnetism in Use

- In this section, you will explain how electric currents and magnetic fields are related to each other in generators, simple electrical motors, and magnets created by the flow of the electric current.

11. Non-Contact Forces Apply

12. Non-Contact Forces Review

13. Non-Contact Forces Unit Test

6. Engineering and Design Portfolio

1. Design Portfolio 1

- In this section, you will define a problem for which a solution can be designed.

2. Design Portfolio 2

- In this section, you will create a solution to a problem and design the solution, selecting appropriate materials.
- In this section, you will analyze and compare properties of metals, plastics, woods, and ceramics materials.

3. Design Portfolio 3

- In this section, you will create a prototype of the design for your chosen solution.

4. Design Portfolio 4

- In this section, you will plan to make a prototype of the design for your chosen solution.

5. Design Portfolio 5

- In this section, you will communicate the process of designing a solution.

7. Technology

1. Technology Introduction

2. Technologies for Information Transfer

- In this section, you will describe examples of how waves are absorbed by various materials.
- In this section, you will illustrate how communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination

3. How are Waves Transmitted?

- In this section, you will describe examples of how waves are transmitted through various materials.

4. Rocks and Mineral Resources

- In this section, you will classify a variety of rocks based on physical characteristics from their origin.
- In this section, you will investigate the properties of minerals.
- In this section, you will describe the specific, measurable properties of minerals.
- In this section, you will identify key aspects of manufacturing systems that use mechanical processes to change the form of natural materials.

5. Development of Technologies

- In this section, you will identify power as the rate at which energy is converted or transferred.
- In this section, you will explain how knowledge from STEM fields of study integrates to create new technologies.
- In this section, you will describe how economic, political, and cultural issues are influenced by the development and use of technology.

6. Technology Usage

- In this section, you will demonstrate how transporting people and goods involves a combination of individuals and sub-systems, such as structural, propulsion, suspension, guidance, control, and support.
- In this section, you will explain how the type of structure determines the way the parts are put together.
- In this section, you will 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.

7. Technology and STEM

- In this section, you will explain why some technological problems are best solved through experimentation.

- In this section, you will describe how advances and innovations in medical technologies are used to improve health care.
- In this section, you will interpret how societal and cultural priorities are reflected in technological devices.

8. Technology Apply

- In this section, you will apply what you have learned about different forms of technology, how they are created, and their impact on the world.

9. Technology Review

10. Technology Unit Test

Science 7



Science 7 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Science 7A uses multiple media sources to foster scientific inquiry and spark curiosity as the student explores topics such as cells, body systems, reproductive strategies, and genetics.

The student will investigate cell structure in plants and animals and discover how organisms use cells to perform complex life functions.

They will also identify and describe the functions of several body systems including the respiratory, circulatory, digestive, and excretory systems.

Additionally, the student will evaluate reproductive strategies and genetics to discover the important roles they play in the survival of organisms.

Semester A Outline

1. Course Overview

1. Science 7 Course Overview

2. Solar System

1. Solar System Introduction

2. Orbiting Bodies' Properties

- In this section, you will examine data to compare characteristics of different planets.
- In this section, you will compare comets and asteroids to planets and moons.
- In this section, you will use evidence to explain how Earth's natural greenhouse effect allows life to exist on Earth.

3. Galaxies and the Universe

- In this section, you will describe patterns that occur between the Earth, Sun, and Moon in relationships to their position in our solar system and to each other.
- In this section, you will identify how telescopes, satellites, and space probes are used to gather evidence about the universe.

4. Solar System Distances

- In this section, you will develop a model to show the distance between objects in the solar system.

- In this section, you will develop a model of the solar system to show distances noting the advantages and limitations of models.

5. Gravity

- In this section, you will describe gravity's role in forming solar systems.

6. Solar System Apply

- In this section, you will develop a model of the objects in the solar system, their characteristics and patterns of motion, and their distances from one another.

7. Solar System Review

8. Solar System Unit Test

3. Earth's Energy Systems

1. Earth's Energy Systems Introduction

2. The Structure of Earth

- In this section, you will summarize Earth's layers based on the position of layers of Earth to each other, what they are made out of, and their densities.
- In this section, you will build a model to illustrate the layers of Earth.

3. Earth's Interior Energy

- In this section, you will develop a model to describe how energy flows into Earth's interior and out from Earth's interior.

4. Radiation from the Sun

- In this section, you will show how the sun's radiation provides energy that is absorbed to warm Earth and its atmosphere.

5. The Rock Cycle

- In this section, you will develop models of the rock cycle.

6. Plate Tectonics and the Rock Cycle

- In this section, you will develop a model to describe the energy flow that causes tectonic plates to move and causes the rock cycle.

7. Energy Systems Portfolio 1

- In this portfolio activity, you will compare and interpret diagrams, then create a diagram or model to account for energy flow and interactions between different Earth processes.
- In this section, you will compare diagrams of the water cycle based on how clearly each presents and describes information.
- In this unit you will compare diagrams of the rock cycle for readability and depth of information provided.

8. Energy Systems Portfolio 2

- In this section, you will identify how symbols and graphics on diagrams contribute to meaning.
- In this section, you will create a diagram or model to describe energy flow and how different Earth processes interact.

9. Earth's Energy Systems Review

10. Earth's Energy Systems Unit Test

4. Geological Processes

1. Geological Processes Introduction

2. Earth's Evolution

- In this section, you will explain how physical evidence, such as fossils, support theories that Earth has changed over geologic time.
- In this section, your student will explain and give examples of how physical evidence, such as surface features of glaciation, support theories that Earth has changed over geologic time

3. Processes Over Time

- In this section, your student will describe geologic time as it relates to earth processes.
- In this section, your student will compare geologic processes over time.
- In this section, your student will locate significant geologic structures using various mapping representations.

4. Water and Soil

- In this section, your student will differentiate among Earth's water systems.
- In this section, your student will describe the motions of tides and identify their causes.
- In this section, your student will describe land use in relation to soil type and topography.

5. Geological Processes Apply

6. Geological Processes Review

7. Geological Processes Unit Test

5. Weather

1. Weather Introduction

2. Relative Humidity

- In this section, you will describe relative humidity.

3. Air Pressure

- In this section, you will explain how data about air pressure is used to describe weather.

4. Air Masses

- In this section, you will describe patterns of how air masses interact and change over time.

5. Air Mass Interactions

- In this section, you will identify how air masses interact and change causing changes in weather.

6. Predicting Weather

- In this section, you will explain that weather can only be predicted based on how likely it is to happen because it is complicated and has multiple causes.

7. Predicting Weather Portfolio 1

- In this section, you will explain how the sun, landforms, and water bodies affect weather.
- In this section, you will interpret the meanings of symbols used to identify pressure systems and precipitation on a weather map.
- In this section, you will interpret a weather map to describe the weather on that day in that region.

8. Predicting Weather Portfolio 2

- In this section, you will describe patterns of movement of pressure systems by interpreting maps that show the movement of a weather system over several days.
- In this section, you will describe patterns of precipitation by interpreting weather maps over several days.

9. Predicting Weather Portfolio 3

- In this section, you will predict the weather for the next day from a sequence of weather maps.
- In this section, you will predict the weather for the next day in a particular region.

10. Weather Review

11. Weather Unit Test

6. Natural Hazards

1. Natural Hazards Introduction

2. Tracking Earthquakes

- In this section, you will identify regions likely to have earthquakes and volcanoes by using seismic data.
- In this section, you will describe how scientists use data to find the epicenter of an earthquake

3. Volcanic Eruptions

- In this section, you will describe technologies that make the effects of volcanoes less severe.
- In this section, you will describe how people can be more prepared for a volcanic eruption.
- In this section, you will describe technologies that make the effects of volcanoes less severe.

4. Tracking Hurricane Dorian

- In this section, you will describe how the intensity and track of a hurricane is predicted.
- In this lesson, you will identify and describe technologies that make the effects of hurricanes less severe.

5. Natural Hazards Apply

- In this section, you will describe a natural hazard that has happened where you live, including the history of the event, how people prepared for it, and how it ended.

6. Natural Hazards Review

7. Natural Hazards Unit Test

7. Cells

1. Cells Introduction

2. Characteristics of Cells

- In this section, you will describe the cell as the smallest living unit.

3. Plant and Animal Cells

- In this section, you will learn how to compare plant and animal cells.

4. Modeling Cells

- In this section, you will describe the parts of a cell.
- In this section, you will develop a model to identify the parts of a cell.

5. Organelles

- In this section, you will explain how the organelles of a cell help the cell's function.

6. Specialized Cells

- In this section, you will make a claim about how multicellular organisms can use single cells to perform complex life functions.

7. Mitosis

- In this section, you will create a model to show how mitosis leads to the growth and repair of cells in multicellular organisms.
- In this section, you will explain how mitosis is related to cancer.

8. Cells Apply

- In this section, you will design an imaginary cell from a multicellular organism and describe what functions this kind of cell will perform.

9. Cells Review

10. Cells Unit Test

8. Body Systems

1. Body Systems Introduction

2. Multicellular Organisms

- In this section, you will make a claim about how multicellular organisms can use single cells to perform complex life functions.

3. Body Systems Hierarchy

- In this lesson, you will learn how the cells of the human body are organized.

4. Respiratory and Circulatory Systems

- In this section, you will describe the respiratory and circulatory systems.

5. Digestive and Excretory Systems

- In this section, you will describe the digestive and excretory systems.

6. Nervous System

- In this section, you will describe the nervous system.

7. Sensory Receptors

- In this lesson, you will dig deeper into the nervous system. You will explore how it senses and processes information.
- In this lesson, we will review which sensory receptors are involved in our use of media. Then we will consider how advertisers use sensory stimuli to sell us products.

8. The Eye

- In this section, you will explain the composition and function of the eye.

9. Homeostasis

- In this section, you will explain how organisms maintain internal stability.
- In this section, you will determine the effect of external factors on organisms' internal stability.

10. Body systems Portfolio 1

- In this section, you will describe all of the major human body systems.

11. Body Systems Portfolio 2

- In this section, you will compare the skeletal system of humans and insects.
 - In this section, you will compare the body systems of any type of organism to human body systems.
 - In this section, you will research features of an organism's major body systems by identifying key search terms.
12. Body Systems Portfolio 3
- In this section, you will contrast each major body system using research from multiple sources.
 - In this section, you will design a presentation of research results.
13. Body Systems Review
14. Body Systems Unit Test

Semester B Summary: Science 7B uses multiple media sources to foster scientific inquiry and spark curiosity. Throughout this course, the student will discover ways that scientists use data, models, and technology to gather and apply information. This course explores the role of plants and photosynthesis in the cycling of matter and the flow of energy into and out of organisms. The student will analyze and interpret data to determine the effects of resource availability on biodiversity among populations in an ecosystem. The topics of evolution, natural selection, and scientific classification are also presented throughout this course. The student will analyze and interpret data for patterns in the fossil record that document the change of life forms and examine genetic variations of a population over time. The student will also learn how scientists classify organisms based on similar characteristics.

Semester B Outline

1. Course Overview

1. Science 7 Course Overview

2. Reproduction and Genetics

1. Reproduction and Genetics Introduction

2. Asexual Reproduction Strategies

- In this section, you will describe asexual reproduction processes.

3. Modeling Asexual Reproduction

- In this section, you will devise a model to describe why asexual reproduction leads to offspring with identical genetic information.

4. Asexual and Sexual Reproduction

- In this section, you will compare sexual and asexual reproduction.

5. Modeling Sexual Reproduction

- In this section, you will use a model to explain why sexual reproduction leads to offspring with genetic variation.
- In this section, you will explain why the life cycles of different organisms have a variety of lengths.

6. Genes and Chromosomes

- In this section, you will describe the relationship between genes and chromosomes, and heredity.
- In this section, you will describe the relationship between genes and chromosomes.

7. Define Genotypes and Phenotypes

- In this section, you will describe genotypes and phenotypes.

8. Relate Genotypes and Phenotypes

- In this section, you will explain the relationship between genotypes and phenotypes.

9. Modeling Mutations

- In this section, you will devise a model to describe why gene mutations on chromosomes may affect proteins.
- In this section, you will explain that mutations can alter a gene and are the original source of new variations in a population.

10. Genetic Factors and Growth

- In this section, you will explain how genetic factors influence the growth of organisms.

11. Traits, Survival, and Reproduction

- In this section, you will describe how genetic variations of traits in a population make it more likely that some individuals will survive and reproduce in a specific environment.

12. Human Influence on Traits

- In this section, you will evaluate technologies that have changed the way humans can affect the inheritance of desired traits in organisms.

13. Human Influence on Traits Discussion

14. Reproduction and Genetics Apply

- In this section, you will apply knowledge of reproduction and genetics.

15. Reproduction and Genetics Review

16. Reproduction and Genetics Unit Test

3. Organism Interactions

1. Organism Interactions Introduction

2. Classification

- In this section, you will develop a model to classify organisms based on common characteristics.
- In this section, you will describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.
- In this section, you will explain how an organism's scientific name is based on the shared characteristics of certain levels of taxonomy.
- In this section, you will use models to classify organisms based on the current levels of taxonomy.

3. Relationship Among Organisms

- In this section, you will describe specific relationships, such as predator/prey, and symbiotic relationships between organisms.
- In this section, you will explain how you can make predictions about patterns of interactions that develop between organisms in an ecosystem.
- In this section, you will create a model to show how organisms in an environment interact with one another.

- In this section, you will explain why environmental changes may lead to extinctions of some species.

4. Evidence of Evolution

- In this section, you will explain how comparative anatomy provides a basis for the theory of evolution.
- In this section, you will explain how fossils provide a basis for the theory of evolution.
- In this section, you will explain how geology provides a basis for the theory of evolution.

5. Organism Interactions Apply

- In this section, you will design a poster that explains and models how different organisms interact in their environment, illustrates a food chain, and identifies evidence that supports the theory of evolution.

6. Organism Interactions Review

7. Organism Interactions Unit Test

4. Matter Properties

1. Matter Properties Introduction

2. Types of Matter

- In this section, your student will differentiate between elements, compounds, and mixtures.
- In this section, you will explain how materials are characterized by having a specific amount of mass in each unit of volume (density).

3. Elements and Chemical Change

- In this section, you will identify atoms as the basic building blocks of matter and that elements are composed of one type of atom.
- In this section, you will identify groups of elements that have similar properties.
- In this section, you will describe how reactants change into products in simple chemical reactions.
- In this section, you will explain how energy transfer can affect the chemical and physical properties of matter.

4. Synthetic Materials, Natural Resources

- In this section, you will explain how human-made materials come from natural resources.

5. The Impact of Synthetic Materials

- In this section, you will support a claim that creation and use of human-made materials impact society in positive and negative ways.

6. Impact of Synthetic Materials Discussion

7. Matter Properties Apply

8. Matter Properties Review

9. Matter Properties Unit Test

5. Thermal Energy

1. Thermal Energy Introduction

2. Kinetic and Thermal Energy

- In this section, you will explain the relationship between the energy resulting from motion and heat energy.
3. Matter and Temperature
- In this section, you will identify and describe properties of matter in relation to energy resulting from motion and heat energy as measured by temperature.
4. Energy Transfer and Temperature
- In this section, you will analyze data collected about how the transfer of energy resulting from motion affects the matter in relation to the temperature of a sample of the matter.
5. Kinetic Energy Transfer
- In this section, you will analyze data from an investigation about how the energy that results from motion affects matter in relation to the temperature of the sample.
 - In this section, you will explain data from an investigation about how the energy that results from motion affects matter in relation to the temperature of the sample.
 - In this section, you will develop a conclusions from an investigation about how the energy that results from motion affects matter in relation to the temperature of the sample.
6. Energy Transfer Device Portfolio 1
- In this portfolio activity, you will apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
 - In this section, you will develop questions and discuss in groups about how to maximize or minimize heat energy transfer.
 - In this section, you will design a device to minimize or maximize heat energy transfer.
 - In this section, you will define the standards and limitations that must be taken into account in the design solution.
7. Energy Transfer Device Portfolio 2
- In this section, you will create a device to minimize or maximize heat energy transfer.
 - In this section, you will test a device to minimize or maximize heat energy transfer.
 - In this section, you will evaluate the effectiveness of a device to minimize or maximize heat energy transfer by using test data.
8. Energy Transfer Device Portfolio 3
- In this section, you will develop a model to generate data for repeated testing and modification of a proposed object, tool, or process such that the best design can be achieved.
 - In this section, you will improve the design of the device to minimize or maximize heat energy transfer.
9. Thermal Energy Transfer
- In this section, you will explain with the aid of a model how heat energy is transferred within fluids from hotter regions into colder ones.
 - In this section, you will explain with the aid of a model how heat energy is transferred from hotter regions or objects and into colder ones, by objects directly touching each other or across a gap.
10. Thermal Energy Apply
11. Thermal Energy Review

12. Thermal Energy Unit Test

6. Waves

1. Waves Introduction

2. Properties of Waves

- In this section, you will identify and describe the properties of a wave.
- In this section, you will recognize that different kinds of waves have common characteristics and unique properties.

3. Light and Sound Waves

- In this section, you will obtain, evaluate, and communicate information to support the claim that light waves behave differently than sound waves.
- In this section, you will explain how the rate of vibration, material through which vibrations travel, sound, and hearing are related.
- In this section, you will explain how visible light, the electromagnetic spectrum, and sight are related.
- In this section, your student will learn that visible light is a mixture of many different colors.

4. Waves Apply

- In this section, you will use what you have learned about waves to explain wave phenomena and uses in your everyday life.

5. Waves Review

6. Waves Unit Test

7. Force Interactions

1. Force Interactions Introduction

2. Position, Distance, and Displacement

- In this section, you will distinguish between various terms that describe how an object's position changes and how fast its position and direction change.
- In this section, you will describe the motion of an object by graphically showing the relationship between time and position.
- In this section, your student will learn how displacement, velocity, and acceleration of objects provide necessary and sufficient evidence for the existence of forces.
- In this section, you will explain that forces have an extent and direction; they affect the motion of objects.

3. Forces that Change Motion

- In this section, you will describe forces that change an object's motion.

4. Force and Motion Portfolio 1

- In this portfolio, you will investigate how a change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- In this section, you will explain how the sum of the forces on an object and its mass influence an object's motion.

5. Force and Motion Portfolio 2

- In this section, you will explain how the sum of the forces on an object and its mass influence an object's motion.
- In this section, you will analyze data from an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the object's mass.
- In this section, you will evaluate information to develop conclusions to support a claim that the change in an object's motion depends on the sum of the forces on the object and the object's mass.

6. Force and Motion Portfolio 3

- In this section, you will present your findings from your investigation to model Newton's First Law of Motion.

7. Electric and Magnetic Forces

- In this section, you will explain how electrical current is produced by the flow of electrons.
- In this section, you will explain how electric current produces magnetic forces and how moving magnets produce electric current.
- In this section, you will demonstrate how electric current produces magnetic forces and how moving magnets produce electric current.

8. Force Interactions Apply

- In this section, you will describe the forces involved in "Tug-of-War" and the possible results of different scenarios.

9. Force Interactions Review

10. Force Interactions Unit Test

8. Design and Technology

1. The Design and Technology Introduction

2. Engineering Design

- In this section, you will describe how design, as a creative planning process, leads to useful products and systems.
- In this section, you will explain how modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.
- In this section, you will use data collected to analyze and interpret trends in and identify the positive or negative effects of a technology.

3. Design Process

- In this section your student will explain how different technologies involve different sets of processes.
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- In this section your student will describe how troubleshooting as a problem-solving method may identify the cause of a malfunction in a technological system.
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- In this section, you will explain how the use of technology can have consequences that affect humans in many ways.

- In this section, you will describe how invention and innovation lead to changes in society and the creation of new needs and wants.
- In this section, you will explain how decisions to develop and use technologies may be influenced by environmental and economic concerns.
- In this section, you will illustrate how information can be acquired and sent through a variety of technological sources, including print and electronic media.

5. Technology Applied

- In this section, you will explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.
- In this lesson, you will investigate recent advancements in medical technologies and their impact on quality of life.
- In this section, you will examine specialized equipment and practices used to improve the production of food, fiber, fuel, and other useful products and in the care of animals.
- In this section, you will examine the efficiency of energy use in our environment.

6. Manufacturing, Transportation, Construction

- In this section, you will 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.
- In this section, you will examine the processes involved in extracting (e.g., harvesting, drilling, mining) raw materials from the earth for use in manufacturing processes.
- In this section, you will examine subsystems found in the construction of a building.

7. The Design and Technology Apply

8. The Design and Technology Review

9. The Design and Technology Unit Test

Science 7 Accelerated



Science 7 Accelerated A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Science 7A uses multiple media sources to foster scientific inquiry and spark curiosity as the student explores topics such as cells, body systems, reproductive strategies, and genetics.

The student will investigate cell structure in plants and animals and discover how organisms use cells to perform complex life functions.

They will also identify and describe the functions of several body systems including the respiratory, circulatory, digestive, and excretory systems.

Additionally, the student will evaluate reproductive strategies and genetics to discover the important roles they play in the survival of organisms.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Course Overview

1. Science 7 Course Overview

2. Solar System

1. Solar System Introduction
2. Orbiting Bodies' Properties

- In this section, you will examine data to compare characteristics of different planets.
- In this section, you will compare comets and asteroids to planets and moons.
- In this section, you will use evidence to explain how Earth's natural greenhouse effect allows life to exist on Earth.

3. Galaxies and the Universe

- In this section, you will illustrate how Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.
- In this section, you will describe patterns that occur between the Earth, Sun, and Moon in relationships to their position in our solar system and to each other.

- In this section, you will identify how telescopes, satellites, and space probes are used to gather evidence about the universe.

4. Solar System Distances

- In this section, you will develop a model to show the distance between objects in the solar system.
- In this section, you will develop a model of the solar system to show distances noting the advantages and limitations of models.

5. Gravity

- In this section, you will describe gravity's role in forming solar systems.

6. Solar System Apply

- In this section, you will develop a model of the objects in the solar system, their characteristics and patterns of motion, and their distances from one another.

7. Solar System Review

8. Solar System Unit Test

3. Earth's Energy Systems

1. Earth's Energy Systems Introduction

2. The Structure of Earth

- In this section, you will summarize Earth's layers based on the position of layers of Earth to each other, what they are made out of, and their densities.
- In this section, you will build a model to illustrate the layers of Earth.

3. Earth's Interior Energy

- In this section, you will develop a model to describe how energy flows into Earth's interior and out from Earth's interior.

4. Radiation from the Sun

- In this section, you will show how the sun's radiation provides energy that is absorbed to warm Earth and its atmosphere.

5. The Rock Cycle

- In this section, you will develop models of the rock cycle.

6. Plate Tectonics and the Rock Cycle

- In this section, you will develop a model to describe the energy flow that causes tectonic plates to move, causes the rock cycle, and leads to different types of rocks.

7. Energy Systems Portfolio 1

- In this portfolio activity, you will compare and interpret diagrams, then create a diagram or model to account for energy flow and interactions between different Earth processes.
- In this section, you will compare diagrams of the water cycle based on how clearly each presents and describes information.
- In this unit you will compare diagrams of the rock cycle for readability and depth of information provided.

8. Energy Systems Portfolio 2

- In this section, you will identify how symbols and graphics on diagrams contribute to meaning.

- In this section, you will create a diagram or model to describe energy flow and how different Earth processes interact.

9. Earth's Energy Systems Review

10. Earth's Energy Systems Unit Test

4. Geological Processes

1. Geological Processes Introduction

2. Earth's Evolution

- In this section, you will explain how physical evidence, such as fossils, support theories that Earth has changed over geologic time.
- In this section, your student will explain and give examples of how physical evidence, such as surface features of glaciation, support theories that Earth has changed over geologic time.

3. Processes Over Time

- In this section, your student will describe geologic time as it relates to earth processes.
- In this section, your student will compare geologic processes over time.
- In this section, your student will locate significant geologic structures using various mapping representations.

4. Water and Soil

- In this section, your student will differentiate among Earth's water systems.
- In this section, your student will describe the motions of tides and identify their causes.
- In this section, your student will describe land use in relation to soil type and topography.

5. Geological Processes Apply

6. Geological Processes Review

7. Geological Processes Unit Test

5. Weather

1. Weather Introduction

2. Relative Humidity

- In this section, you will describe relative humidity.

3. Air Pressure

- In this section, you will explain how data about air pressure is used to describe weather.

4. Air Masses

- In this section, you will describe patterns of how air masses interact and change over time.

5. Air Mass Interactions

- In this section, you will identify how air masses interact and change causing changes in weather.
- In this section, you will analyze weather-based data to track patterns of how air masses interact and change over time and produce changes in weather

6. Predicting Weather

- In this section, you will explain that weather can only be predicted based on how likely it is to happen because it is complicated and has multiple causes.

- In this section, you will explain how the sun, landforms, and water bodies affect weather.

7. Predicting Weather Portfolio 1

- In this section, you will interpret the meanings of symbols used to identify pressure systems and precipitation on a weather map.
- In this section, you will interpret a weather map to describe the weather on that day in that region.

8. Predicting Weather Portfolio 2

- In this section, you will describe patterns of movement of pressure systems by interpreting maps that show the movement of a weather system over several days.
- In this section, you will describe patterns of precipitation by interpreting weather maps over several days.

9. Predicting Weather Portfolio 3

- In this section, you will predict the weather for the next day from a sequence of weather maps.
- In this section, you will predict the weather for the next day in a particular region.

10. Weather Review

11. Weather Unit Test

6. Natural Hazards

1. Natural Hazards Introduction

2. Tracking Earthquakes

- In this section, you will identify regions likely to have earthquakes and volcanoes by using seismic data.
- In this section, you will describe how scientists use data to find the epicenter of an earthquake

3. Volcanic Eruptions

- In this section, you will describe technologies that make the effects of volcanoes less severe.
- In this section, you will describe how people can be more prepared for a volcanic eruption.
- In this section, you will describe technologies that make the effects of volcanoes less severe.

4. Tracking Hurricane Dorian

- In this section, you will describe how the intensity and track of a hurricane is predicted.
- In this section you will analyze and interpret data to track a hurricane and predict effects at landfall.
- In this lesson, you will identify and describe technologies that make the effects of hurricanes less severe.

5. Natural Hazards Apply

- In this section, you will describe a natural hazard that has happened where you live, including the history of the event, how people prepared for it, and how it ended.

6. Natural Hazards Review

7. Natural Hazards Unit Test

7. Cells

1. Cells Introduction

2. Characteristics of Cells

- In this section, you will describe the cell as the smallest living unit.

3. Plant and Animal Cells

- In this section, you will learn how to compare plant and animal cells.

4. Modeling Cells

- In this section, you will describe the parts of a cell.
- In this section, you will develop a model to identify the parts of a cell.

5. Organelles

- In this section, you will explain how the organelles of a cell help the cell's function.

6. Specialized Cells

- In this section, you will make a claim about how multicellular organisms can use single cells to perform complex life functions.

7. Mitosis

- In this section, you will create a model to show how mitosis leads to the growth and repair of cells in multicellular organisms.
- In this section, you will explain how mitosis is related to cancer.

8. Cells Apply

- In this section, you will design an imaginary cell from a multicellular organism and describe what functions this kind of cell will perform.

9. Cells Review

10. Cells Unit Test

8. Body Systems

1. Body Systems Introduction

2. Multicellular Organisms

- In this section, you will make a claim about how multicellular organisms can use single cells to perform complex life functions.

3. Body Systems Hierarchy

- In this lesson, you will learn how the cells of the human body are organized.

4. Respiratory and Circulatory Systems

- In this section, you will describe the respiratory and circulatory systems.

5. Digestive and Excretory Systems

- In this section, you will describe the digestive and excretory systems.

6. Nervous System

- In this section, you will describe the nervous system.

7. Sensory Receptors

- In this lesson, you will dig deeper into the nervous system. You will explore how it senses and processes information.
- In this lesson, we will review which sensory receptors are involved in our use of media. Then we will consider how advertisers use sensory stimuli to sell us products.

8. The Eye

- In this section, you will explain the composition and function of the eye.

9. Homeostasis

- In this section, you will explain how organisms maintain internal stability.
- In this section, you will determine the effect of external factors on organisms' internal stability.

10. Body systems Portfolio 1

- In this section, you will describe all of the major human body systems.

11. Body Systems Portfolio 2

- In this section, you will compare the skeletal system of humans and insects.
- In this section, you will compare the body systems of any type of organism to human body systems.
- In this section, you will research features of an organism's major body systems by identifying key search terms.

12. Body Systems Portfolio 3

- In this section, you will contrast each major body system using research from multiple sources.
- In this section, you will design a presentation of research results.

13. Body Systems Review

14. Body Systems Unit Test

Semester B Summary: Science 7B uses multiple media sources to foster scientific inquiry and spark curiosity. Throughout this course, the student will discover ways that scientists use data, models, and technology to gather and apply information.

This course explores the role of plants and photosynthesis in the cycling of matter and the flow of energy into and out of organisms. The student will analyze and interpret data to determine the effects of resource availability on biodiversity among populations in an ecosystem.

The topics of evolution, natural selection, and scientific classification are also presented throughout this course. The student will analyze and interpret data for patterns in the fossil record that document the change of life forms and examine genetic variations of a population over time. The student will also learn how scientists classify organisms based on similar characteristics.

Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester B Outline

1. Course Overview

1. Science 7 Course Overview

2. Reproduction and Genetics

1. Reproduction and Genetics Introduction

2. Asexual Reproduction Strategies

- In this section, you will describe asexual reproduction processes.

3. Modeling Asexual Reproduction

- In this section, you will devise a model to describe why asexual reproduction leads to offspring with identical genetic information.

4. Asexual and Sexual Reproduction

- In this section, you will compare sexual and asexual reproduction.

5. Modeling Sexual Reproduction

- In this section, you will use a model to explain why sexual reproduction leads to offspring with genetic variation.
- In this section, you will explain why the life cycles of different organisms have a variety of lengths.

6. Genes and Chromosomes

- In this section, you will describe the relationship between genes and chromosomes, and heredity.
- In this section, you will describe the relationship between genes and chromosomes.

7. Define Genotypes and Phenotypes

- In this section, you will describe genotypes and phenotypes.

8. Relate Genotypes and Phenotypes

- In this section, you will explain the relationship between genotypes and phenotypes.

9. Modeling Mutations

- In this section, you will devise a model to describe why gene mutations on chromosomes may affect proteins.
- In this section, you will explain that mutations can alter a gene and are the original source of new variations in a population.

10. Genetic Factors and Growth

- In this section, you will use scientific evidence to explain how genetic factors influence the growth of organisms.

11. Traits, Survival, and Reproduction

- In this section, you will describe how genetic variations of traits in a population make it more likely that some individuals will survive and reproduce in a specific environment.

12. Human Influence on Traits

- In this section, you will make connections by gathering information about the technologies that have changed the way humans can affect the inheritance of desired traits in organisms.

13. Reproduction and Genetics Apply

- In this section, you will apply knowledge of reproduction and genetics.

14. Reproduction and Genetics Review

15. Reproduction and Genetics Unit Test

3. Organism Interactions

1. Organism Interactions Introduction

2. Classification

- In this section, you will develop a model to classify organisms based on common characteristics.
- In this section, you will describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.
- In this section, you will explain how an organism's scientific name is based on the shared characteristics of certain levels of taxonomy.
- In this section, you will use models to classify organisms based on the current levels of taxonomy.

3. Relationship Among Organisms

- In this section, you will describe specific relationships, such as predator/prey, and symbiotic relationships between organisms.
- In this section, you will explain how you can make predictions about patterns of interactions that develop between organisms in an ecosystem.
- In this section, you will create a model to show how organisms in an environment interact with one another.
- In this section, you will explain why environmental changes may lead to extinctions of some species.

4. Evidence of Evolution

- In this section, you will explain how comparative anatomy provides a basis for the theory of evolution.
- In this section, you will explain how fossils provide a basis for the theory of evolution.
- In this section, you will explain how geology provides a basis for the theory of evolution.

5. Organism Interactions Apply

- In this section, you will design a poster that explains and models how different organisms interact in their environment, illustrates a food chain, and identifies evidence that supports the theory of evolution

6. Organism Interactions Review

7. Organism Interactions Unit Test

4. Matter Properties

1. Matter Properties Introduction

2. Types of Matter

- In this section, your student will differentiate between elements, compounds, and mixtures.
- In this section, you will explain how materials are characterized by having a specific amount of mass in each unit of volume (density).

3. Elements and Chemical Change

- In this section, you will identify atoms as the basic building blocks of matter and that elements are composed of one type of atom.
- In this section, you will identify groups of elements that have similar properties.
- In this section, you will describe how reactants change into products in simple chemical reactions.

- In this section, you will explain how energy transfer can affect the chemical and physical properties of matter.

4. Synthetic Materials, Natural Resources

- In this section, you will gather and make sense of information to describe that human-made materials come from natural resources.

5. The Impact of Synthetic Materials

- In this section, you will support a claim that creation and use of human-made materials impact society in positive and negative ways.

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7. Matter Properties Review

8. Matter Properties Unit Test

5. Thermal Energy

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- In this section, you will explain the relationship between the energy resulting from motion and heat energy.

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- In this section, you will identify and describe properties of matter in relation to energy resulting from motion and heat energy as measured by temperature.

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- In this section, you will analyze data from an investigation about how the energy that results from motion affects matter in relation to the temperature of the sample.
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6. Energy Transfer Device Portfolio 1

- In this portfolio activity, you will apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- In this section, you will develop questions and discuss in groups about how to maximize or minimize heat energy transfer.
- In this section, you will design a device to minimize or maximize heat energy transfer.
- In this section, you will define the standards and limitations that must be taken into account in the design solution.

7. Energy Transfer Device Portfolio 2

- In this section, you will create a device to minimize or maximize heat energy transfer.
- In this section, you will test a device to minimize or maximize heat energy transfer.
- In this section, you will evaluate the effectiveness of a device to minimize heat energy transfer by using test data.

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- In this section, you will develop a model to generate data for repeated testing and modification of a proposed object, tool, or process such that the best design can be achieved.
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- In this section, you will explain how the sum of the forces on an object and its mass influence an object's motion.

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- In this section, you will explain how the sum of the forces on an object and its mass influence an object's motion.
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- In this section, you will present your findings from your investigation to model Newton's First Law of Motion.

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- In this section, you will illustrate how information can be acquired and sent through a variety of technological sources, including print and electronic media.

5. Technology Applied

- In this section, you will explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.
- In this lesson, you will investigate recent advancements in medical technologies and their impact on quality of life.
- In this section, you will examine specialized equipment and practices used to improve the production of food, fiber, fuel, and other useful products and in the care of animals.
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6. Manufacturing, Transportation, Construction

- In this section, you will 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.
- In this section, you will examine the processes involved in extracting (e.g., harvesting, drilling, mining) raw materials from the earth for use in manufacturing processes.
- In this section, you will examine subsystems found in the construction of a building.

7. The Design and Technology Apply

8. The Design and Technology Review

9. The Design and Technology Unit Test

Science 8



Science 8 A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Science 8A uses multiple media sources to foster scientific inquiry and spark curiosity as the student explores topics in the physical sciences. Throughout this course, the student will discover ways that scientists use data, models, and technology to gather and apply information.

The student will learn about atomic composition and the properties of matter. They will also distinguish between chemical and physical changes in matter and investigate how thermal energy transfer affects particle motion in matter.

This course examines the relationship between potential and kinetic energy as the student explores how mass and speed affect energy transfer.

Additionally, the student will discover how different types of waves transmit light, sound, and other forms of energy both in the presence and absence of matter.

Semester A Outline

1. Science 8 Course Overview

1. Science 8 Course Overview

2. The Universe

1. The Universe Introduction

2. Galaxies

- In this section, you will describe the three types of galaxies in the universe.
- In this section, you will explain how light, measured remotely, can be used to classify objects in the universe.

3. Characteristics of the Universe

- In this section, you will describe characteristics of the universe.

4. Earth's Formation

- In this section, you will use evidence to explain how Earth was formed.

5. Geologic Time Scale

- In this section, you will use evidence from rocks to explain how the geologic time scale is used to organize Earth's history.

6. Theories about the Universe

- In this section, you will describe current scientific views on how the universe formed and how those views were formed.
- In this section, you will compare different scientific views of how the universe formed.
- In this section, you will use evidence to explain that the universe began with a period of rapid expansion.
- In this section, you will describe current scientific views on how the universe formed and how those views were formed.

7. The Universe Apply

8. The Universe Review

9. The Universe Unit Test

3. The Age of Earth

1. The Age of Earth Introduction

2. Physical Weathering of Rock

- In this section, you will describe the physical processes that change rock.

3. Chemical Weathering of Rock

- In this section, you will describe the chemical processes that change rock.

4. How Old is the Grand Canyon?

- In this section, you will describe how the position of rock layers is used to determine relative ages of rocks and fossils in the rock layers.

5. Absolute Age of Rocks and Fossils

- In this section, you will describe how index fossils and carbon dating are used to determine the ages of rocks and fossils.
- In this section, you will explain why most organisms that lived in the past never formed fossils.

6. Could Mesosaurus Swim Across an Ocean?

- In this section, you will describe how the locations of rocks and fossils around the world are due to the movement of tectonic plates.

7. The Growing Atlantic Ocean

- In this section, you will examine data and evidence about Earth's features and identify relationships that can be used to make inferences, through specific study of seafloor spreading and patterns of age of seafloor.
- In this section, you will explain how matter on earth is conserved throughout the geological processes over time.

8. The Age of Earth Apply

- In this section, you will predict how seafloor spreading at the East Pacific Rise will affect plate movement along the North American West Coast.

9. The Age of Earth Review

10. The Age of Earth Unit Test

4. Matter Interactions

1. Matter Interactions Introduction

2. The Composition of Atoms

- In this section, you will develop models to describe the composition of atoms.

3. Molecules and Structures

- In this section, you will develop models to describe the atomic composition of simple molecules and structures formed by the bonding of the same molecules.

4. The Periodic Table

- In this section, you will describe patterns in the properties of similarly grouped elements by asking questions about locations of common elements on the periodic table.
- In this section, you will explain how the physical properties of elements and their reactivity have been used to produce the Periodic Table of elements.
- In this lesson you will explore atoms and the numbers that describe them in detail using the PhET® simulation titled Build an Atom.

5. Physical vs. Chemical Change

- In this section, you will distinguish between chemical and physical change.

6. Chemical Reactions

- In this section, you will describe the law of conservation of mass in chemical reactions.
- In this section, you will describe what takes place during chemical reactions at the atom level.
- In this section, you will describe what takes place during chemical reactions using chemical equations.

7. Matter Interactions Portfolio 1

- In this section, you will develop an investigation question to demonstrate that properties of substances are changed in a chemical reaction.
- In this section, you will plan the investigation, including procedures and data to be collected.

8. Matter Interactions Portfolio 2

- In this section, you will conduct the investigation, collecting appropriate data.
- In this section, you will analyze data from the investigation.
- In this section, you will present findings of a chemical reaction.

9. Matter Interactions Portfolio 3

- In this section, you will evaluate the investigation.

10. Law of Conservation of Matter

- In this section, you will explain the law of conservation of matter.

11. Conservation in Chemical Reactions

- In this section, you will describe how the total number of atoms does not change in a chemical reaction.
- In this section, you will describe the effect on the total number of atoms in a chemical reaction.
- In this section, you will develop a model to describe how the total number of atoms does not change in a chemical reaction.

12. Matter Interactions Apply

13. Matter Interactions Review

14. Matter Interactions Unit Test

5. Climate

1. Climate Introduction

2. Heating Patterns

- In this section, you will describe how and why the sun heats Earth unevenly.

3. Atmospheric Currents

- In this section, you will explain how air currents are caused by the heating and rotation of Earth.
- In this section, you will describe air currents on Earth.
- In this section, you will explain how air currents are caused by the heating and rotation of Earth.
- In this section, your student will describe the differences and similarities among water vapor, clouds, and humidity in the atmosphere.

4. Ocean Currents

- In this section, you will explain how the ocean currents are caused by the heating and rotation of Earth.
- In this section, you will describe the major ocean currents.

5. Atmospheric Circulation

- In this section, you will explain how atmospheric currents affect climate patterns.

6. Ocean Circulation

- In this section, you will explain how ocean currents affect climate patterns.

7. Thermal Energy

- In this section, you will explain how the flow of thermal energy affects climate.

8. The Climate System

- In this section, you will describe how the parts of the climate system are connected.
- In this section, your student will describe the types of energy that drive Earth's systems.

9. Earth's Biomes

- In this section, you will investigate how living things depend on and compete for biotic and abiotic factors within an ecosystem.
- In this section, you will describe the differences between Earth's major biomes.

10. Climate Apply

- In this section, you will analyze factors that affect Earth's climate for a specific location on Earth and use the information to write a narrative about the climate of the area.

11. Climate Review

12. Climate Unit Test

6. Natural Resources

1. Natural Resources Introduction

2. Renewable and Nonrenewable Resources

- In this section, you will distinguish between renewable and nonrenewable resources based on availability and sustainability.
3. Rocks and Minerals
 - In this section, you will describe how rocks and minerals are natural resources.
 4. Fossil Fuels
 - In this section, you will explain why fossil fuels are considered nonrenewable resources by describing how they form.
 5. Energy Exploration
 - In this section, you will explain the environmental dangers of obtaining energy resources from Earth.
 6. Using Energy Resources
 - In this section, you will explain the environmental dangers of managing and using energy resources from Earth.
 7. Land and Soil Resources
 - In this section, you will describe how land and soil are natural resources.
 8. Conservation
 - In this section, you will describe ways to conserve natural resources.
 9. Resource Processing
 - In this section, you will describe processes involved in removing raw materials from the earth for use in manufacturing.
 - In this section, you will explain how processes, such as receiving and unloading, are necessary for the entire system to operate efficiently.
 - In this section, you will examine subsystems found in the construction of a building.
 10. Natural Resources Apply
 - In this section, you will develop a plan for a new park and playground that has a sustainable design and uses renewable resources as much as possible.
 11. Natural Resources Review
 12. Natural Resources Unit Test

7. Impact of Humans

1. Impact of Humans Introduction
2. Consumption of Mineral Resources
 - In this section, you will interpret data that shows how an increasing human population and increasing use of natural mineral resources impacts Earth.
3. Conserving Mineral Resources
 - In this section, you will examine ways of monitoring and reducing the impact of the use of mineral resources on the environment.
4. Consumption of Bioresources
 - In this section, you will interpret data that shows how an increasing human population and increasing use of natural bioresources impact Earth.
5. Conserving Bioresources

- In this section, you will examine ways of monitoring and reducing the impact of the use of bioresources on the environment.

6. Mitigating Human Impact Portfolio 1

- In this section, you will propose questions about a specific design problem related to human impact on the environment.
- In this section, you will develop and write questions about a specific design problem related to human impact on the environment.
- In this section, you will design two ways to monitor and reduce your impact, or the impact of a group's behavior, on the environment.

7. Mitigating Human Impact Portfolio 2

- In this section, you will identify and describe what your design needs to be successful and what limitations there are to your design.
- In this section, you will create and use a rubric to check how well your two designs meet the standards.

8. Mitigating Human Impact Portfolio 3

- In this section, you will examine the data you collect for each design method and determine how to present it so that other people can use it.
- In this section, you will examine data from tests of different design solutions to identify the best characteristics of each to combine into a new solution that better meets the standards.

9. Impact of Humans Review

10. Impact of Humans Unit Test

8. Evolution

1. Evolution Introduction

2. Walking and Swimming Whales

- In this section, you will examine fossil record examples that demonstrate the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, assuming that natural laws are the same today as in the past.

3. Are Dinosaurs Still With Us?

- In this section, you will explain how the patterns in fossil records show the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, assuming that natural laws are the same today as in the past.

4. Understanding Human Evolution

- In this section, you will model the relationship between humans and other primates.
- In this section, you will interpret data about patterns in the fossil record to compare and contrast hominins.
- In this section, you will explain how scientists' understanding about human evolution changes as they find new evidence.

5. Are Whales and Hippos Related?

- In this section, you will use scientific ideas to explain how the similarities and differences of the anatomies of modern organisms suggest evolutionary relationships.

6. Evolution of the Horse

- In this section, you will use scientific ideas to explain how the similarities and differences between the anatomies of modern and fossil organisms suggest evolutionary relationships.

7. Comparing Vertebrate Embryos

- In this section, you will use pictures to identify and interpret linear and nonlinear relationships, including patterns of similarities in the embryos of multiple species.

8. Stages of Development

- In this section, you will use patterns of similarities and changes in embryo development to describe evidence for how diverse species are related.

9. Evolution Apply

- In this section, you will use evidence and reasoning like scientists do to explain how a vertebrate animal evolved.

10. Evolution Review

11. Evolution Unit Test

Semester B Summary: Science 8B uses multiple media sources to foster scientific inquiry and spark curiosity as the student studies elements of the physical sciences. Throughout this course, the student will discover ways that scientists use data, models, and technology to gather and apply information.

This course investigate the relationship between Force and Motion as the student explores Newton's Laws of Motion. The student will learn about the unseen forces of gravity, magnetism, and electricity as they determine factors that affect the strength of these forces.

The role of design in machines are also explored as the student investigates the relationship between force and work with regards to the transfer of mechanical energy.

Semester B Outline

1. Science 8 Course Overview

1. Science 8 Course Overview

2. Natural Selection

1. Natural Selection Introduction

2. Define Natural Selection

- In this section, you will describe the process of natural selection.

3. Explain Natural Selection

- In this section, you will explain how natural selection leads to certain traits being more common than others in a population.

4. Genetic Variation Over Time

- In this section, you will explain the genetic variations of a population over time due to natural selection.

5. Probability of Survival

- In this section, you will describe how genetic variations of traits in a population make it more likely that some individuals will survive and reproduce in a specific environment.

6. Mathematics of Natural Selection

- In this section, you will calculate how natural selection may lead to increases and decreases of specific traits in populations over time.

7. Natural Selection Apply

8. Natural Selection Review

9. Natural Selection Unit Test

3. Matter Interactions

1. Matter Interactions Introduction

2. The Composition of Atoms

- In this section, you will develop models to describe the composition of atoms.

3. Molecules and Structures

- In this section, you will develop models to describe the atomic composition of simple molecules and structures formed by the bonding of the same molecules.

4. The Periodic Table

- In this section, you will describe patterns in the properties of similarly grouped elements by asking questions about locations of common elements on the periodic table.
- In this section, you will explain how the physical properties of elements and their reactivity have been used to produce the Periodic Table of elements.
- In this lesson you will explore atoms and the numbers that describe them in detail using the PhET[®] simulation titled Build an Atom.

5. Chemical Reactions

- In this section, you will use models to explain how atoms in original substances are regrouped into different molecules during a chemical reaction, and these new substances have different properties from those of the original substances.

6. Matter Interactions Portfolio 1

- In this section, you will develop an investigation question to demonstrate that properties of substances are changed in a chemical reaction.

7. Matter Interactions Portfolio 2

- In this section, you will plan the investigation, including procedures and data to be collected.
- In this section, you will conduct the investigation, collecting appropriate data.
- In this section, you will analyze data from the investigation.

8. Matter Interactions Portfolio 3

- In this section, you will present findings of a chemical reaction.
- In this section, you will evaluate the investigation.

9. Law of Conservation of Matter

- In this section, you will explain the law of conservation of matter.

10. Conservation in Chemical Reactions

- In this section, you will describe how the total number of atoms does not change in a chemical reaction.
- In this section, you will describe the effect on the total number of atoms in a chemical reaction.

- In this section, you will develop a model to describe how the total number of atoms does not change in a chemical reaction.

11. Matter Interactions Apply

12. Matter Interactions Review

13. Matter Interactions Unit Test

4. Gravity

1. Gravity Introduction

2. Gravitational Force

- In this section, you will define and describe gravitational force and explain the gravitational relationship between Earth and objects on Earth.

3. Gravitational Attraction and Mass

- In this lesson, you will be introduced to some skills that can be used to help you identify and ask significant questions.

4. Investigating Gravity

- In this lesson you will explore this concept in detail using a PhET® simulation titled Gravity Force Lab: Basics which can be accessed below.

5. Analyzing Gravitational Data

- In this section, you will analyze data from an investigation to provide evidence that the acceleration due to gravity of objects near Earth is the same, regardless of the mass of those objects.

6. Gravity and Air Resistance

- In this lesson, you will learn about how air resistance and gravity affect the motion of a falling object.

7. Gravity Apply

8. Gravity Review

9. Gravity Unit Test

5. Newton's Laws

1. Newton's Laws Introduction

2. Newton's First Law

- In this section, you will explain Newton's First Law of Motion supported by real-life examples as evidence.

3. Newton's Second Law

- In this section, you will explain Newton's Second Law of Motion supported by real-life examples as evidence.
- In this section, you will describe how momentum is related to the forces acting on an object.

4. Newton's Third Law

- In this section, you will explain how Newton's Third Law applies to problems involving the motion of two colliding objects.

5. Potential and Kinetic Energy

- In this section, you will describe situations where kinetic energy is transformed into potential energy and vice versa.
- In this section, you will describe how temperature changes are related to changes in kinetic energy.

6. Newton's Laws Apply

7. Newton's Laws Review

8. Newton's Laws Unit Test

6. Force and Work

1. Force and Work Introduction

2. Force and Work Relationships

- In this section, you will scientifically describe the relationship between force and work.

3. Pulleys and Inclined Planes

- In this section, you will describe pulleys and inclined planes, including specialized inclined planes like the screw.
- In this section, you will develop diagrams to show how the design of pulleys and inclined planes helps transfer mechanical energy by reducing the amount of force required to do work.

4. Levers

- In this section, you will plan and conduct controlled scientific investigations to provide evidence for how levers help transfer mechanical energy by reducing the amount of force required to do work.
- In this section, you will analyze data from investigations to provide evidence for how levers help transfer mechanical energy by reducing the amount of force required to do work.

5. Efficiency of Machines

- In this section, you will explain how the efficiency of a machine can be improved by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.
- In this section, you will design solutions that improve the efficiency of a machine by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.
- In this section, you will describe methods for testing solutions that improve the efficiency of a machine by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.

6. Force and Work Apply

7. Force and Work Review

8. Force and Work Unit Test

7. The Design World

1. The Design World Introduction

2. Design Technology

- In this lesson, you will learn about how different materials can be affected by changes in heat.
- In this lesson, you will learn about how tech design requires engineers to use materials that conduct electricity and are safe.

- In this lesson, you will learn about how tech designs need to include materials that transform electric energy.

3. Physics and Chemistry in Design

- In this lesson, you will learn about the importance of chemistry in designing technology.

4. Transportation Design

- In this lesson, we are going to identify and describe structural and propulsion subsystems of a transportation vehicle.
- In this lesson, we are going to examine a few subsystems of a vehicle, including guidance, suspension, and control systems.

5. The Design World Apply

6. The Design World Review

7. The Design World Unit Test

Science 8 Accelerated



Science 8 Accelerated A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Science 8A uses multiple media sources to foster scientific inquiry and spark curiosity as the student explores topics in the physical sciences. Throughout this course, the student will discover ways that scientists use data, models, and technology to gather and apply information. The student will learn about atomic composition and the properties of matter. They will also distinguish between chemical and physical changes in matter and investigate how thermal energy transfer affects particle motion in matter. This course examines the relationship between potential and kinetic energy as the student explores how mass and speed affect energy transfer. Additionally, the student will discover how different types of waves transmit light, sound, and other forms of energy both in the presence and absence of matter. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester A Outline

1. Science 8 Course Overview

1. Science 8 Course Overview

2. The Universe

1. The Universe Introduction

2. Galaxies

- In this section, you will describe the three types of galaxies in the universe.
- In this section, you will explain how light, measured remotely, can be used to classify objects in the universe.

3. Characteristics of the Universe

- In this section, you will describe characteristics of the universe.

4. Earth's Formation

- In this section, you will use evidence to explain how Earth was formed, how Earth got its water, and what is at Earth's center.

5. Geologic Time Scale

- In this section, you will use evidence from rocks to explain how the geologic time scale is used to explore events such as extinctions.

6. Theories about the Universe

- In this section, you will describe current scientific views on how the universe formed and how those views were formed.
- In this section, you will compare different scientific views of how the universe formed.
- In this section, you will use evidence to explain that the universe began with a period of rapid expansion.
- In this section, you will describe current scientific views on how the universe formed and how those views were formed.

7. The Universe Apply

8. The Universe Review

9. The Universe Unit Test

3. The Age of Earth

1. The Age of Earth Introduction

2. Physical Weathering of Rock

- In this section, you will describe the physical processes that change rock.

3. Chemical Weathering of Rock

- In this section, you will describe the chemical processes that change rock.

4. How Old is the Grand Canyon?

- In this section, you will describe how the position of rock layers is used to determine relative ages of rocks and fossils in the rock layers.

5. Absolute Age of Rocks and Fossils

- In this section, you will describe how index fossils and carbon dating are used to determine the ages of rocks and fossils.
- In this section, you will explain why most organisms that lived in the past never formed fossils.

6. Could Mesosaurus Swim Across an Ocean?

- In this section, you will describe how the locations of rocks and fossils around the world are due to the movement of tectonic plates.

7. The Growing Atlantic Ocean

- In this section, you will examine data and evidence about Earth's features and identify relationships that can be used to make inferences, through specific study of seafloor spreading and patterns of age of seafloor.
- In this section, you will explain how matter on earth is conserved throughout the geological processes over time.

8. The Age of Earth Apply

- In this section, you will predict how seafloor spreading at the East Pacific Rise will affect plate movement along the North American West Coast.

9. The Age of Earth Review

10. The Age of Earth Unit Test

4. Climate

1. Climate Introduction

2. Heating Patterns

- In this section, you will describe how and why the sun heats Earth unevenly.

3. Atmospheric Currents

- In this section, you will explain how air currents are caused by the heating and rotation of Earth.
- In this section, you will describe air currents on Earth.
- In this section, you will explain how air currents are caused by the heating and rotation of Earth.
- In this section, your student will describe the differences and similarities among water vapor, clouds, and humidity in the atmosphere.

4. Ocean Currents

- In this section, you will explain how the ocean currents are caused by the heating and rotation of Earth.
- In this section, you will describe the major ocean currents.

5. Atmospheric Circulation

- In this section, you will explain how atmospheric currents affect climate patterns.

6. Ocean Circulation

- In this section, you will explain how ocean currents affect climate patterns.

7. Thermal Energy

- In this section, you will explain how the flow of thermal energy affects climate.

8. The Climate System

- In this section, you will describe how the parts of the climate system are connected.
- In this section, your student will describe the types of energy that drive Earth's systems.

9. Earth's Biomes

- In this section, you will investigate how living things depend on and compete for biotic and abiotic factors within an ecosystem.
- In this section, you will describe the differences between Earth's major biomes.

10. Climate Apply

- In this section, you will analyze factors that affect Earth's climate for a specific location on Earth and use the information to write a narrative about the climate of the area.

11. Climate Review

12. Climate Unit Test

5. Natural Resources

1. Natural Resources Introduction

2. Renewable and Nonrenewable Resources

- In this section, you will distinguish between renewable and nonrenewable resources based on availability and sustainability.

3. Rocks and Minerals

- In this section, you will describe how rocks and minerals are natural resources.

4. Fossil Fuels

- In this section, you will explain why fossil fuels are considered nonrenewable resources by describing how they form.
5. Energy Exploration
 - In this section, you will explain the environmental dangers of obtaining energy resources from Earth.
 6. Using Energy Resources
 - In this section, you will explain the environmental dangers of managing and using energy resources from Earth.
 7. Land and Soil Resources
 - In this section, you will describe how land and soil are natural resources.
 8. Conservation
 - In this section, you will describe ways to conserve natural resources.
 9. Resource Processing
 - In this section, you will describe processes involved in removing raw materials from the earth for use in manufacturing.
 - In this section, you will explain how processes, such as receiving and unloading, are necessary for the entire system to operate efficiently.
 - In this section, you will examine subsystems found in the construction of a building.
 10. Natural Resources Apply
 - In this section, you will develop a plan for a new park and playground that has a sustainable design and uses renewable resources as much as possible.
 11. Natural Resources Review
 12. Natural Resources Unit Test

6. Impact of Humans

1. Impact of Humans Introduction
2. Consumption of Mineral Resources
 - In this section, you will interpret data that shows how an increasing human population and increasing use of natural mineral resources impacts Earth.
3. Conserving Mineral Resources
 - In this section, you will examine ways of monitoring and reducing the impact of the use of mineral resources on the environment.
4. Consumption of Bioresources
 - In this section, you will interpret data that shows how an increasing human population and increasing use of natural bioresources impact Earth.
5. Conserving Bioresources
 - In this section, you will examine ways of monitoring and reducing the impact of the use of bioresources on the environment.
6. Mitigating Human Impact Portfolio 1
 - In this section, you will propose questions about a specific design problem related to human impact on the environment.

- In this section, you will develop and write questions about a specific design problem related to human impact on the environment.
- In this section, you will design two ways to monitor and reduce your impact, or the impact of a group's behavior, on the environment.

7. Mitigating Human Impact Portfolio 2

- In this section, you will identify and describe what your design needs to be successful and what limitations there are to your design.
- In this section, you will create and use a rubric to check how well your two designs meet the standards.

8. Mitigating Human Impact Portfolio 3

- In this section, you will examine the data you collect for each design method and determine how to present it so that other people can use it.
- In this section, you will examine data from tests of different design solutions to identify the best characteristics of each to combine into a new solution that better meets the standards.

9. Impact of Humans Review

10. Impact of Humans Unit Test

7. Evolution

1. Evolution Introduction

2. Walking and Swimming Whales

- In this section, you will examine fossil record examples that demonstrate the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, assuming that natural laws are the same today as in the past.

3. Are Dinosaurs Still With Us?

- In this section, you will explain how the patterns in fossil records show the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, assuming that natural laws are the same today as in the past.

4. Understanding Human Evolution

- In this section, you will model the relationship between humans and other primates.
- In this section, you will interpret data about patterns in the fossil record to compare and contrast hominins.
- In this section, you will explain how scientists' understanding about human evolution changes as they find new evidence.

5. Are Whales and Hippos Related?

- In this section, you will use scientific ideas to explain how the similarities and differences of the anatomies of modern organisms suggest evolutionary relationships.

6. Evolution of the Horse

- In this section, you will use scientific ideas to explain how the similarities and differences between the anatomies of modern and fossil organisms suggest evolutionary relationships.

7. Comparing Vertebrate Embryos

- In this section, you will use pictures to identify and interpret linear and nonlinear relationships, including patterns of similarities in the embryos of multiple species.

8. Stages of Development

- In this section, you will use patterns of similarities and changes in embryo development to describe evidence for how diverse species are related.

9. Evolution Apply

- In this section, you will use evidence and reasoning like scientists do to explain how a vertebrate animal evolved.

10. Evolution Review

11. Evolution Unit Test

Semester B Summary:

Science 8B uses multiple media sources to foster scientific inquiry and spark curiosity as the student learns. Throughout this course, the student will discover ways that scientists use data, models, and technology to gather and apply information. Students build on their knowledge on topic such as natural selection, matter, gravity and non-contact forces, and the design world. Throughout the course, the student will engage in activities that promote critical thinking, explore increasingly complex conceptual relationships, and encourage them to be curious about the world they live in and explore ways to test and apply their ideas.

Semester B Outline

1. Science 8 Course Overview

1. Science 8 Course Overview

2. Natural Selection

1. Natural Selection Introduction

2. Define Natural Selection

- In this section, you will describe the process of natural selection.

3. Explain Natural Selection

- In this section, you will explain how natural selection leads to certain traits being more common than others in a population.

4. Genetic Variation Over Time

- In this section, you will explain the genetic variations of a population over time due to natural selection.

5. Probability of Survival

- In this section, you will describe how genetic variations of traits in a population make it more likely that some individuals will survive and reproduce in a specific environment.

6. Mathematics of Natural Selection

- In this section, you will calculate how natural selection may lead to increases and decreases of specific traits in populations over time.

7. Natural Selection Apply

8. Natural Selection Review

9. Natural Selection Unit Test

3. Matter Interactions

1. Matter Interactions Introduction

2. The Composition of Atoms

- In this section, you will develop models to describe the composition of atoms.

3. Molecules and Structures

- In this section, you will develop models to describe the atomic composition of simple molecules and structures formed by the bonding of the same molecules.

4. The Periodic Table

- In this section, you will describe patterns in the properties of similarly grouped elements by asking questions about locations of common elements on the periodic table.
- In this section, you will explain how the physical properties of elements and their reactivity have been used to produce the Periodic Table of elements.
- In this lesson you will explore atoms and the numbers that describe them in detail using the PhET® simulation titled Build an Atom.

5. Chemical Reactions

- In this section, you will use models to explain how atoms in original substances are regrouped into different molecules during a chemical reaction, and these new substances have different properties from those of the original substances.

6. Matter Interactions Portfolio 1

- In this section, you will develop an investigation question to demonstrate that properties of substances are changed in a chemical reaction.

7. Matter Interactions Portfolio 2

- In this section, you will plan the investigation, including procedures and data to be collected.
- In this section, you will conduct the investigation, collecting appropriate data.
- In this section, you will analyze data from the investigation.

8. Matter Interactions Portfolio 3

- In this section, you will present findings of a chemical reaction.
- In this section, you will evaluate the investigation.

9. Law of Conservation of Matter

- In this section, you will explain the law of conservation of matter.

10. Conservation in Chemical Reactions

- In this section, you will describe how the total number of atoms does not change in a chemical reaction.
- In this section, you will describe the effect on the total number of atoms in a chemical reaction.
- In this section, you will develop a model to describe how the total number of atoms does not change in a chemical reaction.

11. Matter Interactions Apply

12. Matter Interactions Review

13. Matter Interactions Unit Test

4. Gravity

1. Gravity Introduction

2. Gravitational Force

- In this section, you will define and describe gravitational force and explain the gravitational relationship between Earth and objects on Earth.

3. Gravitational Attraction and Mass

- In this lesson, you will be introduced to some skills that can be used to help you identify and ask significant questions.

4. Investigating Gravity

- In this lesson you will explore this concept in detail using a PhET® simulation titled Gravity Force Lab: Basics which can be accessed below.

5. Analyzing Gravitational Data

- In this section, you will analyze data from an investigation to provide evidence that the acceleration due to gravity of objects near Earth is the same, regardless of the mass of those objects.

6. Gravity and Air Resistance

- In this lesson, you will learn about how air resistance and gravity affect the motion of a falling object.

7. Gravity Apply

8. Gravity Review

9. Gravity Unit Test

5. Newton's Laws

1. Newton's Laws Introduction

2. Newton's First Law

- In this section, you will explain Newton's First Law of Motion supported by real-life examples as evidence.

3. Newton's Second Law

- In this section, you will explain Newton's Second Law of Motion supported by real-life examples as evidence.
- In this section, you will describe how momentum is related to the forces acting on an object.

4. Newton's Third Law

- In this section, you will explain how Newton's Third Law applies to problems involving the motion of two colliding objects.

5. Potential and Kinetic Energy

- In this section, you will describe situations where kinetic energy is transformed into potential energy and vice versa.
- In this section, you will describe how temperature changes are related to changes in kinetic energy.

6. Newton's Laws Apply

7. Newton's Laws Review

8. Newton's Laws Unit Test

6. Force and Work

1. Force and Work Introduction

2. Force and Work Relationships

- In this section, you will scientifically describe the relationship between force and work.

3. Pulleys and Inclined Planes

- In this section, you will describe pulleys and inclined planes, including specialized inclined planes like the screw.
- In this section, you will develop diagrams to show how the design of pulleys and inclined planes helps transfer mechanical energy by reducing the amount of force required to do work.

4. Levers

- In this section, you will plan and conduct controlled scientific investigations to provide evidence for how levers help transfer mechanical energy by reducing the amount of force required to do work.
- In this section, you will analyze data from investigations to provide evidence for how levers help transfer mechanical energy by reducing the amount of force required to do work.

5. Efficiency of Machines

- In this section, you will explain how the efficiency of a machine can be improved by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.
- In this section, you will design solutions that improve the efficiency of a machine by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.
- In this section, you will describe methods for testing solutions that improve the efficiency of a machine by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.

6. Force and Work Apply

7. Force and Work Review

8. Force and Work Unit Test

7. The Design World

1. The Design World Introduction

2. Design Technology

- In this section, you will explain the suitability of materials for use in technological design based on their response to heat. These responses to heat include conduction, expansion, and contraction.
- In this section, you will explain the suitability of materials, conductors, and insulators for use in technological design based on their response to electrical energy.
- In this section, you will analyze data from investigations about the effectiveness of different materials to increase or reduce electrical energy transfer.
- In this section, you will explain how societal and cultural priorities and values are reflected in technological devices.

3. Physics and Chemistry in Design

- In this section, you will explain the use of physics principles in important technologies used in construction.
- In this section, you will explain the use of chemistry principles in important technologies used for the creation of materials.
- In this section, you will analyze how a multi-disciplinary (STEM) approach to problem solving will yield greater results.

4. Biotechnology

- In this section, you will describe how biotechnology applies the principles of biology to create commercial products or processes.
- In this section, you will describe how biotechnology applies the principles of biology to create commercial products or processes.
- In this section, you will compare how a product, system, or environment developed for one setting may be applied to another setting.

5. Making Compost

- In this section, you will identify and describe design solutions for maintaining biodiversity and ecosystem services.

6. Reducing Food Waste

- In this section, you will determine the value of competing design solutions for maintaining biodiversity and ecosystem services.

7. Transportation Design

- In this section, you will identify and describe how transportation systems are designed to move people and goods using a variety of vehicles and devices.
- In this section, you will identify and describe structural and propulsion systems that are part of a transportation vehicle.
- In this section, you will identify and describe guidance, suspension, and control systems that are part of a transportation vehicle.
- In this section, you will describe how governmental regulations influence the design, operation, and efficiency of transportation systems.

8. Construction Design

- In this section, you will analyze factors that determine structural design (e.g., building laws and codes, style, convenience, cost, climate, and function).
- In this section, you will describe how the design of the message is influenced by such factors as the intended audience, medium, purpose, and nature of the message.

9. The Design World Apply

10. The Design World Review

11. The Design World Unit Test

Biology



Biology A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Biology A is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will study the science of life. The student will explore the idea that living things are extremely diverse in form, yet are unified by certain core characteristics that they all share. In learning about these core characteristics, the student will be able to critically evaluate data and information related to biological problems, connect many ideas to the student's own life, and see the world in a new way.

Semester A Outline

1. Course Overview

1. Biology Course Overview

2. Biochemistry

1. Biochemistry Unit Introduction
2. The Building Blocks of Life
 - In this section, you will explain the relationship between atoms in sugar molecules formed in or ingested by an organism and atoms found in large carbon-based molecules.
3. What All Biomolecules Have in Common
 - In this section, you will use evidence to explain that sugar molecules are composed of carbon, oxygen, and hydrogen atoms, and that amino acids and other complex carbon-based molecules are composed largely of carbon, oxygen, and hydrogen atoms.
4. The Essential Sugar Molecule
 - In this section, you will explain that larger carbon-based molecules and amino acids can be a result of chemical reactions between sugar molecules and other atoms.
5. You Are What You Eat
 - In this section, you will use evidence to explain that all organisms take in matter and rearrange the atoms in chemical reactions.
 - In this section, you will use evidence to explain that cellular respiration involves chemical reactions between sugar molecules and other molecules in which energy is released that can

be used to drive other chemical reactions.

6. Chemical Reactions

- In this section, you will use evidence to explain that chemical reactions can create products that are more complex than the reactants, and that chemical reactions involve changes in the energies of the molecules included in the reaction.

7. Matter Conservations Matters

- In this section, you will explain how atoms from sugar molecules combine with other elements to form large carbon-based molecules while conserving matter.

8. Respiration Overview

- In this section, you will use evidence to explain that cellular respiration involves chemical reactions between sugar molecules and other molecules in which energy is released that can be used to drive other chemical reactions.

9. Reliable Sources

- In this section, you will use a variety of valid and reliable sources as the evidence to explain how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids or other large carbon-based molecules.

10. Biochemistry Apply

- In this section, you will explain how each organism of a food chain receives the food matter it needs to create the biomolecules for food and growth.

11. Biochemistry Review and Reflect

12. Biochemistry Unit Test

3. Cells and Body Systems

1. Cells and Body Systems Unit Introduction

2. What Goes In Must Come Out

- In this section, you will model how cell membranes help to regulate the transport of materials into and out of the cell.

3. Structures of the Cell

- In this section, you will model how different cell structures work together in order to create proteins. You will also show how proteins are modified, packaged, and transported to different parts of the cell.

4. Cell Structures

- In this section, you will describe the various types of organelles found in cells and compare the cell structures found in different organisms.

5. Parts of a Multicellular Organism

- In this section, you will make a model that shows the parts of human body systems and how they function.

6. Modeling Body Systems

- In this section, you will explore how different body systems work together to help an organism survive and describe ways that different systems affect each other.

7. Interactions Between Systems

- In this section, you will use a model to show how different body systems interact.

8. Models Versus Actual Body Systems

- In this section, you will compare models of body systems with actual body systems and describe how they differ.

9. Cells and Body Systems Apply

10. Cells and Body Systems Review

11. Cells and Body Systems Unit Test

4. Homeostasis Portfolio

1. Homeostasis Portfolio 1

- In this portfolio activity, you will plan and conduct an investigation that provides evidence of a feedback mechanism that maintains homeostasis.
- In this section, you will identify an area of research that shows how feedback mechanisms help an organism maintain homeostasis.
- In this section, you will plan an investigation and identify evidence that will show how feedback mechanisms help an organism maintain homeostasis.

2. Homeostasis Portfolio 2

- In this section, you will describe the data that will be collected during your investigation of homeostasis. You will also explain why the data you will collect is relevant.
- In this section, you will carry out an investigation that shows how feedback mechanisms help organisms maintain homeostasis.

3. Homeostasis Portfolio 3

- In this section, you will review your investigation and evaluate the quality of the data you collected.

5. Cell Work

1. Cell Work Unit Introduction

2. Photosynthesis

- In this section, you will model how photosynthesis transforms light into stored chemical energy by converting carbon dioxide and water into sugars and oxygen.

3. Photosynthesis: Energy Conversion

- In this section, you will model photosynthesis as a process that stores energy equal to the difference between the energies of the chemical bonds of the inputs and outputs of the process.
- In this section, you will model how photosynthesis transforms light into stored chemical energy by converting carbon dioxide and water into sugars and oxygen.

4. Photosynthesis Portfolio 1

- In this portfolio activity, you will think about how to design, conduct, and evaluate an investigation to gather evidence that photosynthesis converts light energy to stored chemical energy by showing how leaves take in carbon dioxide and release oxygen at a measurable rate.
- In this section, you will describe carbon dioxide absorption and oxygen release in photosynthesis.
- In this section, you will develop an investigation that would give evidence of the absorption of carbon dioxide and release of oxygen in photosynthesis.

5. Photosynthesis Portfolio 2

- In this section, you will describe the connection between data collected and the phenomenon of carbon dioxide absorption and oxygen release in photosynthesis.
- In this section, you will complete an investigation of the absorption of carbon dioxide and release of oxygen in photosynthesis.

6. Photosynthesis Portfolio 3

- In this section, you will assess the accuracy and precision of data collected in an investigation.

7. Cellular Respiration and Matter

- In this section, you will model the parts of cellular respiration.

8. Making and Breaking Bonds for Energy

- In this section, you will model the breaking and forming of chemical bonds in cellular respiration.

9. Cellular Respiration

- In this section, you will model the release of energy in cellular respiration.

10. Energy and Matter Conservation

- In this section, you will model the flow of matter and energy in the chemical reactions of oxygen and food molecules.

11. Heat and Cellular Respiration

- In this section, you will model the transfer of energy from food and oxygen to the cell to sustain life processes, including the maintenance of body temperature.

12. Cell Work Apply

13. Cell Work Review

14. Cell Work Unit Test

6. DNA

1. DNA Unit Introduction

2. Genes, Chromosomes, and DNA

- In this section, you will describe the structure and function of DNA, explain the relationships between DNA and the genes that are made of DNA, and determine the structure of the proteins that carry out the functions of life and the chromosomes that package the genes into cells.
- In this section, you will explore how what we know about the molecular structure of DNA has changed throughout history.

3. How Cells Make Proteins

- In this section, you will use reasoning to connect evidence that shows the relationship between the structures and functions of DNA and proteins.

4. Gene Expression

- In this section, you will use models of DNA to form questions and provide answers that show the cause and effect relationship between DNA, proteins, and traits.

5. Gene Expression and Gene Regulation

- In this section, you will use models of DNA to form questions and provide answers that show

how gene function is controlled by the cell.

6. Genetic Research

- In this section, you will identify questions and provide answers that describe the role of DNA in the formation of traits that pass from parents to offspring.

7. Genetic Factors in Inheritance

- In this section, you will use scientific information to show that traits are often the result of various genetic factors that interact with each other.

8. Genetically Modified Organisms

- In this section, you will explore and communicate information about the use of biotechnology in forensics, medicine, and agriculture.

9. Genetically Modified Organisms Discussion

10. What is a Virus

- In this section, you will compare and contrast viruses and living things, using evidence.
- In this section, you will describe the different ways viruses reproduce.
- In this section, you will describe how viruses cause disease.
- In this section, you will learn how viruses depend on their hosts to replicate, which requires energy gained from the hosts.

11. DNA Apply

12. DNA Review and Reflect

13. DNA Unit Test

7. Mitosis

1. Mitosis Unit Introduction

2. Complex Organisms

- In this section, you will model how cells of complex organisms duplicate and become more specialized through the processes of mitosis and differentiation.

3. Inputs and Outputs of Mitosis

- In this section, you will use a model to describe how the processes of mitosis and cellular differentiation result in a complex organism.

4. Mitosis in Complex Organisms

- In this section, you will model how complex organisms use mitosis for the growth, replacement, and repair of cells. You will also describe how differentiation produces specialized cells that each have different functions within organisms.

5. Mitosis and Genetic Information

- In this section, you will use a model to show how eukaryotes use mitosis to grow new cells that contain identical genetic information.

6. Gene Expression

- In this section, you will use a model to show that although cells within a multicellular organism have the same genes, the cells differ based on which genes are expressed.

7. How Cells Are Used in the Body

- In this section, you will use a model to show how mitosis allows organisms to grow in size and

replace old or damaged cells. You will also describe how the process of differentiation allows stem cells to become a variety of specialized cells.

8. Disruptions of the Cell Cycle

- In this section, you will explain that disruptions of the cell cycle lead to diseases such as cancer.

9. The Map is Not the Territory

- In this section, you will analyze the differences between a model of mitosis and the actual process of mitosis as it occurs in cells.

10. Mitosis Apply

- In this section, you will apply the phases of mitosis to develop a plan to repair damage to an organism.

11. Mitosis Review and Reflect

12. Mitosis Unit Test

8. Genetic Variation

1. Genetic Variation Unit Introduction

2. Genetic Variation from Meiosis

- In this section, you will describe how inheritable genetic variations may result from new genetic combinations through meiosis.

3. Genetic Variation from Errors

- In this section, you will apply the idea that inheritable genetic variations may result from viable errors occurring during replication.

4. Environmental Genetic Variation

- In this section, you will apply the idea that inheritable genetic variations may result from mutations caused by environmental factors.

5. Genetic Mutations Produce Variation

- In this section, you will describe the links between evidence and a claim, such as that genetic mutations produce genetic variations between cells or organisms.

6. Genetic Variations Can Be Inherited

- In this section, you will describe the links between evidence and a claim, such as that genetic variations produced by mutation and meiosis can be inherited.

7. Sources of New DNA Combinations

- In this section, you will explain that new combinations of DNA can arise from several sources, including meiosis, errors during replication, and mutations caused by environmental factors.

8. Sources of New DNA Combinations Discussion

9. Organizing Data About Expressed Traits

- In this section, you will organize population data by the frequency, distribution, and variation of expressed traits.

10. Analyzing Data About Traits

- In this section, you will use statistical analyses of data to determine the relationship between a trait's occurrence within a population and environmental factors.

11. Expressed Traits

- In this section, you will analyze data to explain the distribution of expressed traits.

12. Genetic Variation Apply

- In this section, you will draw a model that represents each of the mutations learned in this unit.

13. Genetic Variation Review and Reflect

14. Genetic Variation Unit Test

9. Biology A Semester Review and Exam

1. Biology A Semester Review

2. Biology A Semester Exam

Semester B Summary: Biology B is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will study the science of life. The student will explore the idea that living things are extremely diverse in form, yet are unified by certain core characteristics that they all share. In learning about these core characteristics, the student will be able to critically evaluate data and information related to biological problems, connect many ideas to the student's own life, and see the world in a new way.

Semester B Outline

1. Course Overview

1. Biology B Course Overview

2. Biological Evolution

1. Biological Evolution Unit Introduction

2. How Resources Affect Evolution

- In this section, you will identify and describe factors that affect evolution, including that competition for limited resources can arise as a species increases in number.

3. Genetic Variation and Evolution

- In this section, you will identify and describe factors that affect evolution, including that individuals in a species have genetic variation that is passed on to their offspring.

4. Differential Reproduction

- In this section, you will identify and describe factors that affect evolution, including that individuals can have specific traits that give them a competitive advantage relative to other individuals in the species.

5. Modeling Evolution

- In this section, you will describe the four factors that affect the process of evolution.

6. Evolution Versus Natural Selection

- In this section, you will explain the difference between natural selection and biological evolution.

7. Environmental Change

- In this section, you will examine how changes in environmental conditions may result in an increase in the number of individuals of some species, the emergence of new species over time, and the extinction of other species.

8. Group Behavior

- In this section, you will assess the validity, reliability, strengths, and weaknesses of evidence about the outcomes of group behavior.

9. Effects of Change

- In this section, you will analyze the effects of environmental changes on the number of individuals of a species, the number of species in an environment, and the emergence or extinction of a species.

10. Biological Evolution Apply

11. Evolution Review and Reflect

12. Biological Evolution Unit Test

3. Natural Selection

1. Natural Selection Unit Introduction

2. Natural Selection Over Time

- In this section, you will organize data to support the claim that organisms with an advantageous heritable trait tend to increase in a population in proportion to organisms lacking this trait.

3. Heredity and Reproductive Success

- In this section, you will use data analyses as evidence to support claims about natural selection as the cause of increases and decreases in heritable traits in a population over time.

4. High Altitude Living

- In this section, you will use data analyses as evidence to support claims about the changes in distribution of adaptations of traits in a population.

5. Competitive Advantage

- In this section, you will use evidence to explain that individuals can have specific traits that give a competitive advantage relative to other individuals in the species.

6. Evolution of the Influenza Virus

- In this section, you will use a variety of valid and reliable sources to support the claim that natural selection leads to adaptations of populations.

7. Color and Natural Selection

- In this section, you will distinguish between cause and correlation in an explanation of how natural selection allows species to adapt to changes in their environment.

8. Transitional Fossils

- In this section, you will distinguish between cause and correlation in an explanation of how natural selection allows species to adapt to changes in their environment.

9. Natural Selection Apply

- In this section, you will describe how the pocket mouse has adapted to changes in its environment and any influences on genetics that may have occurred.

10. Natural Selection Review and Reflect

11. Natural Selection Unit Test

4. Biological Evolution Evidence

1. Evolution Evidence Unit Introduction
2. Biological Evolution Evidence
 - In this section, you will identify and communicate evidence for common ancestry and biological evolution, including information derived from DNA sequences.
3. Fossil Record and Embryology
 - In this section, you will identify and communicate evidence for common ancestry and biological evolution, including patterns in the fossil record and in anatomy and embryos.
4. Animal Phylogenetic Tree Portfolio 1
 - In this portfolio activity, you will learn how evolutionary biologists use the characteristics of organisms to explain how they evolved. You will take the role of an evolutionary biologist to explain the ancestry and evolution of an imaginary alien species. You will then apply your knowledge of evolution and model the lineage of this alien species.
 - In this section, you will define and describe animal phylogeny.
 - In this section, you will define and describe cladograms.
5. Animal Phylogenetic Tree Portfolio 2
 - In this section, you will interpret a phylogenetic tree diagram of an animal in order to identify common ancestry and biological evolution.
 - In this section, you will create a phylogenetic tree for an imaginary animal and explain the possible common ancestry and biological evolution.
6. Animal Phylogenetic Tree Portfolio 3
 - In this section, you will evaluate and update the phylogenetic tree based on new evidence and explain the rationale for the changes.
7. Evidence of Evolution
 - In this section, you will observe and communicate the patterns of evidence for causal relationships relating to biological evolution and common ancestry.
8. Evolution Evidence Apply
9. Biological Evolution Evidence Review
10. Biological Evolution Evidence Unit Test

5. Carbon Cycle

1. Carbon Cycle Unit Introduction
2. Modeling the Carbon Cycle
 - In this section, you will identify parts of a model for the cycling of carbon.
3. Living Things and the Carbon Cycle
 - In this section, you will describe the exchange of carbon between organisms and the environment in a model for the cycling of carbon.
4. Storage of Carbon
 - In this section, you will describe the role of carbon storage in organisms in a model for the cycling of carbon.

5. Cell Work and Carbon

- In this section, you will describe the roles of photosynthesis and cellular respiration in a model for the cycling of carbon.

6. Model Versus Real Life

- In this section, you will distinguish between models of the carbon cycle and the actual carbon cycle.

7. Carbon Cycle Apply

- In this section, you will describe how animals and plants perform cellular respiration and photosynthesis, how carbon is cycled, and how it relates to the global carbon cycle.

8. Carbon Cycle Review and Reflect

9. Carbon Cycle Unit Test

6. Energy Flow

1. Energy Flow Unit Introduction

2. Cycling of Matter and Energy

- In this section, you will identify claims about the cycling of matter and flow of energy among organisms in an ecosystem.
- In this section, you will explain how microorganisms affect the health of both organisms and ecosystems.

3. Cycling of Matter and Energy Flow

- In this section, you will describe how claims about the cycling of matter and flow of energy among organisms in an ecosystem can be expressed as a mathematical relationship.

4. Trophic Levels

- In this section, you will describe the transfer of matter and flow of energy between organisms and their environment.

5. Ten Percent Rule

- In this section, you will identify the relative proportion of organisms at each trophic level.

6. Life Processes

- In this section, you will describe the energy not transferred to higher trophic levels and the inefficiencies in the transfer of matter and energy.

7. Recycling of Matter

- In this section, you will explain how energy from photosynthesis and respiration drives the cycling of matter and flow of energy under aerobic or anaerobic conditions within an ecosystem.

8. Describing the Flow of Energy

- In this section, you will explain the cycling of matter and flow of energy in aerobic and anaerobic conditions in terms of the conservation of matter and energy.

9. Chemosynthesis

- In this section, you will justify a revised explanation about the cycling of matter and the flow of energy in aerobic and anaerobic conditions.

10. Energy Flow Apply

11. Energy Flow Review and Reflect

12. Energy Flow Unit Test

7. Biodiversity

1. Biodiversity Unit Introduction

2. Classification of Living Things

- In this section, you will define taxonomy.
- In this section, you will describe the importance of a standardized taxonomic system to the scientific community.

3. History of Classification

- In this section, you will explain the historical development of classification systems.

4. Carrying Capacity

- In this section, you will describe a mathematical model of the carrying capacity of an ecosystem.

5. Affecting Carrying Capacity

- In this section, you will describe the effects of various factors on mathematical models of carrying capacities of ecosystems.

6. Impacting Carrying Capacity

- In this section, you will identify the interdependence of factors in a mathematical model of carrying capacity.

7. Biodiversity at Population Levels

- In this section, you will explain the effects of various factors on biodiversity and population levels in a model of an ecosystem.

8. Biodiversity at Different Scales

- In this section, you will identify changes over time in biodiversity of an ecosystem using a mathematical model.

9. Disturbances in Ecosystems

- In this section, you will describe the effects of disturbances in ecosystems using mathematical models.

10. Ecosystem Interactions

- In this section, you will evaluate an explanation for ecosystem behavior in stable conditions.

11. Complex Ecosystem Transformations

- In this section, you will evaluate an explanation for ecosystem behavior in changing conditions.

12. Effects of Changing Conditions

- In this section, you will evaluate an explanation for changes in an ecosystem.

13. Modest Disturbances in Ecosystems

- In this section, you will evaluate an explanation for ecosystem response to modest disturbance.

14. Extreme Disturbances in Ecosystems

- In this section, you will evaluate an explanation for ecosystem response to extreme disturbance.

15. Biodiversity Apply

- In this section, you will develop a plan to protect coral reefs and counteract climate change.

16. Biodiversity Review and Reflect

17. Biodiversity Unit Test

8. Biodiversity Portfolio

1. Biodiversity Portfolio 1

- In this portfolio activity, you will use databases to develop, research, and analyze a solution to an environmental problem.

2. Biodiversity Portfolio 2

- In this section, you will evaluate a solution for reducing impacts of human activities on the environment.
- In this section, you will identify possible solutions for reducing impacts of human activities on the environment.
- In this section, you will design a solution for reducing impacts of human activities on the environment.

3. Biodiversity Portfolio 3

- In this section, you will construct a solution for reducing impacts of human activities on the environment.

4. Biodiversity Portfolio 4

- In this section, you will use test results to design improvements to the solution for reducing impacts of human activities on the environment.

5. Biodiversity Portfolio 5

- In this section, you will analyze the effectiveness of a solution for reducing impacts of human activities on the environment.
- In this section, you will evaluate a solution for reducing impacts of human activities on the environment.

9. Biology B Semester Review and Unit Exam

1. Biology B Semester Review

2. Biology B Semester Exam

Biology Honors



Biology Honors A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: Honors Biology A is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will study the science of life. The student will explore the idea that living things are extremely diverse in form, yet are unified by certain core characteristics that they all share. In learning about these core characteristics, the student will be able to critically evaluate data and information related to biological problems, connect many ideas to the student's own life, and see the world in a new way. Throughout the course, the student will engage in activities to encourage critical thinking, including using multiple examples to generate broader generalizations, exploring an increased complexity of conceptual relationships, and studying content appropriate for college preparation studies.

Semester A Outline

1. Course Overview

1. Biology Course Overview

2. Biochemistry

1. Biochemistry Unit Introduction
2. The Building Blocks of Life
 - In this section, you will explain the relationship between atoms in sugar molecules formed in or ingested by an organism and atoms found in large carbon-based molecules.
3. What All Biomolecules Have in Common
 - In this section, you will use evidence to explain that sugar molecules are composed of carbon, oxygen, and hydrogen atoms, and that amino acids and other complex carbon-based molecules are composed largely of carbon, oxygen, and hydrogen atoms.
4. The Essential Sugar Molecule
 - In this section, you will explain that larger carbon-based molecules and amino acids can be a result of chemical reactions between sugar molecules and other atoms.
5. You Are What You Eat
 - In this section, you will use evidence to explain that all organisms take in matter and rearrange the atoms in chemical reactions.

6. Chemical Reactions

- In this section, you will use evidence to explain that chemical reactions can create products that are more complex than the reactants, and that chemical reactions involve changes in the energies of the molecules included in the reaction.

7. Matter Conservations Matters

- In this section, you will explain how atoms from sugar molecules combine with other elements to form large carbon-based molecules while conserving matter.

8. Respiration Overview

- In this section, you will use evidence to explain that cellular respiration involves chemical reactions between sugar molecules and other molecules in which energy is released that can be used to drive other chemical reactions.

9. Reliable Sources

- In this section, you will use a variety of valid and reliable sources as the evidence to explain how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids or other large carbon-based molecules.

10. Biochemistry Apply

- In this section, you will explain how each organism of a food chain receives the food matter it needs to create the biomolecules for food and growth.

11. Biochemistry Review and Reflect

12. Biochemistry Unit Test

3. **Cells and Body Systems**

1. Cells and Body Systems Unit Introduction

2. What Goes In Must Come Out

- In this section, you will model how cell membranes help to regulate the transport of materials into and out of the cell.

3. Structures of the Cell

- In this section, you will model how different cell structures work together in order to create proteins. You will also show how proteins are modified, packaged, and transported to different parts of the cell.

4. Cell Structures

- In this section, you will describe the various types of organelles found in cells and compare the cell structures found in different organisms.

5. Parts of a Multicellular Organism

- In this section, you will make a model that shows the parts of human body systems and how they function.

6. Modeling Body Systems

- In this section, you will explore how different body systems work together to help an organism survive and describe ways that different systems affect each other.

7. Interactions Between Systems

- In this section, you will use a model to show how different body systems interact.

8. Models Versus Actual Body Systems

- In this section, you will compare models of body systems with actual body systems and describe how they differ.

9. Cells and Body Systems Apply

10. Cells and Body Systems Review

11. Cells and Body Systems Unit Test

4. Homeostasis Portfolio

1. Homeostasis Portfolio 1

- In this portfolio activity, you will plan and conduct an investigation that provides evidence of a feedback mechanism that maintains homeostasis.
- In this section, you will identify an area of research that shows how feedback mechanisms help an organism maintain homeostasis.
- In this section, you will plan an investigation and identify evidence that will show how feedback mechanisms help an organism maintain homeostasis.

2. Homeostasis Portfolio 2

- In this section, you will describe the data that will be collected during your investigation of homeostasis. You will also explain why the data you will collect is relevant.
- In this section, you will carry out an investigation that shows how feedback mechanisms help organisms maintain homeostasis.

3. Homeostasis Portfolio 3

- In this section, you will review your investigation and evaluate the quality of the data you collected.

5. Cell Work

1. Cell Work Unit Introduction

2. Photosynthesis

- In this section, you will model how photosynthesis transforms light into stored chemical energy by converting carbon dioxide and water into sugars and oxygen.

3. Photosynthesis: Energy Conversion

- In this section, you will model photosynthesis as a process that stores energy equal to the difference between the energies of the chemical bonds of the inputs and outputs of the process.
- In this section, you will model how photosynthesis transforms light into stored chemical energy by converting carbon dioxide and water into sugars and oxygen.

4. Photosynthesis Portfolio 1

- In this portfolio activity, you will think about how to design, conduct, and evaluate an investigation to gather evidence that photosynthesis converts light energy to stored chemical energy by showing how leaves take in carbon dioxide and release oxygen at a measurable rate.
- In this section, you will describe carbon dioxide absorption and oxygen release in photosynthesis.
- In this section, you will develop an investigation that would give evidence of the absorption of carbon dioxide and release of oxygen in photosynthesis.

5. Photosynthesis Portfolio 2

- In this section, you will describe the connection between data collected and the phenomenon of carbon dioxide absorption and oxygen release in photosynthesis.
- In this section, you will complete an investigation of the absorption of carbon dioxide and release of oxygen in photosynthesis.

6. Photosynthesis Portfolio 3

- In this section, you will assess the accuracy and precision of data collected in an investigation.

7. Cellular Respiration and Matter

- In this section, you will model the parts of cellular respiration.

8. Making and Breaking Bonds for Energy

- In this section, you will model the breaking and forming of chemical bonds in cellular respiration.

9. Cellular Respiration

- In this section, you will model the release of energy in cellular respiration.

10. Energy and Matter Conservation

- In this section, you will model the flow of matter and energy in the chemical reactions of oxygen and food molecules.

11. Heat and Cellular Respiration

- In this section, you will model the transfer of energy from food and oxygen to the cell to sustain life processes, including the maintenance of body temperature.

12. Cell Work Apply

13. Cell Work Review

14. Cell Work Unit Test

6. DNA

1. DNA Unit Introduction

2. Genes, Chromosomes, and DNA

- In this section, you will describe the structure and function of DNA, explain the relationships between DNA and the genes that are made of DNA, and determine the structure of the proteins that carry out the functions of life and the chromosomes that package the genes into cells.
- In this section, you will explore how what we know about the molecular structure of DNA has changed throughout history.

3. How Cells Make Proteins

- In this section, you will use reasoning to connect evidence that shows the relationship between the structures and functions of DNA and proteins. You will also sequence the steps in the formation of proteins within cells.

4. Gene Expression

- In this section, you will use models of DNA to form questions and provide answers that show the cause and effect relationship between DNA, proteins, and traits.

5. Gene Expression and Gene Regulation

- In this section, you will use models of DNA to form questions and provide answers that show how gene function is controlled by the cell.

6. Genetic Research

- In this section, you will identify questions and provide answers that describe the role of DNA in the formation of traits that pass from parents to offspring.

7. Genetic Factors in Inheritance

- In this section, you will use scientific information to show that traits are often the result of various genetic factors that interact with each other.

8. Genetically Modified Organisms

- In this section, you will explore and communicate information about the use of biotechnology in forensics, medicine, and agriculture.

9. Genetically Modified Organisms Discussion

10. What is a Virus

- In this section, you will compare and contrast viruses and living things, using evidence.
- In this section, you will describe the different ways viruses reproduce.
- In this section, you will describe how viruses cause disease.

11. DNA Apply

12. DNA Review and Reflect

13. DNA Unit Test

7. Mitosis

1. Mitosis Unit Introduction

2. Complex Organisms

- In this section, you will model how cells of complex organisms duplicate and become more specialized through the processes of mitosis and differentiation.

3. Inputs and Outputs of Mitosis

- In this section, you will use a model to describe how the processes of mitosis and cellular differentiation result in a complex organism.

4. Mitosis in Complex Organisms

- In this section, you will model how complex organisms use mitosis for the growth, replacement, and repair of cells. You will also describe how differentiation produces specialized cells that each have different functions within organisms.

5. Mitosis and Genetic Information

- In this section, you will use a model to show how eukaryotes use mitosis to grow new cells that contain identical genetic information.

6. Gene Expression

- In this section, you will use a model to show that although cells within a multicellular organism have the same genes, the cells differ based on which genes are expressed.

7. How Cells Are Used in the Body

- In this section, you will use a model to show how mitosis allows organisms to grow in size and replace old or damaged cells. You will also describe how the process of differentiation allows stem cells to become a variety of specialized cells.

8. Disruptions of the Cell Cycle

- In this section, you will explain that disruptions of the cell cycle lead to diseases such as cancer.

9. The Map is Not the Territory

- In this section, you will analyze the differences between a model of mitosis and the actual process of mitosis as it occurs in cells.

10. Mitosis Apply

- In this section, you will apply the phases of mitosis to develop a plan to repair damage to an organism.

11. Mitosis Review and Reflect

12. Mitosis Unit Test

8. Genetic Variation

1. Genetic Variation Unit Introduction

2. Genetic Variation from Meiosis

- In this section, you will describe how inheritable genetic variations may result from new genetic combinations through meiosis.

3. Genetic Variation from Errors

- In this section, you will apply the idea that inheritable genetic variations may result from viable errors occurring during replication.

4. Environmental Genetic Variation

- In this section, you will apply the idea that inheritable genetic variations may result from mutations caused by environmental factors.

5. Genetic Mutations Produce Variation

- In this section, you will describe the links between evidence and a claim, such as that genetic mutations produce genetic variations between cells or organisms.

6. Genetic Variations Can Be Inherited

- In this section, you will describe the links between evidence and a claim, such as that genetic variations produced by mutation and meiosis can be inherited.

7. Sources of New DNA Combinations

- In this section, you will explain that new combinations of DNA can arise from several sources, including meiosis, errors during replication, and mutations caused by environmental factors.

8. Sources of New DNA Combinations Discussion

9. Organizing Data About Expressed Traits

- In this section, you will organize population data by the frequency, distribution, and variation of expressed traits.

10. Analyzing Data About Traits

- In this section, you will use statistical analyses of data to determine the relationship between a trait's occurrence within a population and environmental factors.

11. Expressed Traits

- In this section, you will analyze data to explain the distribution of expressed traits.

12. Genetic Variation Apply

- In this section, you will draw a model that represents each of the mutations learned in this

unit.

13. Genetic Variation Review and Reflect

14. Genetic Variation Unit Test

9. Biology A Semester Review and Exam

1. Biology A Semester Review

2. Biology A Semester Exam

Semester B Summary: Biology B is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem-solving and scientific investigation and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will study the science of life. The student will explore the idea that living things are extremely diverse in form, yet are unified by certain core characteristics that they all share. In learning about these core characteristics, the student will be able to critically evaluate data and information related to biological problems, connect many ideas to the student's own life, and see the world in a new way.

Semester B Outline

1. Course Overview

1. Biology B Course Overview

2. Biological Evolution

1. Biological Evolution Unit Introduction

2. How Resources Affect Evolution

- In this section, you will identify and describe factors that affect evolution, including that competition for limited resources can arise as a species increases in number.

3. Genetic Variation and Evolution

- In this section, you will identify and describe factors that affect evolution, including that individuals in a species have genetic variation that is passed on to their offspring.

4. Differential Reproduction

- In this section, you will identify and describe factors that affect evolution, including that individuals can have specific traits that give them a competitive advantage relative to other individuals in the species.

5. Modeling Evolution

- In this section, you will describe the four factors that affect the process of evolution.

6. Evolution Versus Natural Selection

- In this section, you will explain the difference between natural selection and biological evolution.

7. Environmental Change

- In this section, you will examine how changes in environmental conditions may result in an increase in the number of individuals of some species, the emergence of new species over time, and the extinction of other species.

8. Group Behavior

- In this section, you will assess the validity, reliability, strengths, and weaknesses of evidence about the outcomes of group behavior.

9. Effects of Change

- In this section, you will analyze the effects of environmental changes on the number of individuals of a species, the number of species in an environment, and the emergence or extinction of a species.

10. Biological Evolution Apply

11. Evolution Review and Reflect

12. Biological Evolution Unit Test

3. Natural Selection

1. Natural Selection Unit Introduction

2. Natural Selection Over Time

- In this section, you will organize data to support the claim that organisms with an advantageous heritable trait tend to increase in a population in proportion to organisms lacking this trait.

3. Heredity and Reproductive Success

- In this section, you will use data analyses as evidence to support claims about natural selection as the cause of increases and decreases in heritable traits in a population over time.

4. High Altitude Living

- In this section, you will use data analyses as evidence to support claims about the changes in distribution of adaptations of traits in a population.

5. Competitive Advantage

- In this section, you will use evidence to explain that individuals can have specific traits that give a competitive advantage relative to other individuals in the species.

6. Evolution of the Influenza Virus

- In this section, you will use a variety of valid and reliable sources to support the claim that natural selection leads to adaptations of populations.

7. Color and Natural Selection

- In this section, you will distinguish between cause and correlation in an explanation of how natural selection allows species to adapt to changes in their environment.

8. Transitional Fossils

- In this section, you will distinguish between cause and correlation in an explanation of how natural selection allows species to adapt to changes in their environment.

9. Natural Selection Apply

- In this section, you will describe how the pocket mouse has adapted to changes in its environment and any influences on genetics that may have occurred.

10. Natural Selection Review and Reflect

11. Natural Selection Unit Test

4. Biological Evolution Evidence

1. Evolution Evidence Unit Introduction

2. Biological Evolution Evidence

- In this section, you will identify and communicate evidence for common ancestry and biological evolution, including information derived from DNA sequences.
3. Fossil Record and Embryology
 - In this section, you will identify and communicate evidence for common ancestry and biological evolution, including patterns in the fossil record and in anatomy and embryos.
 4. Animal Phylogenetic Tree Portfolio 1
 - In this portfolio activity, you will learn how evolutionary biologists use the characteristics of organisms to explain how they evolved. You will take the role of an evolutionary biologist to explain the ancestry and evolution of an imaginary alien species. You will then apply your knowledge of evolution and model the lineage of this alien species.
 - In this section, you will define and describe animal phylogeny.
 - In this section, you will define and describe cladograms.
 5. Animal Phylogenetic Tree Portfolio 2
 - In this section, you will interpret a phylogenetic tree diagram of an animal in order to identify common ancestry and biological evolution.
 - In this section, you will create a phylogenetic tree for an imaginary animal and explain the possible common ancestry and biological evolution.
 6. Animal Phylogenetic Tree Portfolio 3
 - In this section, you will evaluate and update the phylogenetic tree based on new evidence and explain the rationale for the changes.
 7. Evidence of Evolution
 - In this section, you will observe and communicate the patterns of evidence for causal relationships relating to biological evolution and common ancestry.
 8. Evolution Evidence Apply
 9. Biological Evolution Evidence Review
 10. Biological Evolution Evidence Unit Test

5. Carbon Cycle

1. Carbon Cycle Unit Introduction
2. Modeling the Carbon Cycle
 - In this section, you will identify parts of a model for the cycling of carbon.
3. Living Things and the Carbon Cycle
 - In this section, you will describe the exchange of carbon between organisms and the environment in a model for the cycling of carbon.
4. Storage of Carbon
 - In this section, you will describe the role of carbon storage in organisms in a model for the cycling of carbon.
5. Cell Work and Carbon
 - In this section, you will describe the roles of photosynthesis and cellular respiration in a model for the cycling of carbon.
6. Model Versus Real Life

- In this section, you will distinguish between models of the carbon cycle and the actual carbon cycle.

7. Carbon Cycle Apply

- In this section, you will describe how animals and plants perform cellular respiration and photosynthesis, how carbon is cycled, and how it relates to the global carbon cycle.

8. Carbon Cycle Review and Reflect

9. Carbon Cycle Unit Test

6. Energy Flow

1. Energy Flow Unit Introduction

2. Cycling of Matter and Energy

- In this section, you will identify claims about the cycling of matter and flow of energy among organisms in an ecosystem.
- In this section, you will explain how microorganisms affect the health of both organisms and ecosystems.

3. Cycling of Matter and Energy Flow

- In this section, you will describe how claims about the cycling of matter and flow of energy among organisms in an ecosystem can be expressed as a mathematical relationship.

4. Trophic Levels

- In this section, you will describe the transfer of matter and flow of energy between organisms and their environment.

5. Ten Percent Rule

- In this section, you will identify the relative proportion of organisms at each trophic level.

6. Life Processes

- In this section, you will use the mathematical representation of a food web to account for the energy not transferred to higher trophic levels. You will also describe the inefficiencies in the transfer of matter and energy.

7. Recycling of Matter

- In this section, you will explain how energy from photosynthesis and respiration drives the cycling of matter and flow of energy under aerobic or anaerobic conditions within an ecosystem.

8. Describing the Flow of Energy

- In this section, you will explain the cycling of matter and flow of energy in aerobic and anaerobic conditions in terms of the conservation of matter and energy.

9. Chemosynthesis

- In this section, you will justify a revised explanation about the cycling of matter and the flow of energy in aerobic and anaerobic conditions.

10. Energy Flow Apply

11. Energy Flow Review and Reflect

12. Energy Flow Unit Test

7. Biodiversity

1. Biodiversity Unit Introduction

2. Classification of Living Things
 - In this section, you will define taxonomy.
 - In this section, you will describe the importance of a standardized taxonomic system to the scientific community.
3. History of Classification
 - In this section, you will explain the historical development of classification systems.
4. Carrying Capacity
 - In this section, you will describe a mathematical model of the carrying capacity of an ecosystem.
5. Affecting Carrying Capacity
 - In this section, you will describe the effects of various factors on mathematical models of carrying capacities of ecosystems.
6. Impacting Carrying Capacity
 - In this section, you will identify the interdependence of factors in a mathematical model of carrying capacity.
7. Biodiversity at Population Levels
 - In this section, you will explain the effects of various factors on biodiversity and population levels in a model of an ecosystem.
8. Biodiversity at Different Scales
 - In this section, you will identify changes over time in biodiversity of an ecosystem using a mathematical model.
9. Disturbances in Ecosystems
 - In this section, you will describe the effects of disturbances in ecosystems using mathematical models.
10. Ecosystem Interactions
 - In this section, you will evaluate an explanation for ecosystem behavior in stable conditions.
11. Complex Ecosystem Transformations
 - In this section, you will evaluate an explanation for ecosystem behavior in changing conditions.
12. Effects of Changing Conditions
 - In this section, you will evaluate an explanation for changes in an ecosystem.
13. Modest Disturbances in Ecosystems
 - In this section, you will evaluate an explanation for ecosystem response to modest disturbance.
14. Extreme Disturbances in Ecosystems
 - In this section, you will evaluate an explanation for ecosystem response to extreme disturbance.
15. Biodiversity Apply
 - In this section, you will develop a plan to protect coral reefs and counteract climate change.
16. Biodiversity Review and Reflect
17. Biodiversity Unit Test

8. Biodiversity Portfolio

1. Biodiversity Portfolio 1

- In this portfolio activity, you will use databases to develop, research, and analyze a solution to an environmental problem.

2. Biodiversity Portfolio 2

- In this section, you will gather information about examples of the negative impact of human activities on the environment.
- In this section, you will brainstorm possible solutions for reducing impacts of human activities on the environment.
- In this section, you will design a solution for reducing impacts of human activities on the environment.

3. Biodiversity Portfolio 3

- In this section, you will create or revise a simulation that can be used to test the solution for reducing impacts of human activities on the environment.

4. Biodiversity Portfolio 4

- In this section, you will use test results to design improvements to the solution for reducing impacts of human activities on the environment.

5. Biodiversity Portfolio 5

- In this section, you will analyze the effectiveness of a solution for reducing impacts of human activities on the environment.
- In this section, you will evaluate a solution for reducing impacts of human activities on the environment.

9. Biology B Semester Review and Exam

1. Biology B Semester Review

2. Biology B Semester Exam

Biology (Prescriptive)

Biology A/B Prescriptive

Time allocations:

Each lesson in the Course Outline provides an estimated time to complete.



Instructional Activities

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.






Course Summary






Prescriptive courses are designed as credit recovery for students. Teachers will work with students to identify the content students have not mastered. Students will only complete those lessons or units within the course. This will ensure that students have mastered all standards for graduation requirements.

Course Home




Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		



Module 1: Introduction to Biology


Lesson	Description	Time (min)	Objective(s)
 Introduction to Biology	This lesson contains a video about Earth's biosphere and a module graphic organizer.	15	
 The Scientific Method	This lesson discusses the scientific method. Laboratory safety is also covered.	45	Name each step of the scientific method Explain why it is important to work safely in biology
 Quiz: The Scientific Method			
 Scientific Skills	This lesson introduces science process skills, standard units of measurement in the SI system, and different types of microscopes.	45	List the skills that scientists use Describe the measurement system most scientists use Explain how scientists communicate results Compare light microscopes and electron microscopes
 Quiz: Scientific Skills			

Lesson	Description	Time (min)	Objective(s)
 Biology Basics	In this lesson students learn about the science of biology and the characteristics of organisms.	45	Recall that biology is the study of life Describe some characteristics of living things
 Quiz: Biology Basics			
 Cycles of Life	In this lesson students learn about the four cycles of life and what occurs during each cycle.	45	List the four cycles of life Describe energy and understand what happens in an energy cycle Describe what happens in the growth cycle Explain what happens during the evolutionary cycle Describe an ecological cycle
 Quiz: Cycles of Life			
 Posttest 1			

Module 2: Basic Chemistry

Lesson	Description	Time (min)	Objective(s)
 Basic Chemistry	This lesson contains a video about blood and pH and a module graphic organizer.	15	
 Matter, Energy, and Chemical Processes of Life	In this lesson students learn that all things are made of matter and that the smallest form of matter is an atom. The physical and chemical properties of matter are presented.	45	Recognize that living things are made of matter Recognize that matter has physical and chemical properties
 Quiz: Matter, Energy, and Chemical Processes of Life			

Lesson	Description	Time (min)	Objective(s)
 Atoms and Molecules	In this lesson students learn about elements, compounds, and subatomic particles. They also learn how to read a periodic table.	45	Explain that matter is composed of combinations of chemical elements Recall that atoms are composed of subatomic particles
 Quiz: Atoms and Molecules			
 Bonding Patterns	In this lesson students learn that bonding occurs to increase atom stability. They learn the difference between covalent and ionic bonds.	45	Explain that chemical elements combine and are held together by bonds that contain energy Explain that when atoms share electrons, the bond between them is a covalent bond Explain how ions form chemical bonds
 Quiz: Bonding Patterns			
 Chemical Formulas	This lesson teaches students how to interpret a chemical formula. Students learn how to identify and name binary compounds.	45	Interpret a chemical formula Give examples of binary compounds
 Quiz: Chemical Formulas			
 Properties of Water	This lesson explains why water molecules are polar. It also discusses the unique properties of water.	45	Explain why water molecules are polar Name and describe each property of water
 Quiz: Properties of Water			






 Acids, Bases, and pH	This lesson describes acids and bases, introduces students to the pH scale, and explains what buffers do.	45	Describe the roles of acids and bases in the chemistry of living things Identify acids and bases on a pH scale Explain what buffers do
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Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Acids, Bases, and pH			
★ Posttest 2			

Module 3: Chemistry of Life




Lesson	Description	Time (min)	Objective(s)
📁 Chemistry of Life	This lesson contains a video about vitamin A and blindness and a module graphic organizer.	15	
📁 Introduction to Organic Molecules	This lesson reminds students that organic compounds contain carbon. Students will identify the four classes of organic compounds essential for living things. They will also learn how cells break down and synthesize organic macromolecules.	45	<p>Explain what buffers do</p> <p>Identify the four classes of organic compounds essential for living things</p> <p>Describe how cells break down and put together macromolecules</p>
🔍 Quiz: Introduction to Organic Molecules			
📁 Carbohydrates	In this lesson students classify saccharides and learn that carbohydrates store energy used to carry out cellular functions.	45	<p>Recall that saccharides are carbohydrates</p> <p>Recognize that carbohydrates store energy used to carry out the many functions of cells</p>
🔍 Quiz: Carbohydrates			
📁 Investigating Carbohydrates	In this lesson students will observe and respond to a laboratory investigation about carbohydrates.	20	Investigate Carbohydrates via a laboratory simulation

Lesson	Description	Time (min)	Objective(s)
 Lipids	The lesson describes lipids as water-insoluble molecules used for food storage, membranes, and hormones. It also describes the three main types of lipids.	45	Recognize that lipids are water-insoluble molecules used for food storage, membranes, and hormones Describe the three main types of lipids
 Quiz: Lipids			
 Investigating Lipids	In this lesson students will observe and respond to a laboratory investigation about lipids.	20	Investigate lipids via a laboratory simulation
 Proteins	This lesson addresses the importance of amino acids and describes the various uses of proteins in the body.	45	Recognize that amino acids are the monomers of proteins Describe ways that proteins are used in the body
 Quiz: Proteins			
 Investigating Proteins	In this lesson students will observe and respond to a laboratory investigation about proteins.	20	Investigate proteins via a laboratory simulation
 Nucleic Acids	This lesson discusses the structure and function of nucleic acids.	45	Recognize that nucleic acids are informational macromolecules Recognize that the monomers of nucleic acids are nucleotides
 Quiz: Nucleic Acids			
 Enzymes: One Type of Protein	In this lesson students discover the importance of enzymes in living organisms. They learn about activation energy and its importance in chemical reactions.	45	Recognize that enzymes act as catalysts for chemical reactions Define activation energy and explain its importance
 Quiz: Enzymes: One Type of Protein			
 Posttest 3			

Lesson	Description	Time (min)	Objective(s)
 Cells: The Basic Units of Life	This lesson contains a video about the development of cell theory and a module graphic organizer.	15	
 Introduction to Cells	In this lesson students learn about the different types of molecules found in a cell. In addition, students learn how cells were discovered and how the discoveries relate to cell theory.	45	List the types of molecules found in a cell Explain how cells were discovered
 Quiz: Introduction to Cells			
 Homeostasis, Diffusion, and Osmosis	In this lesson students learn about homeostasis and how it is maintained through diffusion and osmosis. The three kinds of osmotic environments are presented.	45	Define homeostasis Predict the direction of diffusion Identify the three kinds of osmotic environments
 Quiz: Homeostasis, Diffusion, and Osmosis			
 Investigating Osmosis	In this lesson students will observe and respond to a laboratory investigation about osmosis.	20	Investigate osmosis via a laboratory simulation
 Prokaryotic and Eukaryotic Cells	This lesson describes the features of prokaryotic and eukaryotic cells. It presents the various levels of organization in a multicellular organism.	45	Describe the features of prokaryotic cells Describe the features of eukaryotic cells List the four levels of organization in complex organisms
 Quiz: Prokaryotic and Eukaryotic Cells			


Lesson	Description	Time (min)	Objective(s)
 The Cell Membrane	In this lesson students learn about the cell membrane structure, the functions of molecules found in the membrane, and the environment inside the cell membrane.	45	Describe the bilayer structure of cellular membranes Identify the function of other molecules found in a cellular membrane Describe a cell's interior environment
 Quiz: The Cell Membrane			
 Transport Across Membranes	This lesson shows how molecules are moved across the plasma membrane. It discusses active and passive transport, as well as endocytosis and exocytosis.	45	Compare active and passive transport Compare exocytosis and endocytosis
 Quiz: Transport Across Membranes			
 Posttest 4			










Module 5: Eukaryotic Cell Structure

Lesson	Description	Time (min)	Objective(s)
 Eukaryotic Cell Structure	This lesson contains a video about stem cells and a module graphic organizer.	15	
 Information Organelles	This lesson describes the structures and functions of information organelles such as the cell nucleus, the nucleolus, and ribosomes.	45	Describe the structures found in the nucleus Describe the structure and function of ribosomes
 Quiz: Information Organelles			

Lesson	Description	Time (min)	Objective(s)
 Additional Organelles	This lesson describes energy organelles, such as chloroplasts and mitochondria, and the structures and functions of the endomembrane system.	45	<p>Explain the role of chloroplasts</p> <p>Explain the role of mitochondria</p> <p>Explain the role of the endoplasmic reticulum and Golgi apparatus</p> <p>Explain the role of vacuoles and lysosomes</p>
 Quiz: Additional Organelles			
 Cytoskeleton and Plant Cells	This lesson describes the structure and function of the cytoskeleton. It also discusses organelles in a plant cell, including the unique structures of plant cells.	45	<p>Describe the primary function of the cytoskeleton</p> <p>Identify three types of fibers in the cytoskeleton</p> <p>Identify special structures found in plant cells</p>
 Quiz: Cytoskeleton and Plant Cells			
 Investigating Plant Cells	In this lesson students will observe and respond to a laboratory investigation about plant and animal cells.	20	Investigate plant cells via a laboratory simulation
 Posttest 5			






Module 6: Cellular Respiration

Lesson	Description	Time (min)	Objective(s)
 Cellular Respiration	This lesson contains a video about boosting cellular respiration and a module graphic organizer.	15	

Lesson	Description	Time (min)	Objective(s)
 ATP	This lesson describes how energy is used in cells and how food is a source for some of this energy. It shows how ADP is used to make ATP.	45	Describe how ATP acts as energy currency at the cellular level Explain how food molecules provide a source of energy to living things Explain how ATP is made from ADP
 Quiz: ATP			
 Cellular Respiration	In this lesson students learn about cellular respiration and the major chemical reactions it involves.	45	Connect cellular respiration to human breathing Discuss the purpose of redox reactions
 Quiz: Cellular Respiration			
 The Stages of Cellular Respiration	In this lesson students explore the stages of cellular respiration. Glycolysis, the Krebs cycle, and the electron transport chain are discussed in detail.	45	Describe the activity of glycolysis Describe the activity of the Krebs cycle Describe the activity of the electron transport chain
 Quiz: The Stages of Cellular Respiration			
 Investigating Cellular Respiration	In this lesson students will observe and respond to a laboratory investigation about cellular respiration in plants.	20	Investigate cellular respiration in plants
 Fermentation	This lesson teaches students about fermentation. It describes the products of lactic acid and ethyl alcohol fermentation. Students also learn how cellular respiration is controlled in the body.	45	Relate fermentation to cellular respiration Describe different products of fermentation <ul style="list-style-type: none"> • Discuss how an organism controls respiration to meet its energy needs
 Quiz: Fermentation			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 6			




Module 7: Photosynthesis

Lesson	Description	Time (min)	Objective(s)
 Photosynthesis	This lesson contains a video about worldwide photosynthesis and a module graphic organizer.	15	
 Photosynthesis	This lesson provides an overview of photosynthesis. The lesson also discusses the structure of leaves and their function in photosynthesis.	45	List the reactants and products of photosynthesis Describe how chlorophyll captures light energy
 Quiz: Photosynthesis			
 The Light Reaction	In this lesson students learn about the electromagnetic spectrum and various light-absorbing pigments in plants. The light reaction process of photosynthesis is described in detail.	45	Recognize that sunlight is made up of different wavelengths Recognize that pigments in green leaves absorb light Describe how light energy is used to produce ATP and NADPH
 Quiz: The Light Reaction			
 Investigating Chlorophyll	In this lesson students will observe and respond to a laboratory investigation about plant pigments.	20	Investigate plant pigments via a laboratory simulation
 The Dark Reaction	This lesson describes the Calvin-Benson cycle. Students also learn how plants adapt to their environment to carry out photosynthesis.	45	Describe the Calvin-Benson cycle Describe plants that have adapted to their environment






Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Dark Reaction			
★ Posttest 7			




Module 8: The Life Cycles of Cells

Lesson	Description	Time (min)	Objective(s)
📁 The Life Cycles of Cells	This lesson contains a video about DNA and a module graphic organizer.	15	
📁 The Cell Cycle and Mitosis	This lesson presents the cell cycle and describes the stages of mitosis in detail. Eukaryotic and prokaryotic forms of cellular reproduction are compared.	45	<p>Identify the phases of the cell cycle</p> <p>Discuss the activities of each phase of mitosis</p> <p>Compare reproduction in eukaryotic and prokaryotic cells</p>
🔍 Quiz: The Cell Cycle and Mitosis			
📁 Investigating the Cell Cycle	In this lesson students will observe and respond to a laboratory investigation about mitosis.	20	Investigate mitosis via a laboratory simulation
📁 Meiosis: The Life Cycle of Sex Cells	In this lesson students identify the phases of meiosis. They also compare the processes of meiosis and mitosis.	45	<p>Compare chromosome numbers between somatic cells and gametes</p> <p>Describe the stages of meiosis</p> <p>Compare meiosis and mitosis</p>
🔍 Quiz: Meiosis: The Life Cycle of Sex Cells			






Lesson	Description	Time (min)	Objective(s)
 Cancer	This lesson describes several causes of cancer and cancer treatments. It discusses the difference between benign and malignant tumors and shows how a malignant tumor metastasizes.	45	Define cancer Identify causes of cancer
 Quiz: Cancer			
 Posttest 8			

Module 9: Genetics

Lesson	Description	Time (min)	Objective(s)
 Genetics	This lesson contains a video about karyotyping and a module graphic organizer.	15	
 Mendel's Discovery	This lesson discusses early research in heredity. Students learn about the laws of segregation and independent assortment and use Punnett squares.	45	Describe Mendel's work with pea plants Draw a Punnett square State the law of segregation State the law of independent assortment
 Quiz: Mendel's Discovery			
 Alleles	This lesson demonstrates how alleles are expressed in living things.	45	Compare dominant and recessive alleles Describe how alleles work together Define linked genes Relate the influence of the environment on traits
 Quiz: Alleles			

Lesson	Description	Time (min)	Objective(s)
 The Importance of Sex Chromosomes	This lesson explains how an organism's sex is determined. It explains how sex-linked traits are inherited and shows how a pedigree is used to trace traits in a family.	45	Describe how an organism's sex is determined Explain how sex-linked traits are inherited Interpret a pedigree
 Quiz: The Importance of Sex Chromosomes			
 Posttest 9			

Module 10: DNA, RNA, and Biotechnology



Lesson	Description	Time (min)	Objective(s)
 DNA, RNA, and Biotechnology	This lesson contains a video about the human genome project and a module graphic organizer.	15	
 DNA Structure	This lesson describes the parts of DNA and RNA. It discusses the discovery of DNA and describes the base pairing of nucleic acids.	45	Describe the structure of nucleotides Describe the structure of a DNA molecule
 Quiz: DNA Structure			
 Investigating DNA	In this lesson students will observe and respond to a laboratory investigation about DNA extraction.	20	Investigate DNA extraction via a laboratory simulation
 DNA Replication	This lesson discusses the experiments of Hershey and Chase. It also describes the process of DNA replication.	45	Tell the significance of the Hershey and Chase experiment Explain semi-conservative replication Describe how enzymes are involved in DNA replication

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: DNA Replication			
📁 Transcription and Translation	In this lesson students learn about the roles of different types of RNA in the production of proteins. Students also learn about mutations that occur when DNA is translated improperly.	45	Describe transcription and RNA splicing Describe translation Give examples of mutations
🔍 Quiz: Transcription and Translation			
📁 Viruses	This lesson introduces viruses and vaccines. It discusses the lytic and lysogenic cycles of viruses.	45	Describe the structures of viruses Compare the life cycles of viruses Discuss how vaccines work
🔍 Quiz: Viruses			
📁 Biotechnology	In this lesson students discover how changes in DNA can lead to diseases. Students also learn how biotechnology products are developed.	45	Define biotechnology and describe how it works Describe new products made through biotechnology Identify medical conditions caused by changes in genetic information Identify the genetic parts of cancer
🔍 Quiz: Biotechnology			
★ Posttest 10			





Review Test

Lesson	Description	Time (min)	Objective(s)
★ Review Test			


Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Evolution and Natural Selection

Lesson	Description	Time (min)	Objective(s)
 Evolution and Natural Selection	This lesson contains a video about geologic time and a module graphic organizer.	15	
 Biological Evolution	In this lesson students learn about biological evolution. Theories of descent with modification, natural selection, and modern synthesis are explored.	45	<p>Define evolution</p> <p>State the two theories that came from Darwin's work</p> <p>Describe how Mendel's work supports evolution</p>
 Quiz: Biological Evolution			
 Evidence of Evolution	This lesson explains the different types of evidence found to support the theory of evolution. The fossil record, geographic distribution, continental drift, homologous structures, and molecular biology are discussed.	45	<p>Describe how fossils support the theory of evolution</p> <p>Describe how biogeography supports the theory of evolution</p> <p>Explain how continental drift and plate tectonics relate to evolutionary change</p> <p>Describe how anatomy provides evidence of evolution</p> <p>Describe how molecular biology provides evidence of evolution</p>


Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Evidence of Evolution			
📁 Processes in Evolution	This lesson explains the processes that affect evolution, such as mutation, recombination, gene flow, and genetic drift. It also discusses the Hardy-Weinberg principle of equilibrium.	45	Describe how changes occur in the gene pool State the Hardy-Weinberg equilibrium principle
🔍 Quiz: Processes in Evolution			
📁 Natural Selection	This lesson explains artificial and natural selection. It also summarizes Darwin's four main ideas of natural selection.	45	Define artificial selection Explain natural selection
🔍 Quiz: Natural Selection			
📁 Investigating Natural Selection	In this lesson students will observe and respond to a laboratory investigation about natural selection.	20	Investigate natural selection through a laboratory observation
📁 Microevolution and Macroevolution	This lesson defines macroevolution and microevolution. It compares phenotype changes and evolution. Evolutionary biology is also defined.	45	Define microevolution and macroevolution Give an example of microevolution Compare phenotype changes and evolution Define evolutionary biology
🔍 Quiz: Microevolution and Macroevolution			
★ Posttest 1			

Lesson	Description	Time (min)	Objective(s)
 Speciation and Punctuated Equilibrium	This lesson contains a video about problems with animal breeding and a module graphic organizer.	15	
 Speciation	This lesson introduces the concepts of biological and ecological species. It also describes how a species is impacted by reproductive isolation.	45	Describe methods scientists use to classify living things Describe Charles Darwin's speciation theories List causes of speciation Explain the biological species concept Explain the ecological species concept Describe three types of speciation
 Quiz: Speciation			
 Conditions for Speciation to Occur	In this lesson students learn theories about different mechanisms through which speciation can occur.	45	Explain how speciation occurs Describe early theories of the rate of speciation Describe the punctuated equilibrium theory Describe the coordinated stasis theory
 Quiz: Conditions for Speciation to Occur			
 Conditions That Affect Species Survival	This lesson discusses the various conditions that affect species survival. Mass extinctions, co-adaptation, and instantaneous speciation are covered. The lesson describes how the genetic health of a species can lead to loss.	45	Explain the effect of mass extinction on surviving species Describe the process of speciation in new areas Describe the genetic health of a species <ul style="list-style-type: none"> • health of a species
 Quiz: Conditions That Affect Species Survival			






Lesson	Description	Time (min)	Objective(s)
★ Posttest 2			

Module 3: Classifying Diversity




Lesson	Description	Time (min)	Objective(s)
 Classifying Diversity	This lesson contains a video about discovering new species and a module graphic organizer.	15	
 Classification of Living Things	This lesson presents the two-word names of species. The three-domain system is also covered.	45	Explain the two-word name of species Describe the kinds of organisms that belong to each domain
 Quiz: Classification of Living Things			
 Prokaryotes	This lesson explores the traits of Archaeobacteria and Eubacteria.	45	Identify the traits of Archaeobacteria Identify the traits of Eubacteria
 Quiz: Prokaryotes			
 The Kingdom Protista	This lesson describes the features of protozoans such as the amoeba, paramecium, and euglena. Algae and slime molds are also covered.	45	Describe the features of protozoans Describe features of algae Describe features of slime molds
 Quiz: The Kingdom Protista			
 The Kingdom Fungi	This lesson describes the features of fungi and lichens.	45	Describe the kingdom Fungi Describe lichens
 Quiz: The Kingdom Fungi			

Lesson	Description	Time (min)	Objective(s)
 Investigating Fungi	In this lesson students will observe and respond to a laboratory investigation about lichens.	20	Investigate lichens through a laboratory observation
★ Posttest 3			






Module 4: Plants and Animals




Lesson	Description	Time (min)	Objective(s)
 Plants and Animals	This lesson contains a video about the link between dinosaurs and birds and a module graphic organizer.	15	
 The Kingdom Plantae	In this lesson students learn the differences between vascular plants and nonvascular plants. The features of the phyla Bryophyta and Polypodiophyta are also presented.	45	Define vascular plants and nonvascular plants Describe the features of the phylum Bryophyta Describe the features of the phylum Polypodiophyta
 Quiz: The Kingdom Plantae			
 Gymnosperms and Angiosperms	This lesson describes the features of the phyla Coniferophyta and Anthophyta.	45	Describe the features of the phylum Coniferophyta Describe the features of the phylum Anthophyta
 Quiz: Gymnosperms and Angiosperms			

Lesson	Description	Time (min)	Objective(s)
 Plant Structure and Function	In this lesson students learn about the structure and function of roots, stems, and leaves. In addition, students learn how plants respond to various stimuli.	45	Describe the structure and function of roots Describe the structure and function of stems Describe the structure and function of leaves Relate different stimuli to the tropisms they cause
 Quiz: Plant Structure and Function			
 Animals: Invertebrates I	This lesson identifies the eight common features of organisms in the animal kingdom. It also describes the characteristics of five invertebrate phyla.	45	Describe eight common features of organisms in the kingdom Animalia Describe the features of sponges and cnidarians Describe the features of flatworms, roundworms, and segmented worms
 Quiz: Animals: Invertebrates I			
 Investigating Annelids	In this lesson students will observe and respond to a laboratory investigation of an earthworm dissection.	20	Investigate earthworm dissection through a laboratory observation
 Animals: Invertebrates II	This lesson identifies and describes the features of mollusks, arthropods, and echinoderms.	45	Describe the features of mollusks Describe the features of arthropods Describe the features of echinoderms
 Quiz: Animals: Invertebrates II			
 Investigating Arthropods	In this lesson students will observe and respond to a laboratory investigation of a grasshopper dissection.	20	Investigate grasshopper dissection through a laboratory




Lesson	Description	Time (min)	Objective(s)
 Animals: Vertebrates	This lesson discusses the main features common to all vertebrates, the evolutionary history of the phylum Chordata, and the eight vertebrate classes. The features of human beings are also covered.	45	Describe the main features common to all vertebrates List the evolutionary history of the phylum Chordata Describe the features of eight vertebrate classes List features of human beings
 Quiz: Animals: Vertebrates			
 Posttest 4			






Module 5: Behavioral Biology

Lesson	Description	Time (min)	Objective(s)
 Behavioral Biology	This lesson contains a video about behavior studies of twins and a module graphic organizer.	15	
 Behavioral Biology	This lesson presents behavioral biology and the work of ethologists. Students learn to recognize differences between internal and external stimuli and between innate and learned behavior.	45	Define and give examples of internal and external stimuli Define and give examples of innate and learned behavior
 Quiz: Behavioral Biology			
 Types of Behavior	This lesson covers parental care, courtship, defensive, and territorial behaviors in animals. It gives examples of spatial learning, imprinting, and observational learning.	45	Describe parental care, courtship, defensive, and territorial behaviors Give examples of spatial learning, imprinting, and observational learning
 Quiz: Types of Behavior			




Lesson	Description	Time (min)	Objective(s)
 Forms of Communication	In this lesson students learn how animals communicate, why animals need to communicate, and the ways animals communicate by using signals.	45	Identify and give examples of social behaviors Give examples of animal communications Describe how communications can work together Give an example of an advanced communication system
 Quiz: Forms of Communication			
 Investigating Behavior	In this lesson students will observe and respond to a laboratory investigation about planarian behavior.	20	Investigate planarian behavior through a laboratory observation
★ Posttest 5			






Module 6: Populations and Communities

Lesson	Description	Time (min)	Objective(s)
 Populations and Communities	This lesson contains a video about beneficial predators and a module graphic organizer.	15	
 Understanding Populations and Communities	This lesson introduces students to different levels of ecological organization. They learn about populations and how to measure population density. Communities and the relationship between species in a community are also examined.	45	Identify the levels of organization in life Describe how populations are measured Identify properties of communities Describe different interactions among organisms in communities
 Quiz: Understanding Populations and Communities			




Lesson	Description	Time (min)	Objective(s)
 Populations and Their Activities	This lesson discusses population growth and factors that affect it. Students learn to distinguish the three population distribution patterns.	45	Identify factors affecting population growth Describe population distribution patterns
 Quiz: Populations and Their Activities			
 Succession	This lesson discusses succession. Students learn to identify the two types of succession and the kinds of disturbances that lead to each.	45	Define succession Identify two types of succession
 Quiz: Succession			
 Posttest 6			






Module 7: Ecosystems

Lesson	Description	Time (min)	Objective(s)
 Ecosystems	This lesson contains a video about water conservation and a module graphic organizer.	15	
 Energy Flow Through Ecosystems	This lesson focuses on the flow of energy from the sun through different organisms in an ecosystem. It explores the feeding relationships in ecosystems using food chains and food webs. It also describes the energy transfer using energy pyramids.	45	Name the different ways organisms get energy Identify the different roles in a food chain or web Describe an ecosystem using an energy pyramid
 Quiz: Energy Flow Through Ecosystems			




Lesson	Description	Time (min)	Objective(s)
 The Cycling of Chemicals in an Ecosystem	This lesson explains how chemical nutrients are cycled in an ecosystem. It describes the carbon cycle, nitrogen cycle, and water cycle.	45	Discuss different ways chemicals cycle through an ecosystem Relate chemical cycling to geological processes Trace the cycles of carbon, nitrogen, and water
 Quiz: The Cycling of Chemicals in an Ecosystem			
 Biomes	This lesson describes how weather influences ecosystems. The characteristics of different terrestrial and aquatic biomes are also presented.	45	Discuss how solar energy and weather influence ecosystems Give examples of different land biomes Identify different aquatic biomes
 Quiz: Biomes			
 Posttest 7			









Module 8: Human Impact and Technology


Lesson	Description	Time (min)	Objective(s)
 Human Impact and Technology	This lesson contains a video about prairie restoration and a module graphic organizer.	15	
 Human Impact on Ecosystems	This lesson describes the negative impacts that people can have on ecosystems. Topics include human population growth, air pollution, green house effect, and introduced species.	45	Explain how human activities can harm ecosystems Describe the greenhouse effect Describe introduced species and their effects
 Quiz: Human Impact on Ecosystems			




Lesson	Description	Time (min)	Objective(s)
 Conservation Biology	This lesson describes the efforts being made to preserve and restore ecosystems. Topics include recycling, emissions control, the establishment of reserves, and the protection of endangered species.	45	Define conservation biology Describe how people are reducing air and water pollution Discuss how people are protecting threatened and endangered habitats
 Quiz: Conservation Biology			
 Science and Technology	This lesson explores the relationship between science and technology.	45	Define technology Discuss how technology supports science, and vice versa Compare the goals of science and technology
 Quiz: Science and Technology			
 Posttest 8			

Module 9: Human Body Systems I


Lesson	Description	Time (min)	Objective(s)
 Human Body Systems I	This lesson contains a video about the history of medical discoveries and a module graphic organizer.	15	
 Organ Systems	This lesson introduces the student to the various systems in the human body. The skin and its features are also examined.	45	List the organ systems in the human body Describe how the integumentary system contributes to homeostasis
 Quiz: Organ Systems			

Lesson	Description	Time (min)	Objective(s)
 The Skeletal and Muscular System	In this lesson students learn the five major functions of the skeletal system and how bones, joints, and muscles work together to produce movement.	45	Identify the functions of bone Describe the different kinds of muscle
 Quiz: The Skeletal and Muscular System			
 The Digestive System	In this lesson students learn how food is digested and how glycogen is used in the body.	45	Trace the path of food through the digestive system Describe how glycogen is used in the body
 Quiz: The Digestive System			
 The Respiratory System	This lesson covers the process of breathing, describing how oxygen and carbon dioxide are exchanged in the lungs. Respiratory diseases are also presented.	45	Describe the process of gas exchange in the lungs Describe the process of breathing List some respiratory diseases
 Quiz: The Respiratory System			
 The Circulatory System	This lesson presents the parts of the circulatory system and describes how blood flows to, through, and out of the heart. It describes types of blood cells and their functions, and covers the main causes of cardiovascular disease.	45	Identify the major parts of the circulatory system and their functions Describe the parts of blood and explain their functions Identify the causes of cardiovascular disease
 Quiz: The Circulatory System			
 Posttest 9			

Lesson	Description	Time (min)	Objective(s)
 Human Body Systems II	This lesson contains a video about healthy living and a module graphic organizer.	15	
 The Nervous System	This lesson describes the structure of the nervous system and the function of each of its parts.	45	Describe the structures and functions of the nervous system Describe the function of the spinal cord List the five sensory receptors
 Quiz: The Nervous System			
 The Endocrine System and the Excretory System	This lesson explores the anatomy and functions of the endocrine and excretory systems.	45	Explain what hormones do Explain how the excretory system regulates water and removes waste Explain how a feedback loop works
 Quiz: The Endocrine System and the Excretory System			
 Natural Defenses Against Disease	In this lesson students learn about the body's defense mechanisms.	45	Describe the human immune system Identify the three parts of nonspecific defense against disease Discuss how the body has specific defenses against <ul style="list-style-type: none"> • disease
 Quiz: Natural Defenses Against Disease			

Lesson	Description	Time (min)	Objective(s)
 The Human Reproductive System	In this lesson students learn the structure of the male and female reproductive systems, how sperm and eggs travel through the reproductive system, and how humans develop.	45	Identify structures in the male reproductive systems Identify structures in the female reproductive systems Describe human fertilization and development
 Quiz: The Human Reproductive System			
 Posttest 10			

Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Chemistry



Chemistry A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this first of two courses that comprise Chemistry, the student will explore the fundamental concepts of chemistry, while engaging in hands-on and virtual lab experiments, and interdisciplinary problem-solving activities.

The student will build on prior knowledge to learn how to model the structure of an atom, analyze the periodic table of elements, identify simple chemical reactions and investigate particulate electrical forces. The course provides many opportunities for the student to apply these concepts to real-world situations.

Semester A Outline

1. Course Overview

1. Course Overview

2. Introduction to Chemistry

1. Introduction to Chemistry

2. Physical vs. Chemical Change

- In this section, you will learn how to identify the physical and chemical properties of different substances. This will ultimately help you figure out if a physical or chemical change has occurred.
- In this section, you will learn how to tell if something is a pure substance or a mixture.

3. Mixtures

- In this section, you will learn how to identify physical and chemical properties of different substances. This will ultimately help you figure out if a physical or chemical change has occurred and how to separate the components.

4. Atomic Composition

- In this lesson, you will explore this law in detail using a PhET® simulation titled Build an Atom, which can be accessed by clicking the image below.

5. Atomic Composition of Molecules

- In this section, you will use a model to describe the atomic composition of simple molecules and extended structures.
- In this lesson you will explore this theory in detail using a PhET® simulation titled Molecule Shapes that can be accessed by clicking the image below.

6. Introduction to Chemistry Review
7. Introduction to Chemistry Unit Test

3. The Periodic Table

1. The Periodic Table Introduction
2. Atomic Number
 - In this section, you will use information embedded in the structure of the periodic table to help you predict the relative properties of elements.
3. Stable Ions
 - In this section, you will discover more information embedded in the structure of the periodic table regarding each atom's protons, neutrons, and electrons.
4. Valence Electrons 1
 - In this section, you will describe electrons in the outermost energy level of atoms in the periodic table that are helpful in making predictions.
5. Protons and Isotopes
 - In this section, you will identify the components of the periodic table, including the number of protons in an element, that are useful for making predictions.
 - In this lesson you will explore this tendency in detail using a PhET® simulation titled Isotopes and Atomic Mass, which can be accessed by clicking the image below.
6. Historical Understandings
 - In this section, you will examine historical experiments that led scientists to determine the structure of the atom and analyze the patterns in the periodic table.
 - In this lesson you will explore Rutherford scattering in detail using a PhET® simulation titled Rutherford Scattering, which can be accessed by clicking in the image below.
7. Element Groupings
 - In this section, you will describe how the arrangement of the main groups of the periodic table reflects the pattern of the outermost electrons.
8. Element Arrangement
 - In this section, you will describe how the number of protons in an atom of an element is related to the element's position on the periodic table.
9. Reactivity
 - In this section, you will use the periodic table to predict the reactivity of atoms based on their outermost electrons.
10. Bonds
 - In this section, you will use the periodic table to predict the number and types of chemical bonds that atoms of elements can form.
11. Ions
 - In this section, you will examine the periodic table further and use energy level diagrams to predict the number and charges of stable ions that might form from specific atoms in the table.
12. The Periodic Table Apply
13. The Periodic Table Review
14. The Periodic Table Unit Test

4. Particulate Electrical Forces

1. Particulate Electrical Forces Introduction

2. Electrical Bonding Investigation

- In this section, you will describe the relationship between electrical forces and measurable properties of a substance, such as melting point, boiling point, vapor pressure, and surface tension.

3. Electrical Bonding Investigation Plan

- In this section, you will plan an investigation to provide data to use as evidence supporting an inference about the electrical forces between particles in substances.

4. Electrical Bonding Investigation Data

- In this section, you will give reasons for choosing substances to compare and describe the composition of the substances at the atomic molecular level.

5. Electrical Bonding Investigation Evidence

- In this section, you will describe the data, number of trials, experimental setup, and equipment needed to perform an investigation of properties affected by particulate molecular forces.

6. Electrical Bonding Particle Spacing

- In this lesson you will learn that when substances undergo a phase transition, the molecules themselves remain intact but the spaces between them change.

7. Electrical Bonding and Kinetic Energy

- In this section, you will learn that when thermal energy is added to a substance, it causes an increase in the kinetic energy of the particles in that substance. This increased kinetic energy makes it more difficult for the attractive electrical forces to keep the particles close together.

8. Electrical Bonding Molecular Level

- In this section, you will learn to draw a more explicit connection between what happens at the microscopic scale during a phase change and what happens on the macroscopic scale.

9. Electrical Bonding: Multiple Scales

- In this section, you will understand how a causal relationship between microscopic phenomena and macroscopic phenomena is established.

10. Electrical Bonding Investigation: Refining

- In this lesson, you will refine the design of experiments by evaluating the results of an initial investigation.

11. Electrical Forces Portfolio 1

- In this lesson, you will learn how to ask questions to compare bulk properties of different substances to infer the strength of electrical forces between molecules in each substance.
- In this lesson, you will learn how to plan an investigation for comparing the relative strength of electrical forces between molecules in two different substances by making measurements of bulk properties.

12. Electrical Forces Portfolio 2

- In this lesson, you will conduct your investigation, record data, and identify and eliminate sources of error while gathering evidence to infer the strength of electrical forces between particles.

13. Electrical Forces Portfolio 3

- In this lesson, you will evaluate your investigation comparing the structure of substances and the strength of electrical forces between particles to learn how scientific results are interpreted within the scientific community.

14. Particulate Electrical Forces Apply

15. Particulate Electrical Forces Review

16. Particulate Electrical Forces Unit Test

5. Simple Chemical Reactions

1. Simple Chemical Reactions Introduction

2. Patterns of Properties

- In this section, you will use knowledge of the periodic table, patterns of chemical properties, and understanding of electron energy levels to better understand chemical reactions.

3. Balance of Atoms

- In this section, you will explain the fact that the total number of atoms of each element is the same in the reactants and the products of a chemical reaction.
- In this lesson you will explore reactions in detail using a PhET® simulation titled Reactants, Products and Leftovers, which can be accessed by clicking the image below.

4. Covalent and Ionic Bonding

- In this section, you will use valence electron states and electronegativity to explain a simple chemical reaction, including the numbers and types of bonds that each atom forms.

5. Valence Electrons

- In this section, you will explain how the outcome of a simple chemical reaction is based on the valence electron state of the atoms involved and their position in the periodic table.

6. Patterns of Attraction

- In this section, you will construct an explanation of how patterns of attraction between atoms can allow the prediction of the type of reaction that occurs.

7. Composition and Formulas

- In this section, you will learn how to determine percent compositions, empirical formulas, and molecular formulas.
- In this section, you will predict the chemical formulas for simple ionic and molecular compounds.

8. Chemical Equations

- In this section, you will identify and describe the valence electrons and chemical formulas of the reactants and products of chemical reactions.

9. Balanced Reactions

- In this section, you will explain a chemical reaction by identifying that both the number and types of atoms are present before and after the reaction.
- In this lesson you will practice balancing equations using a PhET® simulation titled Balancing Chemical Equations, which can be accessed by clicking the image below.

10. Bonding of Atoms in Reactions

- In this section, you will identify the number and types of bonds in reactants and products of chemical reactions.

11. Types of Reactions

- In this section, you will describe the characteristics of redox, acid-base, synthesis, and single- and double-replacement chemical reactions.
- In this section, you will use models to predict the products of chemical reactions.
- In this section, you will learn how to classify chemical reactions as combustion reactions.

12. Chemical Reaction Predictions

- In this section, you will explain, using evidence-based reasoning, how the patterns of valence electrons and electronegativity of elements are used to predict the number and types of bonds each element forms and that these patterns operate the same today as in the past and as they will in the future.

13. Macroscopic Patterns of Reactivity

- In this section, you will describe how observable patterns of reactivity of elements in the periodic table are caused by patterns of valence electrons and electronegativities.

14. Explaining Reactions

- In this section, you will construct a revised or expanded explanation about the outcome of a chemical reaction and use evidence to justify the revision.

15. Simple Chemical Reactions Apply

16. Simple Chemical Reactions Review

17. Simple Chemical Reactions Unit Test

6. Energy In Chemical Reactions I

1. Energy In Chemical Reactions I Intro

2. Total Bond Energy

- In this section, you will develop a model to illustrate that the release or absorption of energy from a chemical reaction depends upon the changes in total bond energy.

3. The Reaction System

- In this section, you will develop a model of a chemical reaction system that identifies the chemical reaction, the system, and the surroundings.

4. Broken Bonds

- Create a model of a chemical reaction system illustrating the substances present at the beginning and end of a specific reaction, as well as the events that take place during the reaction that result in the transformation.

5. Forming Bonds

- In this section, you will develop a model of a chemical reaction system that identifies the bonds that are formed during the reaction.

6. Energy Transfer 1

- In this section, you will develop a model of a chemical reaction system that identifies the energy transfer between the system and its components or the system and its surroundings.

7. Potential and Kinetic Energy

- In this section, you will analyze the transformation between potential and kinetic energies and the interface between a system and its surroundings.

8. Relative Potential Energy 1

- In this section, you will develop a model of a chemical reaction system that describes the relative potential energies of the reactants and the products.

9. Energy In Chemical Reactions I Apply

10. Energy In Chemical Reactions I Review

11. Energy in Chemical Reactions I Unit Test

7. Reaction Rates

1. Reaction Rates Portfolio Day 1

- In this section, you will use evidence to explain the effects of changing the temperature or concentration of chemical reaction rates, including the idea that as the kinetic energy of colliding particles increases and the number of collisions increases, the reaction rate increases.
- In this section, you will evaluate evidence to explain how increasing the concentration of reactants causes an increase in the rate of a chemical reaction.

2. Reaction Rates Portfolio Day 2

- In this section, you will evaluate evidence to explain how increasing the temperature of reactants causes an increase in the rate of a chemical reaction.

3. Reaction Rates Portfolio Day 3

- In this section, you will describe how changing the concentration or temperature of reactants affects the rate of a chemical reaction.

8. Chemistry A Semester Review and Exam

1. Chemistry A Semester Review

2. Chemistry A Semester Exam

Semester B Summary: In this second of two courses that comprise Chemistry, the student will explore the fundamental concepts of chemistry, while engaging in hands-on and virtual lab experiments, and interdisciplinary problem-solving activities.

The student will build on prior knowledge to learn about how energy is transformed in chemical reactions, construct explanations of how energy and matter are related, apply the conservation of mass to calculate and compare quantities of substances in reactions, and develop models of nuclear processes.

Semester B Outline

1. Course Overview

1. Chemistry B Course Overview

2. Conservation of Mass

1. Conservation of Mass Introduction

2. Balanced Chemical Equations

- In this section, you will see how a chemical reaction is represented mathematically to indicate that the mass, or number of atoms, is conserved during a chemical reaction.

3. Claiming Conservation

- In this section, you will support the claim that the number of atoms of elements in a reaction, and, therefore, the mass of those elements, does not change when reactants are converted to products.

4. Mathematical Representations

- In this section, you will examine mathematical representations of a chemical equation to support the claim that atoms, and thus mass, are conserved during chemical reactions.

5. Use the Mole

- In this section, you will convert between moles and grams.

6. Reactants vs. Products

- In this section, you will predict relative numbers of atoms in reactants versus products for chemical reactions.

7. Calculating Mass

- In this section, you will calculate the unknown masses of parts of a chemical reaction using the known mass of one part of that reaction.

8. Specific Mass Conversions

- In this section, you will describe how mathematical representations support a claim that atoms, and therefore mass, are conserved during a chemical reaction.

9. Mass and Atoms

- In this section, you will convert the mass of a substance from the macroscopic to the atomic scale using moles and Avogadro's number.

10. Conservation of Mass Apply

11. Conservation of Mass Review

12. Conservation of Mass Unit Test

3. Solutions, Acids, and Bases

1. Solutions, Acids, and Bases Introduction

2. Solutes and Solvents

- In this section, you will use models to explain how solutes dissolve in solvents.
- In this section, you will explore how temperature and pressure affect the solubility of different solutes.
- In this lesson you will explore concentration in detail using the PhET® simulation, "Concentration," which you will find by clicking the image below.

3. Ions in Polar Solvents

- In this section, you will construct a model that shows how ionic substances dissolve in polar solvents.

4. Solutions, Acids and Bases Portfolio 1

- In this section, you'll observe and ask questions about the conductivity of a solution.

5. Solutions, Acids and Bases Portfolio 2

- In this section, you will design and explain the concepts behind an experiment to predict the conductivity of different solutions.
- In this section, you will carry out the experiment that you designed to test the conductivity of

various solutions.

6. Solutions, Acids and Bases Portfolio 3

- In this section, you will evaluate and conclude your investigation by explaining the data as evidence of the conductivity of common ionic and covalent substances in solution.

7. Ph, Acids and Bases

- In this section, you will use the concept of pH as a model to predict the relative properties of strong, weak, concentrated, and dilute acids and bases.
- In this section, you will comment on the strengths of two acids or two bases with similar composition.
- In this lesson you will explore pH in detail using a PhET® simulation, “pH Scale,” which you will find here.

8. Acid Base Solutions

- In this lesson you will explore acids and bases in detail using a PhET® simulation, “Acid-Base Solutions,” which you will find here.
- In this lesson you will explore acids in detail using a PhET® simulation, “Acid-Base Solutions,” which you will find here.
- In this lesson you will explore bases in detail using a PhET® simulation, “Acid-Base Solutions,” which you will find here.

9. Solutions, Acids, and Bases Apply

10. Solutions, Acids, and Bases Review

11. Solutions, Acids, and Bases Unit Test

4. Chemical Reaction Systems

1. Chemical Reaction Systems Introduction

2. Concentrations at Equilibrium

- In this section, you will describe changes in a chemical reaction system that will affect the concentrations of a chemical species at equilibrium.

3. Changing One Component

- In this section, you will use Le Chatelier’s principle to explain how product quantities in a chemical reaction system change when any of the components change.

4. Changing Reaction Rates

- In this section, you will discover how Le Chatelier’s principle can be used to predict the impacts on a chemical reaction of changes in temperature, pressure, or concentration leading to a return to dynamic equilibrium.

5. Equilibrium and Stability

- In this section, you will explore how a reaction at equilibrium changes at the molecular level when it seems to be stable and unchanging at the macroscopic level.

6. Chemical Technology

- In this section, you will use information to explain how the use of chemistry-related technologies has had positive and negative implications.

7. Forces and Function

- In this section, you will describe the attractive and repulsive forces that determine how a material will function.

8. Designing a Chemical System

- In this section, you will describe criteria and constraints to refine a design for a chemical system.

9. Evaluating Design

- In this section, you will evaluate refinements to the design of a chemical system based on criteria and constraints.

10. Using Organic Compounds

- In this section, you will evaluate the design and function of products and processes that meet specific needs in relation to the molecular structures and functional groups of organic compounds.

11. Refining Design

- In this section, you will refine a designed system by making tradeoffs to optimize the system to increase the amount of product, and provide reasoning for the design decision.

12. Chemical Reaction Systems Apply

13. Chemical Reaction Systems Review

14. Chemical Reaction Systems Unit Test

5. Gases

1. Gases Introduction

2. Gases Under Pressure

- In this section, you will describe the relationships among pressure, temperature, and volume of an enclosed gas when only the amount of gas is constant.
- In this lesson you will explore this law in detail using a PhET® simulation titled Gases Intro, which can be accessed by clicking the image below.
- In this section, you will determine molar quantities using computational thinking based on the ideal gas law.

3. Gases Portfolio Day 1

- In this section, you will ask questions about the behavior of ideal gases.

4. Gases Portfolio Day 2

- In this section, you will design an investigation to explain the behavior of ideal gases.
- In this section, you will examine design and implementation of investigations to explain the behavior of ideal gases.

5. Gases Portfolio Day 3

- In this section, you will evaluate and conclude investigations to explain the behavior of ideal gases.

6. Gases Apply

7. Gases Review

8. Gases Unit Test

6. Nuclear Processes

1. Nuclear Processes Introduction

2. Energy Release

- In this section, you will describe parts of a model that shows the composition of the nucleus of the atom.

3. Modeling Nuclear Processes

- In this section, you will develop models that show the relationships between components that underlie several nuclear processes.

4. Modeling Fusion

- In this section, you will develop a model that shows a process called nuclear fusion in which two nuclei merge to form a single, larger nucleus.

5. Modeling Fission

- In this section, you will develop a model that shows a process called nuclear fission in which a nucleus splits into two or more parts.

6. Radioactive Decay Energy

- In this section, you will develop models of radioactive decay that show the differences in the types of energy and/or particles released.

7. Alpha Particle Emission

- In this section, you will develop a radioactive decay model that classifies alpha decay as a type of nuclear fission and beta and gamma decays as not nuclear fission.

8. Nuclear Processes Apply

9. Nuclear Processes Review

10. Nuclear Processes Unit Test

7. Chemistry B Semester Review and Exam

1. Chemistry B Semester Review

2. Chemistry B Semester Exam

Chemistry Honors



Chemistry Honors A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this first of two courses that comprise Honors Chemistry, the student will explore the fundamental concepts of chemistry, while engaging in hands-on and virtual lab experiments, and interdisciplinary problem-solving activities.

The student will build on prior knowledge to learn how to model the structure of an atom, analyze the periodic table of elements, identify simple chemical reactions and investigate particulate electrical forces. The course provides many opportunities for the student to apply these concepts to real-world situations.

Semester A Outline

1. Course Overview

1. Chemistry A Course Overview

2. Introduction to Chemistry

1. Introduction to Chemistry

2. Physical vs. Chemical Change

- In this section, you will learn how to identify the physical and chemical properties of different substances. This will ultimately help you figure out if a physical or chemical change has occurred.
- In this section, you will learn how to tell if something is a pure substance or a mixture.

3. Mixtures

- In this section, you will learn how to identify physical and chemical properties of different substances. This will ultimately help you figure out if a physical or chemical change has occurred and how to separate the components.

4. Atomic Composition

- In this lesson, you will explore this law in detail using a PhET® simulation titled Build an Atom, which can be accessed by clicking the image below.

5. Atomic Composition of Molecules

- In this section, you will use a model to describe the atomic composition of simple molecules and extended structures.
- In this lesson you will explore this theory in detail using a PhET® simulation titled Molecule Shapes that can be accessed by clicking the image below.

6. Introduction to Chemistry Review
7. Introduction to Chemistry Unit Test

3. The Periodic Table

1. The Periodic Table Introduction
2. Atomic Number
 - In this section, you will use information embedded in the structure of the periodic table to help you predict the relative properties of elements.
3. Stable Ions
 - In this section, you will discover more information embedded in the structure of the periodic table regarding each atom's protons, neutrons, and electrons.
4. Valence Electrons 1
 - In this section, you will describe electrons in the outermost energy level of atoms in the periodic table that are helpful in making predictions.
5. Protons and Isotopes
 - In this section, you will identify the components of the periodic table, including the number of protons in an element, that are useful for making predictions.
 - In this lesson you will explore this tendency in detail using a PhET® simulation titled Isotopes and Atomic Mass, which can be accessed by clicking the image below.
6. Historical Understandings
 - In this section, you will examine historical experiments that led scientists to determine the structure of the atom and analyze the patterns in the periodic table.
 - In this lesson you will explore Rutherford scattering in detail using a PhET® simulation titled Rutherford Scattering, which can be accessed by clicking in the image below.
7. Element Groupings
 - In this section, you will describe how the arrangement of the main groups of the periodic table reflects the pattern of the outermost electrons.
8. Element Arrangement
 - In this section, you will describe how the number of protons in an atom of an element is related to the element's position on the periodic table.
9. Reactivity
 - In this section, you will use the periodic table to predict the reactivity of atoms based on their outermost electrons.
10. Bonds
 - In this section, you will use the periodic table to predict the number and types of chemical bonds that atoms of elements can form.
11. Ions
 - In this section, you will examine the periodic table further and use energy level diagrams to predict the number and charges of stable ions that might form from specific atoms in the table.
12. The Periodic Table Apply
13. The Periodic Table Review
14. The Periodic Table Unit Test

4. Particulate Electrical Forces

1. Particulate Electrical Forces Introduction

2. Electrical Bonding Investigation

- In this section, you will describe the relationship between electrical forces and measurable properties of a substance, such as melting point, boiling point, vapor pressure, and surface tension.

3. Electrical Bonding Investigation Plan

- In this section, you will plan an investigation to provide data to use as evidence supporting an inference about the electrical forces between particles in substances.

4. Electrical Bonding Investigation Data

- In this section, you will give reasons for choosing substances to compare and describe the composition of the substances at the atomic molecular level.

5. Electrical Bonding Investigation Evidence

- In this section, you will describe the data, number of trials, experimental setup, and equipment needed to perform an investigation of properties affected by particulate molecular forces.

6. Electrical Bonding Particle Spacing

- In this lesson you will learn that when substances undergo a phase transition, the molecules themselves remain intact but the spaces between them change.

7. Electrical Bonding and Kinetic Energy

- In this section, you will learn that when thermal energy is added to a substance, it causes an increase in the kinetic energy of the particles in that substance. This increased kinetic energy makes it more difficult for the attractive electrical forces to keep the particles close together.

8. Electrical Bonding Molecular Level

- In this section, you will learn to draw a more explicit connection between what happens at the microscopic scale during a phase change and what happens on the macroscopic scale.

9. Electrical Bonding: Multiple Scales

- In this section, you will understand how a causal relationship between microscopic phenomena and macroscopic phenomena is established.

10. Electrical Bonding Investigation: Refining

- In this lesson, you will refine the design of experiments by evaluating the results of an initial investigation.

11. Electrical Forces Portfolio 1

- In this lesson, you will learn how to ask questions to compare bulk properties of different substances to infer the strength of electrical forces between molecules in each substance.
- In this lesson, you will learn how to plan an investigation for comparing the relative strength of electrical forces between molecules in two different substances by making measurements of bulk properties.

12. Electrical Forces Portfolio 2

- In this lesson, you will conduct your investigation, record data, and identify and eliminate sources of error while gathering evidence to infer the strength of electrical forces between particles.

13. Electrical Forces Portfolio 3

- In this lesson, you will evaluate your investigation comparing the structure of substances and the strength of electrical forces between particles to learn how scientific results are interpreted within the scientific community.

14. Particulate Electrical Forces Apply

15. Particulate Electrical Forces Review

16. Particulate Electrical Forces Unit Test

5. Simple Chemical Reactions

1. Simple Chemical Reactions Introduction

2. Patterns of Properties

- In this section, you will use knowledge of the periodic table, patterns of chemical properties, and understanding of electron energy levels to better understand chemical reactions.

3. Balance of Atoms

- In this section, you will explain the fact that the total number of atoms of each element is the same in the reactants and the products of a chemical reaction.
- In this lesson you will explore reactions in detail using a PhET® simulation titled Reactants, Products and Leftovers, which can be accessed by clicking the image below.

4. Covalent and Ionic Bonding

- In this section, you will use valence electron states and electronegativity to explain a simple chemical reaction, including the numbers and types of bonds that each atom forms.

5. Valence Electrons

- In this section, you will explain how the outcome of a simple chemical reaction is based on the valence electron state of the atoms involved and their position in the periodic table.

6. Patterns of Attraction

- In this section, you will construct an explanation of how patterns of attraction between atoms can allow the prediction of the type of reaction that occurs.

7. Composition and Formulas

- In this section, you will learn how to determine percent compositions, empirical formulas, and molecular formulas.
- In this section, you will predict the chemical formulas for simple ionic and molecular compounds.

8. Chemical Equations

- In this section, you will identify and describe the valence electrons and chemical formulas of the reactants and products of chemical reactions.

9. Balanced Reactions

- In this section, you will explain a chemical reaction by identifying that both the number and types of atoms are present before and after the reaction.
- In this lesson you will practice balancing equations using a PhET® simulation titled Balancing Chemical Equations, which can be accessed by clicking the image below.

10. Bonding of Atoms in Reactions

- In this section, you will identify the number and types of bonds in reactants and products of chemical reactions.

11. Types of Reactions

- In this section, you will describe the characteristics of redox, acid-base, synthesis, and single- and double-replacement chemical reactions.
- In this section, you will use models to predict the products of chemical reactions.
- In this section, you will learn how to classify chemical reactions as combustion reactions.

12. Chemical Reaction Predictions

- In this section, you will explain, using evidence-based reasoning, how the patterns of valence electrons and electronegativity of elements are used to predict the number and types of bonds each element forms and that these patterns operate the same today as in the past and as they will in the future.

13. Macroscopic Patterns of Reactivity

- In this section, you will describe how observable patterns of reactivity of elements in the periodic table are caused by patterns of valence electrons and electronegativities.

14. Explaining Reactions

- In this section, you will construct a revised or expanded explanation about the outcome of a chemical reaction and use evidence to justify the revision.

15. Simple Chemical Reactions Apply

16. Simple Chemical Reactions Review

17. Simple Chemical Reactions Unit Test

6. Energy In Chemical Reactions I

1. Energy In Chemical Reactions I Introduction

2. Total Bond Energy

- In this section, you will develop a model to illustrate that the release or absorption of energy from a chemical reaction depends upon the changes in total bond energy.

3. The Reaction System

- In this section, you will develop a model of a chemical reaction system that identifies the chemical reaction, the system, and the surroundings.

4. Broken Bonds

- Create a model of a chemical reaction system illustrating the substances present at the beginning and end of a specific reaction, as well as the events that take place during the reaction that result in the transformation.

5. Forming Bonds

- In this section, you will develop a model of a chemical reaction system that identifies the bonds that are formed during the reaction.

6. Energy Transfer 1

- In this section, you will develop a model of a chemical reaction system that identifies the energy transfer between the system and its components or the system and its surroundings.

7. Potential and Kinetic Energy

- In this section, you will analyze the transformation between potential and kinetic energies and the interface between a system and its surroundings.

8. Relative Potential Energy 1

- In this section, you will develop a model of a chemical reaction system that describes the relative potential energies of the reactants and the products.

9. Energy In Chemical Reactions I Apply

10. Energy In Chemical Reactions I Review

11. Energy in Chemical Reactions I Unit Test

7. Reaction Rates

1. Reaction Rates Portfolio 1

- In this section, you will explain the effects of changing the temperature or concentration on chemical reaction rates.
- In this section, you will evaluate evidence to explain how increasing the concentration of reactants causes an increase in the rate of a chemical reaction.

2. Reaction Rates Portfolio 2

- In this section, you will evaluate evidence to explain how increasing the temperature of reactants causes an increase in the rate of a chemical reaction.

3. Reaction Rates Portfolio 3

- In this section, you will describe how changing the concentration or temperature of reactants affects the rate of a chemical reaction.

8. Biochemistry

1. Biochemistry Introduction

2. Chemistry of Metabolism

- In this section, you will explain the chemistry of metabolism.

3. Mitosis and Meiosis

- In this section, you relate mitosis and meiosis at a molecular level.

4. Basis of Life Molecules

- In this section, you will illustrate the formation of carbohydrates, lipids, proteins, and nucleic acids.

5. DNA and RNA

- In this section, you will describe the structure of the DNA and RNA molecules.

6. Modeling Biomacromolecules

- In this section, you will use models to demonstrate patterns in biomacromolecules.
- In this section, you will use molecular models to demonstrate gene mutation and recombination at the molecular level.

7. Biochemistry Apply

8. Biochemistry Review

9. Biochemistry Unit Test

9. Chemistry A Semester Review and Exam

1. Chemistry B Semester Review

2. Chemistry B Semester Exam

Semester B Summary: In this second of two courses that comprise Honors Chemistry, the student will explore the fundamental concepts of chemistry, while engaging in hands-on and virtual lab experiments, and interdisciplinary problem-solving activities.

The student will build on prior knowledge to learn about how energy is transformed in chemical reactions, construct explanations of how energy and matter are related, apply the conservation of mass to calculate and compare quantities of substances in reactions, and develop models of nuclear processes.

Semester B Outline

1. Course Overview

1. Chemistry B Course Overview

2. Conservation of Mass

1. Conservation of Mass Introduction

2. Balanced Chemical Equations

- In this section, you will see how a chemical reaction is represented mathematically to indicate that the mass, or number of atoms, is conserved during a chemical reaction.

3. Claiming Conservation

- In this section, you will support the claim that the number of atoms of elements in a reaction, and, therefore, the mass of those elements, does not change when reactants are converted to products.

4. Mathematical Representations

- In this section, you will examine mathematical representations of a chemical equation to support the claim that atoms, and thus mass, are conserved during chemical reactions.

5. Use the Mole

- In this section, you will convert between moles and grams.

6. Reactants vs. Products

- In this section, you will predict relative numbers of atoms in reactants versus products for chemical reactions.

7. Calculating Mass

- In this section, you will calculate the unknown masses of parts of a chemical reaction using the known mass of one part of that reaction.

8. Specific Mass Conversions

- In this section, you will describe how mathematical representations support a claim that atoms, and therefore mass, are conserved during a chemical reaction.

9. Mass and Atoms

- In this section, you will convert the mass of a substance from the macroscopic to the atomic scale using moles and Avogadro's number.

10. Conservation of Mass Apply

11. Conservation of Mass Review

12. Conservation of Mass Unit Test

3. Solutions, Acids, and Bases

1. Solutions, Acids, and Bases Introduction

2. Solutes and Solvents

- In this section, you will use models to explain how solutes dissolve in solvents.
- In this section, you will explore how temperature and pressure affect the solubility of different solutes.
- In this lesson you will explore concentration in detail using the PhET® simulation, “Concentration,” which you will find by clicking the image below.

3. Ions in Polar Solvents

- In this section, you will construct a model that shows how ionic substances dissolve in polar solvents.

4. Solutions, Acids and Bases Portfolio 1

- In this section, you’ll observe and ask questions about the conductivity of a solution.

5. Solutions, Acids and Bases Portfolio 2

- In this section, you will design and explain the concepts behind an experiment to predict the conductivity of different solutions.
- In this section, you will carry out the experiment that you designed to test the conductivity of various solutions.

6. Solutions, Acids and Bases Portfolio 3

- In this section, you will evaluate and conclude your investigation by explaining the data as evidence of the conductivity of common ionic and covalent substances in solution.

7. Ph, Acids and Bases

- In this section, you will use the concept of pH as a model to predict the relative properties of strong, weak, concentrated, and dilute acids and bases.
- In this section, you will comment on the strengths of two acids or two bases with similar composition.
- In this lesson you will explore pH in detail using a PhET® simulation, “pH Scale,” which you will find here.

8. Acid Base Solutions

- In this lesson you will explore acids and bases in detail using a PhET® simulation, “Acid-Base Solutions,” which you will find here.
- In this lesson you will explore acids in detail using a PhET® simulation, “Acid-Base Solutions,” which you will find here.
- In this lesson you will explore bases in detail using a PhET® simulation, “Acid-Base Solutions,” which you will find here.

9. Solutions, Acids, and Bases Apply

10. Solutions, Acids, and Bases Review

11. Solutions, Acids, and Bases Unit Test

4. Chemical Reaction Systems

1. Chemical Reaction Systems Introduction

2. Concentrations at Equilibrium

- In this section, you will describe changes in a chemical reaction system that will affect the concentrations of a chemical species at equilibrium.

3. Changing One Component

- In this section, you will use Le Chatelier's principle to explain how product quantities in a chemical reaction system change when any of the components change.

4. Changing Reaction Rates

- In this section, you will discover how Le Chatelier's principle can be used to predict the impacts on a chemical reaction of changes in temperature, pressure, or concentration leading to a return to dynamic equilibrium.

5. Equilibrium and Stability

- In this section, you will explore how a reaction at equilibrium changes at the molecular level when it seems to be stable and unchanging at the macroscopic level.

6. Chemical Technology

- In this section, you will use information to explain how the use of chemistry-related technologies has had positive and negative implications.

7. Forces and Function

- In this section, you will describe the attractive and repulsive forces that determine how a material will function.

8. Designing a Chemical System

- In this section, you will describe criteria and constraints to refine a design for a chemical system.

9. Evaluating Design

- In this section, you will evaluate refinements to the design of a chemical system based on criteria and constraints.

10. Using Organic Compounds

- In this section, you will evaluate the design and function of products and processes that meet specific needs in relation to the molecular structures and functional groups of organic compounds.

11. Refining Design

- In this section, you will refine a designed system by making tradeoffs to optimize the system to increase the amount of product, and provide reasoning for the design decision.

12. Chemical Reaction Systems Apply

13. Chemical Reaction Systems Review

14. Chemical Reaction Systems Unit Test

5. Gases

1. Gases Introduction

2. Gases Under Pressure

- In this section, you will describe the relationships among pressure, temperature, and volume of an enclosed gas when only the amount of gas is constant.
- In this lesson you will explore this law in detail using a PhET® simulation titled Gases Intro, which can be accessed by clicking the image below.
- In this section, you will determine molar quantities using computational thinking based on the ideal gas law.

3. Gases Portfolio Day 1

- In this section, you will ask questions about the behavior of ideal gases.

4. Gases Portfolio Day 2

- In this section, you will design an investigation to explain the behavior of ideal gases.
- In this section, you will examine design and implementation of investigations to explain the behavior of ideal gases.

5. Gases Portfolio Day 3

- In this section, you will evaluate and conclude investigations to explain the behavior of ideal gases.

6. Gases Apply

7. Gases Review

8. Gases Unit Test

6. Oxidation

1. Oxidation Introduction

2. Oxidation Reduction Reaction Model

- In this section, you will predict the products in an oxidation-reduction reaction.

3. Oxidation Electron Transfer

- In this section, you will examine the mechanism of redox reactions and the tools used to analyze them.
- In this section, you will examine how redox processes are harnessed to generate electricity.

4. Oxidation Portfolio 1

- In this section, you will develop questions that will help identify whether a redox equation occurred.
- In this section, you will plan an investigation to determine whether rusting is a redox reaction.

5. Oxidation Portfolio 2

- In this section, you will conduct an investigation to determine whether rusting is a redox reaction.

6. Oxidation Portfolio 3

- In this section, you will evaluate the results of your investigation to determine if a redox reaction occurred.

7. Oxidation Apply

8. Oxidation Review

9. Oxidation Unit Test

7. Nuclear Processes

1. Nuclear Processes Introduction

2. Energy Release

- In this section, you will describe parts of a model that shows the composition of the nucleus of the atom.

3. Modeling Nuclear Processes

- In this section, you will develop models that show the relationships between components that underlie several nuclear processes.

4. Modeling Fusion

- In this section, you will develop a model that shows a process called nuclear fusion in which two nuclei merge to form a single, larger nucleus.

5. Modeling Fission

- In this section, you will develop a model that shows a process called nuclear fission in which a nucleus splits into two or more parts.

6. Radioactive Decay Energy

- In this section, you will develop models of radioactive decay that show the differences in the types of energy and/or particles released.

7. Alpha Particle Emission

- In this section, you will develop a radioactive decay model that classifies alpha decay as a type of nuclear fission and beta and gamma decays as not nuclear fission.

8. Nuclear Processes Apply

9. Nuclear Processes Review

10. Nuclear Processes Unit Test

8. Chemistry B Semester Review and Exam

1. Chemistry B Semester Review

2. Chemistry B Semester Exam

Chemistry (Prescriptive)

Chemistry A/B Prescriptive

Time allocations

Each lesson in the Course Outline provides an estimated time to complete.



Instructional Activities

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.



Course Summary


Prescriptive courses are designed as credit recovery for students. Teachers will work with students to identify the content students have not mastered. Students will only complete those lessons or units within the course. This will ensure that students have mastered all standards for graduation requirements.

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		







Module 1: Introduction to Chemistry




Lesson	Description	Time (min)	Objective(s)
 Chemistry	This lesson introduces what chemistry is and why it is important to study. In this lesson students identify five traditional areas of study in chemistry and consider how pure chemistry relates to applied chemistry.	45	Define chemistry Identify five traditional areas of study in chemistry Relate pure chemistry to applied chemistry Identify reasons to study chemistry
 Quiz: Chemistry			

Lesson	Description	Time (min)	Objective(s)
 Chemistry Far and Wide	In this lesson students distinguish between macroscopic and microscopic views. This lesson identifies some areas of research affected by chemistry, such as agriculture, medicine, biotechnology, energy, the environment, and research.	45	<p>Distinguish between macroscopic and microscopic views</p> <p>Describe how chemistry effects energy research</p> <p>Describe how chemistry effects medicine and biotechnology research</p> <p>Describe how chemistry affects agricultural research</p> <p>Describe how chemistry affects environmental research</p> <p>Describe how chemistry affects universal research</p>
 Quiz: Chemistry Far and Wide			
 Thinking Like a Scientist	In this lesson students identify three steps in the scientific method. This lesson also describes how Lavoisier transformed chemistry and discusses why collaboration and communication are important in science.	45	<p>Describe alchemy</p> <p>Describe how Lavoisier transformed chemistry</p> <p>Identify three steps in the scientific method</p> <p>Explain why collaboration and communication are important in science</p> <p>Describe different steps for problem solving</p>
 Quiz: Thinking Like a Scientist			
 Posttest 1			



Module 2: Matter and Change


Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Properties of Matter	This lesson lists several common physical properties of substances and identifies properties of matter as extensive or intensive. Students learn to differentiate among three states of matter and to describe a physical change.	45	Identify properties of matter as extensive or intensive Define physical property and list several common physical properties of substances Differentiate among three states of matter Describe a physical change
 Quiz: Properties of Matter			
 Mixtures	In this lesson students categorize a sample of matter as a substance or a mixture, and they distinguish between homogeneous and heterogeneous samples of matter. Students also discover two ways that components of mixtures can be separated.	45	Categorize a sample of matter as a substance or a mixture Distinguish between homogeneous and heterogeneous samples of matter Describe two ways that components of mixtures can be separated
 Quiz: Mixtures			
 Elements and Compounds	This lesson explains the difference between an element and a compound and teaches students how to distinguish between a substance and a mixture. The lesson identifies the names and chemical symbols of elements.	45	Explain the difference between an element and a compound Distinguish between a substance and a mixture Identify the chemical symbols of elements, and name elements, given their symbols
 Quiz: Elements and Compounds			

Lesson	Description	Time (min)	Objective(s)
 Chemical Reactions	This lesson describes what happens during a chemical change. Students identify four possible clues that a chemical change has taken place and apply the law of conservation of mass to chemical reactions.	45	Describe what happens during a chemical change Identify four possible clues that a chemical change has taken place Apply the law of conservation of mass to chemical reactions
 Quiz: Chemical Reactions			
 Posttest 2			

Module 3: Scientific Measurement








Lesson	Description	Time (min)	Objective(s)
 Measurements and Their Uncertainty	In this lesson students convert measurements to scientific notation and distinguish between accuracy and precision of a measurement. Students also determine the number of significant figures in a measurement and in a calculated answer.	45	Convert measurements to scientific notation Distinguish among accuracy, precision, and error of a measurement Determine the number of significant figures in a measurement Determine the number of significant figures in a calculated answer
 Quiz: Measurements and Their Uncertainty			

 The International System of Units (SI)	In this lesson students learn how to use the correct SI unit to determine length, volume, and mass. Students also convert between the Celsius and Kelvin temperature scales and between joules and calories.	45	List SI units of measurement and common SI prefixes Use the correct SI unit to determine length, volume, and mass Convert between the Celsius and Kelvin temperature scales and between joules and calories
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Lesson	Description	Time (min)	Objective(s)
 Quiz: The International System of Units (SI)			
 Conversion Problems	In this lesson students construct conversion factors from equivalent measurements. Students also convert complex units using dimensional analysis and apply this technique to a variety of conversion problems.	45	Construct conversion factors from equivalent measurements Apply the technique of dimensional analysis to a variety of conversion problems Convert complex units, using dimensional analysis
 Quiz: Conversion Problems			
 Density	This lesson describes how density varies with temperature. Students calculate the density of a material from experimental data.	45	Calculate the density of a material from experimental data Describe how density varies with temperature
 Quiz: Density			
★ Posttest 3			

Module 4: Atomic Structure

Lesson	Description	Time (min)	Objective(s)
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 Defining the Atom	This lesson describes Democritus's ideas about atoms and explains Dalton's atomic theory. Students also identify the instrument used to observe individual atoms.	45	Describe Democritus's ideas about atoms Explain Dalton's atomic theory Identify what instrument is used to observe individual atoms
 Quiz: Defining the Atom			
Lesson	Description	Time (min)	Objective(s)
 Structure of the Nuclear Atom	In this lesson students identify three types of subatomic particles. The lesson describes the structure of atoms according to the Rutherford atomic model.	45	Identify three types of subatomic particles Describe the structure of atoms according to the Rutherford atomic model
 Quiz: Structure of the Nuclear Atom			
 Distinguishing Among Atoms	This lesson describes how an atomic number relates to the number of protons, and how elements and isotopes differ. Students also calculate the number of neutrons in an atom and the atomic mass of an element.	45	Describe how an element's atomic number relates to the number of protons Calculate the number of neutrons in an atom Explain what makes elements and isotopes different from each other Calculate the atomic mass of an element Explain why chemists use the periodic table
 Quiz: Distinguishing Among Atoms			
 Posttest 4			

Module 5: Electrons in Atoms




Lesson	Description	Time (min)	Objective(s)
 Models of the Atom	This lesson explains the Bohr atomic model and identifies the inadequacies in the Rutherford model. It also describes the energies and positions of electrons of the quantum mechanical model and how shapes of orbitals differ at different sublevels.	45	Identify the inadequacies in the Rutherford atomic model Identify the new proposal in the Bohr model of the atom Describe the energies and positions of electrons according to the quantum mechanical model Describe how the shapes of orbitals related to different sublevels differ
 Quiz: Models of the Atom			
 Electron Arrangement in Atoms	In this lesson students learn how to write the electron configuration for an atom. The lesson also explains why the actual electron configurations for some elements differ from those predicted by the aufbau principle.	45	Describe how to write the electron configuration for an atom Explain why the actual electron configurations for some elements differ from those predicted by the aufbau principle
 Quiz: Electron Arrangement in Atoms			

<p>Physics and the Quantum Mechanical Model</p>	<p>In this lesson students distinguish between quantum and classical mechanics. They learn how wavelengths relate to frequency of light, how frequencies of emitted light relate to changes in electron energies, and how to determine the identity of an unknown cation.</p>	<p>45</p>	<p>Describe the relationship between the wavelengths and frequency of light Identify the source of atomic emission spectra Explain how the frequencies of emitted light are related to changes in electron energies Determine the identity of an unknown cation based on its characteristic color in a flame Distinguish between quantum mechanics and classical mechanics</p>
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Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Physics and the Quantum Mechanical Model			
★ Posttest 5			




Module 6: The Periodic Table

Lesson	Description	Time (min)	Objective(s)
📁 Organizing the Elements	This lesson compares how elements were arranged in Mendeleev's periodic table and how they are arranged in the modern periodic table. Students also identify three broad classes of elements.	45	<p>Explain how elements are organized in a periodic table</p> <p>Describe how elements were arranged in Mendeleev's periodic table</p> <p>Describe how elements are arranged in the modern periodic table</p> <p>Identify three broad classes of elements</p>
🔍 Quiz: Organizing the Elements			
📁 Classifying the Elements	In this lesson students learn about the information in a periodic table. Students classify elements based on electron configuration, and distinguish representative elements and transition metals.	45	<p>Describe the information in a periodic table</p> <p>Classify elements based on electron configuration</p> <p>Distinguish representative elements and transition metals</p>
🔍 Quiz: Classifying the Elements			
Lesson	Description	Time (min)	Objective(s)



 Periodic Trends	In this lesson students discover how ions form and learn about trends among the elements for atomic size. The lesson describes periodic trends in ionization energy, ionic size, and electronegativity.	45	Describe trends among the elements for atomic size Explain how ions form Describe periodic trends in ionization energy Describe periodic trends in ionic size Describe periodic trends in electronegativity
 Quiz: Periodic Trends			
 Posttest 6			





Module 7: Ionic and Metallic Bonding




Lesson	Description	Time (min)	Objective(s)
 Ions	In this lesson students learn how to determine the number of valence electrons of a representative element. The lesson also explains how cations and anions form, and how the octet rule applies to atoms of metallic and nonmetallic elements.	45	Determine the number of valence electrons in an atom of a representative element Explain how the octet rule applies to atoms of metallic and nonmetallic elements Describe how cations form Explain how anions form
 Quiz: Ions			
 Ionic Bonds and Ionic Compounds	This lesson explains the electrical charge of an ionic compound. The lesson also describes three properties of ionic compounds.	45	Explain the electrical charge of an ionic compound Describe three properties of ionic compounds
 Quiz: Ionic Bonds and Ionic Compounds			

Lesson	Description	Time (min)	Objective(s)
 Bonding in Metals	This lesson teaches students how to model the valence electrons of metal atoms. The lesson also describes the arrangements of atoms in a metal and explains the importance of alloys.	45	<p>Model the valence electrons of metal atoms</p> <p>Describe the arrangements of atoms in a metal</p> <p>Explain the importance of alloys</p>
 Quiz: Bonding in Metals			
 Posttest 7			



Module 8: Covalent Bonding







Lesson	Description	Time (min)	Objective(s)
 Molecular Compounds	In this lesson students distinguish between the melting points and boiling points of molecular and ionic compounds. The lesson also describes the information provided by a molecular formula.	45	<p>Distinguish between the melting points and boiling points of molecular compounds and ionic compounds</p> <p>Describe the information provided by a molecular formula</p>
 Quiz: Molecular Compounds			




Lesson	Description	Time (min)	Objective(s)
 The Nature of Covalent Bonding	<p>This lesson describes how covalent bonds form and how a bond's strength relates to its dissociation energy. Students also identify exceptions to the octet rule and distinguish between a covalent bond and a coordinate covalent bond.</p>	45	<p>Describe how electrons are shared to form covalent bonds</p> <p>Demonstrate how electron dot structures represent shared electrons</p> <p>Describe how atoms form double or triple covalent bonds</p> <p>Distinguish between a covalent bond and a coordinate covalent bond</p> <p>Describe how the strength of a covalent bond is related to its bond dissociation energy</p> <p>Describe how oxygen atoms are bonded in ozone</p> <p>Identify exceptions to the octet rule</p>
 Quiz: The Nature of Covalent Bonding			
 Bonding Theories	<p>In this lesson students identify ways that orbital hybridization is useful for describing molecules. The lesson describes the relationship between atomic and molecular orbitals and how VSEPR theory helps predict the shapes of molecules.</p>	45	<p>Describe the relationship between atomic and molecular orbitals</p> <p>Describe how VSEPR theory helps predict the shapes of molecules</p> <p>Identify ways in which orbital hybridization is useful in describing molecules</p>
 Quiz: Bonding Theories			

Lesson	Description	Time (min)	Objective(s)
 Polar Bonds and Molecules	This lesson describes how electronegativity values determine the distribution of charge in a polar molecule. Students evaluate the strength of intermolecular attractions compared with the strength of ionic and covalent bonds.	45	Describe how electronegativity values determine the distribution of charge in a polar molecule Describe what happens to polar molecules when they are placed between oppositely charged metal plates Evaluate the strength of intermolecular attractions compared with the strength of ionic and covalent bonds Identify the reason why network solids have high melting points Separate and identify food dyes using paper chromatography
 Quiz: Polar Bonds and Molecules			
 Posttest 8			




Module 9: Chemical Names and Formulas

Lesson	Description	Time (min)	Objective(s)
 Naming Ions	In this lesson students identify the charges on monatomic ions by using the periodic table, and they name the ions. Students learn to write the names and formulas of the most common polyatomic ions.	45	Identify the charges on monatomic ions by using the periodic table, and name the ions Define polyatomic ion and write the names and formulas of the most common polyatomic ions Identify the two most common endings for the names of polyatomic
 Quiz: Naming Ions			

Lesson	Description	Time (min)	Objective(s)
 Naming and Writing Formulas for Ionic Compounds	In this lesson student learn how to apply the rules for naming and writing formulas for binary ionic compounds. Students also learn how to apply the rules for naming and writing formulas for compounds with polyatomic ions.	45	Apply the rules for naming and writing formulas for binary ionic compounds Apply the rules for naming and writing formulas for compounds with polyatomic ions
 Quiz: Naming and Writing Formulas for Ionic Compounds			
 Naming and Writing Formulas for Molecular Compounds	This lesson teaches students how to interpret the prefixes in the names of molecular compounds in terms of their chemical formulas. Students also learn how to apply the rules for naming and writing formulas for binary molecular compounds.	45	Interpret the prefixes in the names of molecular compounds in terms of their chemical formulas Apply the rules for naming and writing formulas for binary molecular compounds
 Quiz: Naming and Writing Formulas for Molecular Compounds			
 Naming and Writing Formulas for Acids and Bases	In this lesson students apply three rules for naming acids, and they apply the rules in reverse to write formulas for acids. Students also apply rules for naming bases.	45	Apply three rules for naming acids Apply the rules in reverse to write formulas of acids Apply the rules for naming bases
 Quiz: Naming and Writing Formulas for Acids and Bases			

Lesson	Description	Time (min)	Objective(s)
 The Laws Governing Formulas and Names	This lesson defines the laws of definite proportions and multiple proportions. Students learn to apply the rules for naming chemical compounds and for writing their formulas by using a flowchart.	45	Define the laws of definite proportions and multiple proportions Apply the rules for naming chemical compounds by using a flowchart Apply the rules for writing the formulas of chemical compounds by using a flowchart
 Quiz: The Laws Governing Formulas and Names			
 Posttest 9			

Module 10: Chemical Quantities

Lesson	Description	Time (min)	Objective(s)
 The Mole: A Measurement of Matter	This lesson describes methods for measuring quantities and defines Avogadro's number as it relates to a mole of a substance. Students learn to distinguish between the atomic mass of an element and its molar mass and how the mass of a mole of a compound is calculated.	45	Describe methods of measuring the amount of something Define Avogadro's number as it relates to a mole of a substance Distinguish between the atomic mass of an element and its molar mass Describe how the mass of a mole of a compound is calculated
 Quiz: The Mole: A Measurement of Matter			
 Mole-Mass and Mole-Volume Relationships	This lesson describes how to convert the mass of a substance to the number of moles of a substance, and moles to mass. Students also identify the volume of a quantity of gas at STP.	45	Describe how to convert the mass of a substance to the number of moles of a substance, and moles to mass Identify the volume of a quantity of gas at STP

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Mole-Mass and Mole-Volume Relationships			
📁 Percent Composition and Chemical Formulas	This lesson describes how to calculate the percent by mass of an element in a compound. Students also learn to distinguish between empirical and molecular formulas.	45	Describe how to calculate the percent by mass of an element in a compound Interpret an empirical formula Distinguish between empirical and molecular formulas
🔍 Quiz: Percent Composition and Chemical Formulas			
★ Posttest 10			






Module 11: Chemical Reactions

Lesson	Description	Time (min)	Objective(s)
📁 Describing Chemical Reactions	This lesson describes how to write word and skeleton equations. The lesson also describes the steps for writing a balanced chemical equation.	45	Describe how to write word and skeleton equations Describe the steps for writing a balanced chemical equation
🔍 Quiz: Describing Chemical Reactions			
📁 Types of Chemical Reactions	This lesson describes combination, decomposition, single-replacement, double-replacement, and combustion reactions. Students investigate the different types of chemical reactions and learn to predict the products.	45	Describe combination reactions Describe decomposition reactions Describe single-replacement reactions Describe double-replacement reactions Describe combustion reactions Investigate the different types of chemical reactions and learn to predict the products

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Types of Chemical Reactions			
📁 Reactions in Aqueous Solution	This lesson describes the information found in a net ionic equation. Students also learn how to predict the formation of a precipitate in a double-replacement reaction.	45	Describe the information found in a net ionic equation Predict the formation of a precipitate in a double-replacement reaction
🔍 Quiz: Reactions in Aqueous Solution			
★ Posttest 11			

Module 12: Stoichiometry



Lesson	Description	Time (min)	Objective(s)
📁 The Arithmetic of Equations	In this lesson students learn to interpret balanced chemical equations in terms of moles, representative particles, mass, and gas volume at STP, and identify quantities that are conserved in chemical reactions.	45	Explain how balanced equations apply to everyday situations Explain how balanced equations apply to chemistry Interpret balanced chemical equations in terms of moles, representative particles, mass, and gas volume at STP Identify the quantities that are always conserved in chemical reactions
🔍 Quiz: The Arithmetic of Equations			

Lesson	Description	Time (min)	Objective(s)
 Chemical Calculations	In this lesson students construct mole ratios from balanced chemical equations and apply these ratios in stoichiometric calculations. Students also calculate stoichiometric quantities from balanced chemical equations using units of moles, mass, representative particles, and volumes of gases at STP.	45	Construct mole ratios from balanced chemical equations and apply these ratios in stoichiometric calculations Calculate stoichiometric quantities from balanced chemical equations using units of moles, mass, representative particles, and volumes of gases at STP Determine the mass of sodium hydrogen carbonate in a sample of baking soda using stoichiometry
 Quiz: Chemical Calculations			
 Limiting Reagent and Percent Yield	In this lesson students identify the limiting reagent in a reaction. Students also calculate theoretical yield, percent yield, and the amount of excess reagent that remains unreacted.	45	Identify the limiting reagent in a reaction Calculate theoretical yield, percent yield, and the amount of excess reagent that remains unreacted given appropriate information
 Quiz: Limiting Reagent and Percent Yield			
 Posttest 12			




Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		





Module 1: States of Matter

Lesson	Description	Time (min)	Objective(s)
 The Nature of Gases	This lesson describes the assumptions of the kinetic theory as it applies to gases and defines the relationship between Kelvin temperature and average kinetic energy. Students also interpret gas pressure in terms of kinetic energy.	45	<p>Describe the assumptions of the kinetic theory as it applies to gases</p> <p>Interpret gas pressure in terms of kinetic energy</p> <p>Define the relationship between Kelvin temperature and average kinetic energy</p>
 Quiz: The Nature of Gases			
 The Nature of Liquids	In this lesson students identify factors that determine physical properties of a liquid and the conditions at which boiling occurs. The lesson defines evaporation in terms of kinetic energy and describes the equilibrium between a liquid and its vapor.	45	<p>Identify factors that determine physical properties of a liquid</p> <p>Define evaporation in terms of kinetic energy</p> <p>Describe the equilibrium between a liquid and its vapor</p> <p>Identify the conditions at which boiling occurs</p>

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Nature of Liquids			
📁 The Nature of Solids	In this lesson students evaluate how particle organization explains the properties of solids. Students also identify the factors that determine the shape of a crystal.	45	Evaluate how the way particles are organized explains the properties of solids Identify the factors that determine the shape of a crystal Identify the shape of a crystal and explain how allotropes of an element are different
🔍 Quiz: The Nature of Solids			
📁 Changes of State	In this lesson students identify the conditions necessary for sublimation. The lesson also describes how equilibrium conditions are represented in a phase diagram.	45	Identify the conditions necessary for sublimation Describe how equilibrium conditions are represented in a phase diagram
🔍 Quiz: Changes of State			
★ Posttest 1			




Module 2: The Behavior of Gases

Lesson	Description	Time (min)	Objective(s)
📁 Properties of Gases	This lesson explains why gases are easier to compress than solids or liquids. The lesson also describes the three factors that affect gas pressure.	45	Explain why gases are easier to compress than solids or liquids are Describe the three factors that affect gas pressure
🔍 Quiz: Properties of Gases			

Lesson	Description	Time (min)	Objective(s)
 The Gas Laws	This lesson describes the relationship between pressure and volume in Boyle's Law, the relationship between temperature and volume in Charles's Law, and the relationship between pressure and temperature in Gay-Lussac's Law. Students solve problems using the combined gas law.	45	Describe in Boyle's Law the relationship between pressure and volume Describe in Charles's Law the relationship between temperature and volume Describe in Gay-Lussac's Law the relationship between pressure and temperature Use the combined gas law to solve problems
 Quiz: The Gas Laws			
 Ideal Gases	In this lesson students compute the value of an unknown using the ideal gas law. Students also compare and contrast real and ideal gases.	45	Compute the value of an unknown using the ideal gas law Compare and contrast real and ideal gases
 Quiz: Ideal Gases			
 Gases: Mixtures and Movements	This lesson teaches how to relate the total pressure of a mixture of gases to the partial pressures of the component gases. The lesson also explains how the molar mass of a gas affects the rate at which the gas diffuses and effuses.	45	Relate the total pressure of a mixture of gases to the partial pressures of the component gases Explain how the molar mass of a gas affects the rate at which the gas diffuses and effuses
 Quiz: Gases: Mixtures and Movements			
 Posttest 2			



Module 3: Water and Aqueous Systems

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Water and Its Properties	This lesson explains the high surface tension and low vapor pressure of water in terms of the structure of the water molecule and hydrogen bonding. The lesson also describes the structure of ice.	45	<p>Explain the high surface tension and low vapor pressure of water in terms of the structure of the water molecule and hydrogen bonding</p> <p>Describe the structure of ice</p>
 Quiz: Water and Its Properties			
 Homogeneous Aqueous Systems	This lesson describes what happens in the solution process and explains why all ionic compounds are electrolytes. Students also distinguish between a solvent and a solute, and demonstrate how the formula for a hydrate is written.	45	<p>Distinguish between a solvent and a solute</p> <p>Describe what happens in the solution process</p> <p>Explain why all ionic compounds are electrolytes</p> <p>Demonstrate how the formula for a hydrate is written</p>
 Quiz: Homogeneous Aqueous Systems			
 Heterogeneous Aqueous Systems	In this lesson students distinguish between a suspension and a solution. Students also identify the distinguishing characteristic of a colloid.	45	<p>Distinguish between a suspension and a solution</p> <p>Identify the distinguishing characteristic of a colloid</p>
 Quiz: Heterogeneous Aqueous Systems			
 Posttest 3			

Module 4: Solutions



Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Properties of Solutions	In this lesson students identify the units used to express the solubility of a solute. Students also identify the factors that determine the rate at which a solute dissolves and the mass of solute that will dissolve in a given mass of solvent.	45	Identify the factors that determine the rate at which a solute dissolves Identify the units usually used to express the solubility of a solute Identify the factors that determine the mass of solute that will dissolve in a given mass of solvent
 Quiz: Properties of Solutions			
 Concentrations of Solutions	In this lesson students solve problems involving the molarity of a solution. The lesson describes the affect of dilution on the total moles of solute in solution and defines percent by volume and percent by mass solutions.	45	Solve problems involving the molarity of a solution Describe the effect of dilution on the total moles of solute in solution Define percent by volume and percent by mass solutions
 Quiz: Concentrations of Solutions			
 Colligative Properties of Solutions	This lesson explains why the vapor pressure, freezing point, and boiling point of a solution differ from those properties of the pure solvent.	45	Explain why the vapor pressure of a solution differs from that of the pure solvent Identify three colligative properties of solutions Explain why the freezing point of a solution differs from that of the pure solvent Explain why the boiling point of a solution differs from that of the pure solvent






 Quiz: Colligative Properties of Solutions			
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Lesson	Description	Time (min)	Objective(s)
 Calculations Involving Colligative Properties	In this lesson students solve problems related to the molality and mole fraction of a solution. The lesson describes how freezing-point depression and boiling-point elevation are related to molality.	45	<p>Solve problems related to the molality and mole fraction of a solution</p> <p>Describe how freezing-point depression and boiling-point elevation are related to molality</p>
 Quiz: Calculations Involving Colligative Properties			
 Posttest 4			



Module 5: Thermochemistry





Lesson	Description	Time (min)	Objective(s)
 The Flow of Energy - Heat and Work	This lesson explains how energy, heat, and work are related. Students classify processes as either exothermic or endothermic, identify the units used to measure heat transfer, and distinguish between heat capacity and specific heat.	45	<p>Explain how energy, heat, and work are related</p> <p>Classify processes as either exothermic or endothermic</p> <p>Identify the units used to measure heat transfer</p> <ul style="list-style-type: none"> Distinguish between heat capacity and specific heat
 Quiz: The Flow of Energy - Heat and Work			



 Measuring and Expressing Enthalpy Changes	This lesson describes how calorimeters are used to measure heat flow. Students construct thermochemical equations and solve for enthalpy changes in chemical reactions by using heats of reaction.	45	Describe how calorimeters are used to measure heat flow Construct thermochemical equations and solve for enthalpy changes in chemical reactions by using heats of reaction
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Lesson	Description	Time (min)	Objective(s)
 Quiz: Measuring and Expressing Enthalpy Changes			
 Heat in Changes of State	In this lesson students classify and solve for the enthalpy change that occurs when a substance melts and freezes, when a substance boils and condenses, and when a substance dissolves.	45	Classify and solve for the enthalpy change that occurs when a substance melts and freezes Classify and solve the enthalpy change that occurs when a substance boils and condenses Classify and solve the enthalpy change that occurs when a substance dissolves
 Quiz: Heat in Changes of State			
 Calculating Heats of Reaction	In this lesson students use Hess's law of heat summation to solve for enthalpy changes. Students also solve for enthalpy changes by using standard heats of formation.	45	Use Hess's law of heat summation to solve for enthalpy changes Solve for enthalpy changes by using standard heats of formation
 Quiz: Calculating Heats of Reaction			
★ Posttest 5			

Module 6: Reaction Rates and Equilibrium



Lesson	Description	Time (min)	Objective(s)
 Rates of Reaction	This lesson describes how to express the rate of a chemical reaction. Students also identify four factors that influence the rate of a chemical reaction.	45	Describe how to express the rate of a chemical reaction Identify four factors that influence the rate of a chemical reaction
 Quiz: Rates of Reaction			

Lesson	Description	Time (min)	Objective(s)
 Reversible Reactions and Equilibrium	This lesson describes how the amounts of reactants and products change in a chemical system at equilibrium and explains what the value of K_{eq} indicates about the equilibrium position. Students identify three stresses that can change the equilibrium position.	45	Describe how the amounts of reactants and products change in a chemical system at equilibrium Identify three stresses that can change the equilibrium position of a chemical system Explain what the value of K_{eq} indicates about the position of equilibrium
 Quiz: Reversible Reactions and Equilibrium			
 Solubility Equilibrium	This lesson describes the relationship between the solubility product constant and the solubility of a compound. Students also predict whether precipitation will occur when two salt solutions are mixed.	45	Describe the relationship between the solubility product constant and the solubility of a compound Predict whether precipitation will occur when two salt solutions are mixed
 Quiz: Solubility Equilibrium			

<p> Entropy and Free Energy</p>	<p>This lesson defines Gibbs free-energy change. Students also identify characteristics of spontaneous reactions and factors that determine spontaneity, observe and measure energy changes during the formation of a solution, and describe the changes in terms of enthalpy and entropy.</p>	<p>45</p>	<p>Identify two characteristics of spontaneous reactions Describe the role of entropy in chemical reactions</p> <p>Identify two factors that determine the spontaneity of a reaction</p> <p>Define Gibbs free-energy change</p> <p>Observe and measure energy changes during the formation of a solution and describe the changes in terms of enthalpy and entropy</p>
<p> Quiz: Entropy and Free Energy</p>			

Lesson	Description	Time (min)	Objective(s)
 The Progress of Chemical Reactions	This lesson describes the general relationship between the value of the specific rate constant k and the speed of a chemical reaction. Students also interpret the hills and valleys in a reaction progress curve.	45	Describe the general relationship between the value of the specific rate constant, k , and the speed of a chemical reaction Interpret the hills and valleys in a reaction progress curve
 Quiz: The Progress of Chemical Reactions			
 Posttest 6			

Module 7: Acids, Bases, and Salts






Lesson	Description	Time (min)	Objective(s)
 Acid-Base Theories	This lesson defines the properties of acids and bases. Students compare and contrast acids and bases as defined by Arrhenius, by the theories of Brønsted-Lowry, and by the theories of Lewis.	45	Define the properties of acids and bases Compare and contrast acids and bases as defined by Arrhenius Compare and contrast acids and bases as defined by the theories of Brønsted-Lowry Compare and contrast acids and bases as defined by the theories of Lewis
 Quiz: Acid-Base Theories			
Lesson	Description	Time (min)	Objective(s)

<p> Hydrogen Ions and Acidity</p>	<p>This lesson describes how H^+ and OH^- are related in an aqueous solution. Students classify a solution as neutral, acidic, or basic given the hydrogen-ion or hydroxide-ion concentration, and convert hydrogen-ion concentrations into pH values and hydroxide-ion concentrations into pOH values.</p>	<p>45</p>	<p>Describe how $[H^+]$ and $[OH^-]$ are related in an aqueous solution Classify a solution as neutral, acidic, or basic given the hydrogen-ion or hydroxide-ion concentration Convert hydrogen-ion concentrations into pH values and hydroxide-ion concentrations into pOH values Describe the purpose of an acid- base indicator</p>
<p> Quiz: Hydrogen Ions and Acidity</p>			
<p> Strengths of Acids and Bases</p>	<p>This lesson describes how concentration and strength of solutions are determined. Students order acids and bases by strength according to their dissociation constants (K_a and K_b) and calculate an acid dissociation constant from concentration and pH measurements.</p>	<p>45</p>	<p>Define strong acids and weak acids Order acids by strength according to their acid dissociation constants (K_a) Describe how an acid's strength is related to the value of its dissociation constant Order bases by strength according to their base dissociation constants (K_b) Describe how concentration and strength of solutions are determined Calculate an acid dissociation constant (K_a) from concentration and pH measurements</p>
<p> Quiz: Strengths of Acids and Bases</p>			
<p> Neutralization Reactions</p>	<p>This lesson defines the products of an acid-base reaction. The lesson also explains how acid-base titration is used to calculate the concentration of an acid or a base.</p>	<p>45</p>	<p>Define the products of an acid- base reaction Explain how acid-base titration is used to calculate the concentration of an acid or a base</p>

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Neutralization Reactions			
📖 Salts in Solution	In this lesson students tell when a solution of a salt is acidic or basic and demonstrate with equations how buffers resist changes in pH.	45	Describe when a solution of a salt is acidic or basic Demonstrate with equations how buffers resist changes in pH
🔍 Quiz: Salts in Solution			
★ Posttest 7			


Module 8: Oxidation-Reduction Reactions

Lesson	Description	Time (min)	Objective(s)
📖 The Meaning of Oxidation and Reduction	This lesson defines oxidation and reduction in terms of the loss or gain of oxygen and electrons and describes what happens to iron when it corrodes. Students list the characteristics of a redox reaction and identify the oxidizing and reducing agents.	45	Define oxidation and reduction in terms of the loss or gain of oxygen and electrons State the characteristics of a redox reaction and identify the oxidizing agent and reducing agent Describe what happens to iron when it corrodes
🔍 Quiz: The Meaning of Oxidation and Reduction			

Lesson	Description	Time (min)	Objective(s)
 Oxidation Numbers	This lesson defines oxidation and reduction in terms of a change in oxidation number. Students identify atoms being oxidized or reduced in redox reactions and determine the oxidation number of an atom of any element in a pure substance.	45	Determine the oxidation number of an atom of any element in a pure substance Define oxidation and reduction in terms of a change in oxidation number and identify atoms being oxidized or reduced in redox reactions
 Quiz: Oxidation Numbers			
 Balancing Redox Equations	This lesson describes how oxidation numbers are used to identify redox reactions. Students balance redox equations using the oxidation-number-change method and the half-reaction method, and identify the best method needed to balance a chemical equation.	45	Describe how oxidation numbers are used to identify redox reactions Balance a redox equation using the oxidation-number-change method Balance a redox equation by using the half-reaction method Identify the best method needed to balance a chemical equation
 Quiz: Balancing Redox Equations			
 Posttest 8			

Module 9: Electrochemistry





Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Electrochemical Cells	This lesson describes how a voltaic cell produces electrical energy and describes current technologies that use electrochemical processes to produce energy. Students interpret an activity series and identify the elements most easily oxidized and least easily oxidized.	45	Interpret an activity series and identify the elements that are most easily oxidized and those that are least easily oxidized Name the types of reactions involved in electrochemical processes Describe how a voltaic cell produces electrical energy Describe current technologies that use electrochemical processes to produce energy
 Quiz: Electrochemical Cells			
 Half-Cells and Cell Potentials	This lesson describes how the standard reduction potential of a half-cell is determined. Students identify what causes the electrical potential of an electrochemical cell and interpret the meaning of the sign of the standard cell potential.	45	Identify what causes the electrical potential of an electrochemical cell Define the standard hydrogen electrode Describe how the standard reduction potential of a half-cell is determined Interpret the meaning of the sign of the standard cell potential
 Quiz: Half-Cells and Cell Potentials			
 Electrolytic Cells	This lesson describes chemical changes that take place during the electrolysis of brine. Students also distinguish between electrolytic and voltaic cells, identify products of the electrolysis of water, and name three ways electrolysis is used in metal processing.	45	Distinguish between electrolytic and voltaic cells Identify the products of the electrolysis of water Describe the chemical changes that take place during the electrolysis of brine Name three ways that electrolysis is used in metal processing




Quiz: Electrolytic Cells			
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Lesson	Description	Time (min)	Objective(s)
★ Posttest 9			



Module 10: Hydrocarbon Compounds








Lesson	Description	Time (min)	Objective(s)
 Hydrocarbons	This lesson defines and describes alkanes and describes the relationship between the number of valence electrons and bonding in carbon. Students relate the polarity of hydrocarbons to their solubility.	45	Describe the relationship between number of valence electrons and bonding in carbon Define and describe alkanes Relate the polarity of hydrocarbons to their solubility
 Quiz: Hydrocarbons			
 Unsaturated Hydrocarbons	This lesson describes the difference between unsaturated and saturated hydrocarbons and the bonds that characterize an alkene. Students distinguish the bond structure that characterizes an alkyne.	45	Describe the difference between unsaturated and saturated hydrocarbons and the bonds that characterize an alkene Distinguish the bond structure that characterizes an alkyne
 Quiz: Unsaturated Hydrocarbons			
 Isomers	This lesson explains why structural isomers have different properties. Students distinguish between geometric and optical isomers.	45	Explain why structural isomers have different properties Distinguish the conditions necessary for geometric isomers and optical isomers
 Quiz: Isomers			

 Hydrocarbon Rings	In this lesson students identify cyclic ring structures. The lesson also describes bonding in benzene.	45	Identify cyclic ring structures Describe bonding in benzene
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Lesson	Description	Time (min)	Objective(s)
 Quiz: Hydrocarbon Rings			
 Hydrocarbons from Earth's Crust	This lesson describes the origin and composition of natural gas, petroleum, and coal.	45	Identify three important fossil fuels Describe the origin and composition of natural gas Describe the origin and composition of petroleum Describe what happens when petroleum is refined Describe the origin and composition of coal
 Quiz: Hydrocarbons from Earth's Crust			
★ Posttest 10			




Module 11: Functional Groups






Lesson	Description	Time (min)	Objective(s)
 Introduction to Functional Groups	This lesson explains how organic compounds are classified and describes how halocarbons can be prepared. Students identify halocarbons and the IUPAC rules for naming halocarbons.	45	Explain how organic compounds are classified Identify halocarbons and the IUPAC rules for naming halocarbons Describe how halocarbons can be prepared
 Quiz: Introduction to Functional Groups			

Lesson	Description	Time (min)	Objective(s)
 Alcohols and Ethers	In this lesson students identify how alcohols are classified and named, and predict how the solubility of an alcohol varies with the length of its carbon chain. Students also name the reactions of alkenes that may be used to introduce functional groups, and construct the general structure of an ether.	45	<p>Identify how alcohols are classified and named</p> <p>Predict how the solubility of an alcohol varies with the length of its carbon chain</p> <p>Name the reactions of alkenes that may be used to introduce functional groups</p> <p>Construct the general structure of an ether and describe how ethers are named</p>
 Quiz: Alcohols and Ethers			
 Carbonyl Compounds	In this lesson students identify the structure of a carbonyl group as found in aldehydes and ketones, and construct the general formula for carboxylic acids. This lesson also describes an ester and describes how dehydrogenation is an oxidation reaction.	45	<p>Identify the structure of a carbonyl group as found in aldehydes and ketones</p> <p>Construct the general formula for carboxylic acids and explain how they are named</p> <p>Describe an ester</p> <p>Describe how dehydrogenation is an oxidation reaction</p>
 Quiz: Carbonyl Compounds			
 Polymerization	This lesson describes how addition and condensation polymers are formed.	45	<p>Describe how addition polymers are formed</p> <p>Describe how condensation polymers are formed</p>
 Quiz: Polymerization			
 Posttest 11			



Module 12: The Chemistry of Life


Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 A Strategy for Life	In this lesson students identify two major cell types that occur in nature. The lesson also describes the chemical changes that occur during photosynthesis.	45	Identify two major cell types that occur in nature Describe the chemical changes that occur during photosynthesis
 Quiz: A Strategy for Life			
 Carbohydrates	In this lesson students identify where glucose is found in nature. The lesson also describes how two simple sugars can be linked.	45	Identify where glucose is found in nature Describe how two simple sugars can be linked
 Quiz: Carbohydrates			
 Amino Acids and Their Polymers	In this lesson students diagram the structure of an amino acid and identify the properties of peptides and proteins. The lesson also describes how peptide bonds form and how enzymes affect biochemical reactions.	45	Diagram the structure of an amino acid Describe how peptide bonds form Identify what determines the properties of peptides and proteins Describe how enzymes affect biochemical reactions
 Quiz: Amino Acids and Their Polymers			
 Lipids	In this lesson students identify the physical property that distinguishes lipids from other biological molecules. The lesson describes the structure of a lipid bilayer and different types of waxes.	45	Identify the physical property that distinguishes lipids from other biological molecules Describe the structure of a lipid bilayer and different types of waxes
 Quiz: Lipids			

Lesson	Description	Time (min)	Objective(s)
 Nucleic Acids	In this lesson students identify the functions of DNA and RNA. The lesson describes how information is sorted in genetic material, how genes can mutate, how DNA fingerprinting is used, and how recombinant DNA technology is used.	45	<p>Identify the functions of DNA and RNA</p> <p>Describe how information is sorted in genetic material</p> <p>Describe how genes can mutate</p> <p>Describe how DNA fingerprinting is used</p> <p>Describe how recombinant DNA technology is used</p>
 Quiz: Nucleic Acids			
 Metabolism	This lesson describes the function of ATP in cells and tells how cells use catabolism and anabolism. The lesson also describes the nitrogen cycle.	45	<p>Describe the function of ATP in cells</p> <p>Distinguish between catabolism and anabolism</p> <p>Describe how cells use catabolism</p> <p>Describe how cells use anabolism</p> <p>Describe the nitrogen cycle</p>
 Quiz: Metabolism			
 Posttest 12			

Module 13: Nuclear Chemistry

Lesson	Description	Time (min)	Objective(s)
 Nuclear Radiation	This lesson describes the three main types of nuclear radiation and explains how an unstable nucleus releases energy.	45	<p>Explain how an unstable nucleus releases energy</p> <p>Describe the three main types of nuclear radiation</p>
 Quiz: Nuclear Radiation			

Lesson	Description	Time (min)	Objective(s)
 Nuclear Transformations	This lesson describes the type of decay a radioisotope undergoes. Students solve problems that involve half-life and identify two ways transmutations can occur.	45	Describe the type of decay a radioisotope undergoes Solve problems that involve half- life Identify two ways transmutations can occur
 Quiz: Nuclear Transformations			
 Fission and Fusion of Atomic Nuclei	This lesson describes what happens in a nuclear chain reaction and explains the role of water in the storage of spent fuel rods. Students also distinguish fission reactions from fusion reactions.	45	Describe what happens in a nuclear chain reaction Explain the role of water in the storage of spent fuel rods Distinguish fission reactions from fusion reactions
 Quiz: Fission and Fusion of Atomic Nuclei			
 Radiation in Your Life	In this lesson students identify three devices that are used to detect radiation. The lesson also describes how radioisotopes are used in medicine.	45	Identify three devices that are used to detect radiation Describe how radioisotopes are used in medicine
 Quiz: Radiation in Your Life			
 Posttest 13			

Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Earth Science



Earth Science A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

Earth Science A is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem solving and scientific investigation, and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about natural resources and explore issues surrounding human management of resources. Topics of study include water resources, energy resources, and rock, mineral, and land resources. The student will investigate the impact of resource consumption on humans and the environment. The student will also explore Earth's processes of rock and mineral formation and plate tectonics.

Semester A Outline

1. **Course Overview**

1. Launch into Earth and Space Science

- In this section, you will identify and describe the features of lessons, useful study skills, and how assessments are handled throughout the course.

2. **Astronomy: The Stars**

1. Stars and Constellations

- In this section, you will identify composition and characteristics of stars and explain how astronomers identify and describe constellations.

2. Spectroscopy

- In this section, you will define and differentiate between visible and non-visible light on the electromagnetic spectrum.
- In this section, you will identify how spectroscopy provides information about the composition and properties of objects.

3. Star Types

- In this section, you will classify stars by their physical and chemical properties.
- In this section, you will analyze data from light spectra to classify stars.

4. Star Elements

- In this section, you will define light and heavy elements and explain how they are created within stars.
5. Star Evolution
 - In this section, you will identify, describe, and illustrate the life cycle of a star.
 - In this section, you will investigate the process by which a supernova can lead to the formation of successive generation stars and planets.
 - In this section, you will interpret diagrams of stellar evolution.
 6. Star Comparisons
 - In this section, you will compare the composition, stage of life, size, energy generated, and luminosity of our sun to other stars.
 7. The Stars Unit Review
 - In this section, you will review what you have learned about the stars.
 8. Star Composition Lab
 - In this lab, you will use spectroscopy information to identify elements by their emissions spectra and analyze light spectra of stars to determine star composition.
- 3. Astronomy: The Sun**
1. Sun's Layers
 - In this section, you will identify and describe the layers of the sun.
 - In this section, you will trace the release of energy from the nuclear fusion at the sun's core to space and to Earth.
 2. Sun's Magnetism
 - In this section, you will identify and describe the magnetic properties of the sun, including causes of sunspots, solar flares, and coronal mass ejections.
 3. Solar Weather
 - In this section, you will identify, describe, and evaluate the effect of solar weather on Earth's magnetosphere.
 4. Solar Weather Impact
 - In this lesson, you will learn to predict the potential impact of severe solar weather on Earth's communication systems.
 5. Solar Weather and Climate
 - In this section, you will identify and evaluate the effect of solar weather on climate change.
 6. The Sun Unit Review
 - In this section, you will review what you have learned about the sun.
 7. Solar Weather Preparation
 - In this section, you will learn analyze methods for mitigating potential impacts of severe solar weather.
 8. Solar Weather Preparation Discussion
- 4. Astronomy: Orbital Motion**
1. Aristotle and Ptolemy

- In this section, you will identify and describe Aristotle’s and Ptolemy’s models of the solar system.
2. Copernicus
 - In this section, you will identify and describe Copernicus’s heliocentric model of the solar system and how it was developed.
 - In this section, you will compare the geocentric and heliocentric models of the solar system.
 3. Kepler's Second Law
 - In this section, you will define and describe Kepler’s second law of motion and how it was developed.
 4. Kepler's First and Third Laws
 - In this section, you will identify and explain the development of Kepler’s first law of orbital motion.
 - In this section, you will identify and explain Kepler’s third law of orbital motion.
 5. Universal Gravitation
 - In this section, you will define and explain Newtonian theory of universal gravitation and its development.
 6. Eccentric Orbits
 - In this section, you will identify the eccentricity of orbits of various orbiting bodies.
 7. Orbits of Planetary Bodies
 - In this section, you will learn to apply Kepler’s laws to the solar system.
 - In this section, you will apply the Newtonian theory of universal gravitation to mathematically describe the motion of planets and moons.
 - In this section, you will compare extra-solar planets with planets in our solar system and describe how such planets are detected.
 8. Orbits of Satellites
 - In this section, you will use mathematical computations to show how objects are placed in orbits.
 9. Orbital Motion Unit Review
 - In this section, you will review what you have learned about orbital motion.
 10. Orbital Motion Unit Test

5. Astronomy: Galaxies

1. Nebulae
 - In this section, you will define and describe nebulae and how they form.
 - In this section you will identify types of nebulae based on their characteristics.
2. Galaxy Types
 - In this lesson, you will identify how galaxies are organized and distributed within the universe.
 - In this section, you will differentiate and describe the types of galaxies within the universe.
3. Black Holes

- In this section, you will define black holes and categorize them by size.
 - In this section, you will explain how black holes form.
4. Galaxy Evolution
 - In this section, you will describe the evolution of galaxies.
 5. What's in a Universe?
 - In this section, you will identify and describe composition and characteristics of a universe.
 6. Colliding Galaxies
 - In this section, you will identify and explain the effects of collisions between galaxies
 7. Galaxy Formation
 - In this section, you will identify and compare theories of galaxy formation.
 - In this section, you will investigate the process by which a supernova can lead to the formation of successive generation stars and planets.
 8. Galaxies Unit Review
 - In this section you will review what you have learned about galaxies.
 9. Coloring the Universe Lab
 - In this lab, you will analyze data by color coding images based on light spectra emissions.
- 6. Astronomy: The Universe**
1. Redshift and Blueshift
 - In this section, you will define and explain redshift and blueshift, and how they are applied in astronomy.
 2. Investigating Redshift and Blueshift Lab
 - In this lab, you will analyze light spectra for redshift or blueshift.
 3. Origins of the Universe
 - In this section, you will identify and compare nuclear fission and nuclear fusion.
 - In this section, you will learn about the big bang theory and explore different types of evidence that support it.
 4. Expanding Universe
 - In this section, you will cite evidence of universe expansion to support the big bang theory.
 5. In the Dark
 - In this section, you will define dark matter and describe the observations which led to theories of its existence.
 6. Big Bang Theory
 - In this section, you will relate theories about dark matter and energy to the big bang theory.
 7. The Universe Unit Review
 - In this section you will review what you have learned about the universe and its origins.
 8. The Universe Unit Test

1. The Composition of Earth's Layers

- In this section, you will learn how to identify the layers of Earth.
- In this section, you will learn how to describe the traits and composition of Earth's layers.

2. Determining Earth's Interior Structure

- In this section, you will learn to explain how scientists determine the structure and composition of Earth.

3. Rock Types and Cycle

- In this section, you will classify rock as one of three major types (metamorphic, sedimentary, and igneous) and identify characteristics of each type.
- In this section, you will investigate the causes and history of sea-level changes that have resulted in transgressive and regressive sedimentary rock sequences.
- In this section, you will examine how to interpret and complete diagrams of the rock cycle.

4. Minerals

- In this section, you will learn how to identify properties of minerals used in mineral identification.

5. Age of Rock

- In this section, you will identify methods scientists use to determine the age of crustal rock.

6. Rocks Unit Review

- In this section, you will review what you have learned about rocks.

7. Geologic Age Lab

- In this section, you will explain how scientists use understanding of half-life of isotopes to determine the geologic age of rocks.
- In this section, you will communicate valid conclusions supported by data using several formats, including data tables, a line graph, data analysis, and your conclusion.

8. Earth's Processes: Tectonic Plates

1. Plate Tectonic Theory

- In this section, you will identify and describe how the theory of plate tectonics developed.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere, and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

2. Fossils and Plate Tectonics

- In this section you will identify and describe fossil evidence supporting continental drift and the later theory of plate tectonics.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

3. Magnetism and Plate Tectonics

- In this section, you will identify and describe paleomagnetic evidence to support the theory of plate tectonics.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

4. Age of Rock and Plate Tectonics

- In this section, you will analyze data about the age of crustal rock to further support the theory of plate tectonics.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere, and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

5. Investigating Thermal Convection Lab

- In this section, you will develop a model to describe the cycling of matter through thermal convection.

6. Volcanoes

- In this section, you will identify and describe the different types of volcanoes.

7. Plates and Volcanoes

- In this section, you will identify and describe the relationship between the movement of Earth's plates and the locations and types of volcanoes.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

8. Plates and Earthquakes

- In this section, you identify and describe the relationship between the movement of Earth's plates and the location and severity of earthquakes.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

9. Tectonic Plates Unit Review

- In this section, you will review what you have learned about tectonic plates.

10. Tectonic Plates Unit Test

9. Earth's Processes: Weathering and Erosion

1. Weathering

- In this section you will categorize examples of weathering as either chemical or physical.
 - In this section, you will identify and explain the role of water in physical weathering of rock.
2. Physical Weathering, Erosion, and Water Lab
 - In this section, you will conduct an investigation in order to describe how volume and speed of water flow affect the size, shape, and flow of streams and rivers. You will draw conclusions about how Earth's materials and its surface interact with the flow of water.
 - In this section, you will use empirical evidence, logical reasoning, and experimental and observational testing to analyze, evaluate, and critique the scientific explanation of weathering, erosion, and water.
 3. Chemical Weathering and Water
 - In this section, you will identify and explain the role of water in the chemical weathering of rock.
 4. Weathering and Erosion Impact
 - In this section, you will identify and describe how weathering and erosion act to redistribute earth materials over geologic time.
 5. Geologic Time
 - In this section, you will identify geologic time periods and the characteristics that define each one.
 - In this section, you will trace the relationship between the development of photosynthetic life, changes in the composition of Earth's atmosphere, and subsequent development of animal life.
 6. Life on Land
 - In this section, you will trace the relationship between the development of microbial life, soil formation, and the subsequent development of land plants.
 7. Evolution of New Life
 - In this section, you will trace the relationship between the evolution of corals creating reef, alterations of patterns of erosion and deposition along coastlines, and the evolution of new life forms.
 8. Weathering and Erosion Unit Review
 - In this section, you will review what you have learned about history, weathering, and erosion.
 9. Weathering and Erosion Unit Test
10. Semester Review
 1. Semester A Review
 - In this section, you will review what you have learned about Earth's processes of weathering and erosion, and of climate and weather, as well as astronomy topics.
 2. Semester A Test

Semester B Summary:

Earth Science B is designed to give the student a strong basis for understanding the world. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in

problem solving and scientific investigation, and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about space sciences, including topics like the sun and stars, orbital motion, galaxies, and the universe. The student will also explore Earth's processes involving the atmosphere, hydrosphere, and geosphere. Topics of study include meteorology and geologic history.

Semester B Outline

1. Course Overview

1. Launch into Earth and Space Science

- In this section, you will identify and describe the features of lessons, useful study skills, and how assessments are handled throughout the course.

2. Earth's Processes: Climate and Weather

1. The Atmosphere

- In this section, you will identify the layers and composition of the atmosphere.
- In this section, you will identify and describe the role of the atmosphere in reflection, absorption, storage, and redistribution of the electromagnetic energy from the sun, impacting weather and climate.

2. Continents and Climate

- In this section, you will identify and describe the role of continental land masses in reflection, absorption, storage, and redistribution of the electromagnetic energy from the sun, impacting weather and climate.

3. Oceans and Climate

- In this section, you will identify and describe the role of the ocean in reflection, absorption, storage, and redistribution of the electromagnetic energy from the sun, impacting weather and climate.

4. Ocean Currents

- In this section, you will identify and analyze ways that the ocean moves heat and water through currents, affecting climate and weather.

5. Air Pressure and Weather

- In this section, you will infer how variations in air pressure create weather.

6. Climate Systems

- In this section, you will use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

7. Weather Modeling

- In this section, you will compare European and American weather modeling in order to correlate multiple interpretations of weather data.

8. Climate and Weather Unit Review

- In this section, you will review what you have learned about climate and weather.

9. Virtual Meteorologist Lab

- In this section, you will play the role of a meteorologist. You will collect and analyze data to make predictions about weather.

3. Earth's Processes: Climate Change

1. Carbon Cycle and the Ocean

- In this section, you will explain and model the carbon cycle.
- In this section, you will identify and describe, using evidence, the ocean's influence on climate change.

2. Climate Change Over Time

- In this section, you will categorize natural causes of climate change by the timescale over which they occurred.

3. Climate Change Tests

- In this section, you will identify scientific tests and tools used to measure climate changes throughout Earth's history.

4. Atmosphere and Climate Change

- In this section, you will identify and use examples to explain that the composition of the atmosphere has a significant influence on climate change.

5. Greenhouse Gases and Ozone

- In this section, you will define greenhouse gases and identify sources.
- In this section, you will define ozone and describe the distribution of ozone in the atmosphere.

6. Carbon Cycle Changes Lab

- In this section, you will compare and contrast carbon loads within the carbon cycle from pre-Industrial Revolution to today.

7. Fossil Fuels and Climate Change

- In this section, you will identify and analyze how burning fossil fuels affects atmosphere composition and influences climate change.

8. Industry and Climate Change

- In this section, you will identify and analyze how farming and industry affect atmosphere composition and influence climate change.

9. Impacts of Climate Change

- In this section, you will identify and analyze impacts of climate change in the current century.

10. Climate Change Unit Review

- In this section you will review what you have learned about causes and impacts of climate change.

11. Climate Change Unit Test

4. Natural Resources: Rocks and Minerals

1. Rocks and Mineral Properties

- In this section, you will identify properties of rocks and minerals.
- In this section, you will examine how rock and mineral types and properties influence human activity.

2. Rock and Mineral Properties Lab

- In this section, you will evaluate the use of mineral resources based on their properties.

3. Mining Methods

- In this section, you will compare and contrast the environmental impacts of deep mining methods and surface mining methods.

4. Land Reclamation

- In this section, you will analyze land reclamation as mitigation of the environmental impact of surface mining.

5. Health and Safety of Mining Methods

- In this section, you will compare and contrast the health and safety of different mining methodologies.
- In this section, you will analyze, evaluate, and make inferences from data.

6. Metal Resources

- In this section, you will compare and contrast the location and accessibility of various metal ores.
- In this section, you will identify current availability and use rates of a metal resource and analyze its future availability, sustainability, and management.
- In this section, you will discriminate between renewable and nonrenewable resources based upon their rate of formation and use.

7. Impacts of Metal Resources

- In this section, you will compare and contrast environmental impact and cost-benefit considerations of various methods for extracting metal resources.
- In this section, you will demonstrate an understanding of the proper disposal or recycling of materials.

8. Metals and Minerals in Smart Devices I

- In this section, you will identify mineral and metal resources, the availability of those resources, and the impact those resources have on human activity today.
- In this section, you will evaluate the environmental costs of resource extraction for key resources used in technological devices

9. Metals and Minerals in Smart Devices II

- In this section, you will evaluate the human costs of resource extraction for key resources used in technological devices.

10. Rocks and Minerals Unit Review

- In this section, you will review what you have learned about rocks and minerals as natural resources.

11. Supply Chain Responsibility

- In this section, you will evaluate a large company's responsibility for supply line conditions, both human and environmental, involving rock and mineral resources.
- In this section, you will draw inferences based on data related to promotional materials for products and services.

12. Supply Chain Responsibility Discussion

5. Natural Resources: Land Resources

1. Changing Shorelines

- In this section, you will identify several causes and effects of beach erosion and shifting shorelines.

2. Shoreline Management Strategies

- In this section, you will compare and contrast different strategies employed to manage beach erosion and shifting shorelines.

3. Analyzing Shoreline Management Effectiveness

- In this section, you will analyze the long-term effectiveness of beach nourishment as a means of managing beach erosion and project future needs for shoreline management.

4. Farming Land Use

- In this section, you will identify and categorize various sustainable farming practices by climate region.
- In this section, you will demonstrate an understanding of the use and conservation of resources.

5. Sustainable Farming Practices

- In this section, you will analyze the costs and benefits of sustainable farming practices for a particular climate region.

6. Soil Testing Lab

- In this section, you will collect, organize, and analyze data about soil to make decisions about soil additives to produce the highest yield and lowest environmental impact for agricultural crops.

7. Urban Greeting

- In this section, you will identify some benefits and challenges of green spaces in an urban environment.
- In this section, you will evaluate a land management practice intended to address urban greening.

8. Flooding Impacts

- In this section, you will identify and describe the socioeconomic and environmental impacts of floods.

9. Flood Mitigation Options

- In this section, you will identify and describe some of the flood mitigation techniques used in different areas.

10. Flood Mitigation Management

- In this section, you will analyze the costs and benefits of flood mitigation options for specific sites.

11. Land Resources Unit Review

- In this section, you will review what you have learned about land resources.

12. Land Resources Unit Test

6. Natural Resources: Energy Resources

1. Fossil Fuels

- In this section, you will define fossil fuels and identify the steps in their formation.

- In this section, you will identify the steps in processing coal, crude oil, and natural gas into usable fuel.
2. Extraction and Processing of Fossil Fuels
 - In this section, you will compare and contrast the environmental impacts of acquiring and processing natural gas, oil, and coal.
 3. Virtual Fracking Lab
 - In this section, you will analyze the best of three sites for fracking based on potential output and environmental impacts.
 - In this section, you will communicate and apply scientific information from various sources.
 - In this section, you will communicate valid conclusions supported by data.
 4. Impacts of Fossil Fuels
 - In this section, you will identify how the use of fossil fuels impacts the atmosphere.
 - In this section, you will infer how the impact of fossil fuels on the atmosphere also impacts the hydrosphere (including the cryosphere) and the biosphere.
 5. Fossil Fuels and Humans
 - In this section, you will identify and explain, citing evidence, how the availability of fossil fuels has influenced human activity.
 6. Alternative Energy Resources
 - In this section, you will identify and describe benefits and challenges of major alternative energy resources.
 7. Alternative Energy Solutions
 - In this section, you will use cost-benefit ratios to evaluate competing design solutions for the development and use of alternative energy resources.
 8. Energy Resources Unit Review
 - In this section, you will review what you have learned about energy resources.
 9. Wind Turbine Development Lab
 - In this section, you will develop and investigate wind turbine rotor designs to determine which produces the most energy at given wind speeds.
 - In this section, you will communicate valid conclusions supported by data.

7. Natural Resources: Water as a Resource

1. Water as a Resource
 - In this section, you will identify and explain the relationship between water, food, and energy.
2. Availability of Water
 - In this section, you will identify how geography and weather affect the availability of water.
 - In this section, you will examine the relationship and the impact of population growth on water supplies.
3. Water and Climate Change
 - In this section, you will investigate the impact of climate change on water resources.
4. Human Activity and Water

- In this section, you will examine how the availability of water influences human activity.
5. Water Resources Controversies
 - In this section, you will identify and describe controversies over water usage in the United States.
 6. Global Water Rights
 - In this section, you will identify and describe water rights issues around the globe.
 7. Agriculture, Industry, and Water Resources
 - In this section, you will relate the effects of industrial water usage to the availability and quality of water.
 - In this section, you will relate the effects of agricultural use of water on the availability and quality of water.
 8. Water as a Resource Unit Review
 - In this section, you will review what you have learned about water as a resource.
 9. Water as a Resource Unit Test

8. Water Quality and Conservation

1. Water Pollution
 - In this section, you will describe the causes and effects of water pollution.
2. Clean Water Regulations
 - In this section, you will identify and evaluate the environmental and economic impacts of clean water regulations.
3. Investigating Water Quality Lab
 - In this section, you will organize and analyze data to draw conclusions and make predictions about the water quality impact on biodiversity in three major bodies of water: the Gulf of Mexico, the Chesapeake Bay, and the Great Lakes.
 - In this section, you will evaluate the impact of research on scientific thought, society, and public policy.
4. Water Filtration
 - In this section, you will identify, describe, and evaluate different methods of water filtration used locally and globally.
5. Flint's Water Crisis
 - In this section, you will identify and describe the failure of the Flint, Michigan water filtration system and its impact.
6. Household Water Use
 - In this section, you will identify and evaluate household water conservation technologies.
7. Aquaponics
 - In this section, you will evaluate long term and short term impacts of aquaponics on natural resources and humans.
8. Career Profile: Hydrology
 - In this section, you will explain the work and impact of scientists in the field of hydrology.
9. Water Quality and Conservation Unit Review

- In this section, you will review what you have learned about water quality and conservation.

10. Water Quality and Conservation Unit Test

9. **Semester Review**

1. Semester Review

- In this section, you will review what you have learned about Earth's processes in the geosphere and about natural resources.

2. Semester B Test

Earth Science Honors



Earth Science Honors A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

Honors Earth Science A is designed to give the student a strong basis for understanding the world. This course is also designed to prepare the student to confidently enter and complete college-level Earth Science courses. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem solving and scientific investigation, and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about natural resources and explore issues surrounding human management of resources. Topics of study include water resources, energy resources, and rock, mineral, and land resources. The student will investigate the impact of resource consumption on humans and the environment. The student will also explore Earth's processes of rock and mineral formation and plate tectonics.

In the honors-level course, the student will have opportunities to delve further into some topics and engage with enhanced assessments.

Semester A Outline

1. Course Overview

1. Launch into Earth and Space Science

- In this section, you will identify and describe the features of lessons, useful study skills, and how assessments are handled throughout the course

2. Astronomy: The Stars

1. Stars and Constellations

- In this section, you will identify composition and characteristics of stars and explain how astronomers identify and describe constellations.

2. Spectroscopy

- In this section, you will define and differentiate between visible and non-visible light on the electromagnetic spectrum.
- In this section, you will identify how spectroscopy provides information about the composition and properties of objects.

3. Star Types

- In this section, you will classify stars by their physical and chemical properties.

- In this section, you will analyze data from light spectra to classify stars.

4. Star Elements

- In this section, you will define light and heavy elements and explain how they are created within stars.

5. Star Evolution

- In this section, you will identify, describe, and illustrate the life cycle of a star.
- In this section, you will investigate the process by which a supernova can lead to the formation of successive generation stars and planets.
- In this section, you will interpret diagrams of stellar evolution.

6. Star Comparisons

- In this section, you will compare the composition, stage of life, size, energy generated, and luminosity of our sun to other stars.

7. The Stars Unit Review

- In this section, you will review what you have learned about the stars.

8. Star Composition Lab

- In this lab, you will use spectroscopy information to identify elements by their emissions spectra and analyze light spectra of stars to determine star composition.

3. **Astronomy: The Sun**

1. Sun's Layers

- In this section, you will identify and describe the layers of the sun.
- In this section, you will trace the release of energy from the nuclear fusion at the sun's core to space and to Earth.

2. Sun's Magnetism

- In this section, you will identify and describe the magnetic properties of the sun, including causes of sunspots, solar flares, and coronal mass ejections.

3. Solar Weather

- In this section, you will identify, describe, and evaluate the effect of solar weather on Earth's magnetosphere.

4. Solar Weather Impact

- In this lesson, you will learn to predict the potential impact of severe solar weather on Earth's communication systems.

5. Solar Weather and Climate

- In this section, you will identify and evaluate the effect of solar weather on climate change.

6. The Sun Unit Review

- In this section, you will review what you have learned about the sun.

7. Solar Weather Preparation

- In this section, you will learn analyze methods for mitigating potential impacts of severe solar weather.

8. Solar Weather Preparation Discussion

4. **Astronomy: Orbital Motion**

1. Aristotle and Ptolemy
 - In this section, you will identify and describe Aristotle's and Ptolemy's models of the solar system.
2. Copernicus
 - In this section, you will identify and describe Copernicus's heliocentric model of the solar system and how it was developed.
 - In this section, you will compare the geocentric and heliocentric models of the solar system.
3. Kepler's Second Law
 - In this section, you will define and describe Kepler's second law of motion and how it was developed.
4. Kepler's First and Third Laws
 - In this section, you will identify and explain the development of Kepler's first law of orbital motion.
 - In this section, you will identify and explain Kepler's third law of orbital motion.
5. Universal Gravitation
 - In this section, you will define and explain Newtonian theory of universal gravitation and its development.
6. Eccentric Orbits
 - In this section, you will identify the eccentricity of orbits of various orbiting bodies.
7. Orbits of Planetary Bodies
 - In this section, you will learn to apply Kepler's laws to the solar system.
 - In this section, you will apply the Newtonian theory of universal gravitation to mathematically describe the motion of planets and moons.
 - In this section, you will compare extra-solar planets with planets in our solar system and describe how such planets are detected.
8. Orbits of Satellites
9. Orbital Motion Unit Review
 - In this section, you will review what you have learned about orbital motion.
10. Orbital Motion Unit Test.

5. Astronomy: Galaxies

1. Nebulae
 - In this section, you will define and describe nebulae and how they form.
 - In this section you will identify types of nebulae based on their characteristics.
2. Galaxy Types
 - In this lesson, you will identify how galaxies are organized and distributed within the universe.
 - In this section, you will differentiate and describe the types of galaxies within the universe
3. Black Holes
 - In this section, you will define black holes and categorize them by size.
 - In this section, you will explain how black holes form.

4. Galaxy Evolution
 - In this section, you will describe the evolution of galaxies.
5. What's in a Universe?
 - In this section, you will identify and describe composition and characteristics of a universe.
6. Colliding Galaxies
 - In this section, you will identify and explain the effects of collisions between galaxies.
7. Galaxy Formation
 - In this section, you will identify and compare theories of galaxy formation.
8. Galaxies Unit Review
 - In this section you will review what you have learned about galaxies.
9. Coloring the Universe Lab
 - In this lab, you will analyze data by color coding images based on light spectra emissions.

6. Astronomy: The Universe

1. Redshift and Blueshift
 - In this section, you will define and explain redshift and blueshift, and how they are applied in astronomy.
2. Investigating Redshift and Blueshift Lab
 - In this lab, you will analyze light spectra for redshift or blueshift.
3. Origins of the Universe
 - In this section, you will identify and compare nuclear fission and nuclear fusion.
 - In this section, you will learn about the big bang theory and explore different types of evidence that support it.
4. Expanding Universe
 - In this section, you will cite evidence of universe expansion to support the big bang theory.
5. In the Dark
 - In this section, you will define dark matter and describe the observations which led to theories of its existence.
6. Big Bang Theory
 - In this section, you will relate theories about dark matter and energy to the big bang theory.
7. The Universe Unit Review
 - In this section you will review what you have learned about the universe and its origins.
8. The Universe Unit Test.

7. Earth's Processes: Rocks

1. The Composition of Earth's Layers
 - In this section, you will learn how to identify the layers of Earth.
 - In this section, you will learn how to describe the traits and composition of Earth's layers.
2. Determining Earth's Interior Structure
 - In this section, you will learn to explain how scientists determine the structure and

composition of Earth.

3. Rock Types and Cycle

- In this section, you will classify rock as one of three major types (metamorphic, sedimentary, and igneous) and identify characteristics of each type.
- In this section, you will investigate the causes and history of sea-level changes that have resulted in transgressive and regressive sedimentary rock sequences.
- In this section, you will examine how to interpret and complete diagrams of the rock cycle.

4. Minerals

- In this section, you will learn how to identify properties of minerals used in mineral identification.

5. Age of Rock

- In this section, you will identify methods scientists use to determine the age of crustal rock.

6. Rocks Unit Review

- In this section, you will review what you have learned about rocks.

7. Geologic Age Lab

- In this section, you will explain how scientists use understanding of half-life of isotopes to determine the geologic age of rocks.
- In this section, you will communicate valid conclusions supported by data using several formats, including data tables, a line graph, data analysis, and your conclusion.

8. Earth's Processes: Tectonic Plates

1. Plate Tectonic Theory

- In this section, you will identify and describe how the theory of plate tectonics developed.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere, and hydrosphere through time
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

2. Fossils and Plate Tectonics

- In this section, you will identify and describe fossil evidence supporting continental drift and the later theory of plate tectonics.

3. Magnetism and Plate Tectonics

- In this section, you will identify and describe paleomagnetic evidence to support the theory of plate tectonics.

4. Age of Rock and Plate Tectonics

- In this section, you will analyze data about the age of crustal rock to further support the theory of plate tectonics.
- In this section, you will analyze changes in continental plate configurations, such as Pangaea, for their impact on the biosphere, atmosphere, and hydrosphere through time.
- In this section, you will evaluate the role of plate tectonics with respect to long-term global changes in Earth's subsystems such as continental buildup, glaciation, sea level fluctuations, mass extinctions, and climate change.

5. Investigating Thermal Convection Lab

- In this section, you will develop a model to describe the cycling of matter through thermal convection.
6. Volcanoes
 - In this section, you will identify and describe the different types of volcanoes.
 7. Plates and Volcanoes
 - In this section, you will identify and describe the relationship between the movement of Earth's plates and the locations and types of volcanoes.
 8. Plates and Earthquakes
 - In this section, you identify and describe the relationship between the movement of Earth's plates and the location and severity of earthquakes.
 9. Tectonic Plates Unit Review
 - In this section, you will review what you have learned about tectonic plates.
 10. Tectonic Plates Unit Test.

9. Earth's Processes: Weathering and Erosion

1. Weathering
 - In this section you will categorize examples of weathering as either chemical or physical.
 - In this section, you will identify and explain the role of water in physical weathering of rock.
2. Physical Weathering, Erosion, and Water Lab
 - In this section, you will conduct an investigation in order to describe how volume and speed of water flow affect the size, shape, and flow of streams and rivers. You will draw conclusions about how Earth's materials and its surface interact with the flow of water.
 - In this section, you will use empirical evidence, logical reasoning, and experimental and observational testing to analyze, evaluate, and critique the scientific explanation of weathering, erosion, and water.
3. Chemical Weathering and Water
 - In this section, you will identify and explain the role of water in the chemical weathering of rock.
4. Weathering and Erosion Impact
 - In this section, you will identify and describe how weathering and erosion act to redistribute earth materials over geologic time.
5. Geologic Time
 - In this section, you will identify geologic time periods and the characteristics that define each one.
 - In this section, you will trace the relationship between the development of photosynthetic life, changes in the composition of Earth's atmosphere, and subsequent development of animal life.
6. Life on Land
 - In this section, you will trace the relationship between the development of microbial life, soil formation, and the subsequent development of land plants.
7. Evolution of New Life
 - In this section, you will trace the relationship between the evolution of corals creating reef, alterations of patterns of erosion and deposition along coastlines, and the evolution of new life

forms.

8. Weathering and Erosion Unit Review

- In this section, you will review what you have learned about history, weathering, and erosion.

9. Weathering and Erosion Unit Test.

10. Semester Review

1. Semester A Review

- In this section, you will review what you have learned about Earth's processes of weathering and erosion, and of climate and weather, as well as astronomy topics.

2. Semester A Test

Semester B Summary:

Honors Earth Science B is designed to give the student a strong basis for understanding the world. This course is also designed to prepare the student to confidently enter and complete college-level Earth Science courses. The course consists of a varied curriculum that provides the student the opportunity to explore, compare, research, reflect, and make real-world connections. The curriculum, which meets Next Generation Science Standards (NGSS), engages students in problem solving and scientific investigation, and provides opportunities for both hands-on exploration and virtual simulation.

During this course, the student will learn about space sciences, including topics like the sun and stars, orbital motion, galaxies, and the universe. The student will also explore Earth's processes involving the atmosphere, hydrosphere, and geosphere. Topics of study include meteorology and geologic history.

In the honors-level course, the student will have opportunities to delve further into some topics and engage with enhanced assessments.

Semester B Outline

1. Course Overview

1. Launch Into Earth and Space Science

- In this section, you will identify and describe the features of lessons, useful study skills, and how assessments are handled throughout the course.

2. Earth's Processes: Climate and Weather

1. The Atmosphere

- In this section, you will identify the layers and composition of the atmosphere.
- In this section, you will identify and describe the role of the atmosphere in reflection, absorption, storage, and redistribution of the electromagnetic energy from the sun, impacting weather and climate.

2. Continents and Climate

- In this section, you will identify and describe the role of continental land masses in reflection, absorption, storage, and redistribution of the electromagnetic energy from the sun, impacting weather and climate.

3. Oceans and Climate

- In this section, you will identify and describe the role of the ocean in reflection, absorption, storage, and redistribution of the electromagnetic energy from the sun, impacting weather and climate.

4. Ocean Currents

- In this section, you will identify and analyze ways that the ocean moves heat and water through currents, affecting climate and weather.
5. Air Pressure and Weather
 - In this section, you will infer how variations in air pressure create weather.
 6. Climate Systems
 - In this section, you will use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
 7. Weather Modeling
 - In this section, you will compare European and American weather modeling in order to correlate multiple interpretations of weather data.
 8. Climate and Weather Unit Review
 - In this section, you will review what you have learned about climate and weather.
 9. Virtual Meteorologist Lab
 - In this section, you will play the role of a meteorologist. You will collect and analyze data to make predictions about weather.
- 3. Earth's Processes: Climate Change**
1. Carbon Cycle and the Ocean
 - In this section, you will explain and model the carbon cycle.
 - In this section, you will identify and describe, using evidence, the ocean's influence on climate change.
 2. Climate Change Over Time
 - In this section, you will categorize natural causes of climate change by the timescale over which they occurred.
 3. Climate Change Tests
 - In this section, you will identify scientific tests and tools used to measure climate changes throughout Earth's history.
 4. Atmosphere and Climate Change
 - In this section, you will identify and use examples to explain that the composition of the atmosphere has a significant influence on climate change.
 5. Greenhouse Gases and Ozone
 - In this section, you will define greenhouse gases and identify sources.
 - In this section, you will define ozone and describe the distribution of ozone in the atmosphere
 6. Carbon Cycle Changes Lab
 - In this section, you will compare and contrast carbon loads within the carbon cycle from pre-Industrial Revolution to today.
 7. Fossil Fuels and Climate Change
 - In this section, you will identify and analyze how burning fossil fuels affects atmosphere composition and influences climate change.
 8. Industry and Climate Change
 - In this section, you will identify and analyze how farming and industry affect atmosphere composition and influence climate change.

9. Impacts of Climate Change

- In this section, you will identify and analyze impacts of climate change in the current century.

10. Climate Change Unit Review

- In this section you will review what you have learned about causes and impacts of climate change.

11. Climate Change Unit Test.

4. **Natural Resources: Rocks and Minerals**

1. Rock and Mineral Properties

- In this section, you will identify properties of rocks and minerals.
- In this section, you will examine how rock and mineral types and properties influence human activity.

2. Rock and Mineral Properties Lab

- In this section, you will evaluate the use of mineral resources based on their properties.

3. Mining Methods

- In this section, you will compare and contrast the environmental impacts of deep mining methods and surface mining methods.

4. Land Reclamation

- In this section, you will analyze land reclamation as mitigation of the environmental impact of surface mining.

5. Health and Safety of Mining Methods

- In this section, you will compare and contrast the health and safety of different mining methodologies.
- In this section, you will analyze, evaluate, and make inferences from data.

6. Metal Resources

- In this section, you will compare and contrast the location and accessibility of various metal ores.
- In this section, you will identify current availability and use rates of a metal resource and analyze its future availability, sustainability, and management.
- In this section, you will discriminate between renewable and nonrenewable resources based upon their rate of formation and use

7. Impacts of Metal Resources

- In this section, you will compare and contrast the environmental impact and cost-benefit considerations of various methods for extracting metal resources.

8. Metals and Minerals in Smart Devices I

- In this section, you will identify mineral and metal resources, the availability of those resources, and the impact those resources have on human activity today.
- In this section, you will evaluate the environmental costs of resource extraction for key resources used in technological devices.

9. Metals and Minerals in Smart Devices II

- In this section, you will evaluate the human costs of resource extraction for key resources used in technological devices.

10. Rocks and Minerals Unit Review

- In this section, you will review what you have learned about rocks and minerals as natural resources.

11. Supply Chain Responsibility

- In this section, you will evaluate a large company's responsibility for supply line conditions, both human and environmental, involving rock and mineral resources.
- In this section, you will draw inferences based on data related to promotional materials for products and services.

12. Supply Chain Responsibility Discussion

5. Natural Resources: Land Resources

1. Changing Shorelines

- In this section, you will identify several causes and effects of beach erosion and shifting shorelines.

2. Shoreline Management Strategies

- In this section, you will compare and contrast different strategies employed to manage beach erosion and shifting shorelines.

3. Analyzing Shoreline Management Effectiveness

- In this section, you will analyze the long term effectiveness of beach nourishment as a means of managing beach erosion.

4. Farming Land Use

- In this section, you will identify and categorize various sustainable farming practices by climate region.
- In this section, you will demonstrate an understanding of the use and conservation of resources.

5. Sustainable Farming Practices

- In this section, you will analyze the costs and benefits of sustainable farming practices for a particular climate region.

6. Soil Testing Lab

- In this section, you will collect, organize, and analyze data about soil to make decisions about soil additives to produce the highest yield and lowest environmental impact for agricultural crops.

7. Urban Greening

- In this section, you will identify some benefits and challenges of green spaces in an urban environment.
- In this section, you will evaluate a land management practice intended to address urban greening.

8. Flooding Impacts

- In this section, you will identify and describe the socioeconomic and environmental impacts of floods.

9. Flood Mitigation Options

- In this section, you will identify and describe some of the flood mitigation techniques used in different areas.

10. Flood Mitigation Management

- In this section, you will analyze the costs and benefits of flood mitigation options for specific sites.

11. Land Resource Unit Review

- In this section, you will review what you have learned about land resources.

12. Land Resources Unit Test.

6. **Natural Resources: Energy Resources**

1. Fossil Fuels

- In this section, you will define fossil fuels and identify the steps in their formation.
- In this section, you will identify the steps in processing coal, crude oil, and natural gas into usable fuel.

2. Extraction and Processing of Fossil Fuels

- In this section, you will compare and contrast the environmental impacts of acquiring and processing natural gas, oil, and coal.

3. Virtual Fracking Lab

- In this section, you will analyze the best of three sites for fracking based on potential output and environmental impacts.
- In this section, you will communicate and apply scientific information from various sources.
- In this section, you will communicate valid conclusions supported by data.

4. Impacts of Fossil Fuels

- In this section, you will identify how the use of fossil fuels impacts the atmosphere.
- In this section, you will infer how the impact of fossil fuels on the atmosphere also impacts the hydrosphere (including the cryosphere) and the biosphere.

5. Fossil Fuels and Humans

- In this section, you will identify and explain, citing evidence, how the availability of fossil fuels has influenced human activity.

6. Alternative Energy Resources

- In this section, you will identify and describe benefits and challenges of major alternative energy resources.

7. Alternative Energy Solutions

- In this section, you will use cost-benefit ratios to evaluate competing design solutions for the development and use of alternative energy resources.

8. Energy Resource Unit Review

- In this section, you will review what you have learned about energy resources.

9. Wind Turbine Development Lab

- In this section, you will develop and investigate wind turbine rotor designs to determine which produces the most energy at given wind speeds.
- In this section, you will communicate valid conclusions supported by data

7. **Natural Resources: Water as a Resource**

1. Water as a Resource

- In this section, you will identify and explain the relationship between water, food, and energy.

2. Availability of Water

- In this section, you will identify how geography and weather affect the availability of water.
- In this section, you will examine the relationship and the impact of population growth on water supplies.

3. Water and Climate Change

- In this section, you will investigate the impact of climate change on water resources.

4. Human Activity and Water

- In this section, you will examine how the availability of water influences human activity.

5. Water Resource Controversies

- In this section, you will identify and describe controversies over water usage in the United States.

6. Global Water Rights

- In this section, you will identify and describe water rights issues around the globe.

7. Agriculture, Industry, and Water Resources

In this section, you will relate the effects of industrial water usage to the availability and quality of water.

8. Water as a Resource Unit Review

- In this section, you will review what you have learned about water as a resource.

9. Water as a Resource Unit Test.

8. Natural Resources: Water Quality and Conservation

1. Water Pollution

- In this section, you will describe the causes and effects of water pollution.

2. Clean Water Regulations

- In this section, you will identify and evaluate the environmental and economic impacts of clean water regulations.

3. Investigating Water Quality Lab

- In this section, you will organize and analyze data to draw conclusions and make predictions about the water quality impact on biodiversity in three major bodies of water: the Gulf of Mexico, the Chesapeake Bay, and the Great Lakes.
- In this section, you will evaluate the impact of research on scientific thought, society, and public policy.

4. Water Filtration

- In this section, you will identify, describe, and evaluate different methods of water filtration used locally and globally.

5. Flint's Water Crisis

- In this section, you will identify and describe the failure of the Flint, Michigan water filtration system and its impact.

6. Household Water Use

- In this section, you will identify and evaluate household water conservation technologies.

7. Aquaponics

- In this section, you will evaluate long term and short term impacts of aquaponics on natural resources and humans.

8. Career Profile: Hydrology

- In this section, you will explain the work and impact of scientists in the field of hydrology

9. Water Quality and Conservation Unit Review

- In this section, you will review what you have learned about water quality and conservation.

10. Water Quality and Conservation Unit Test.

9. Semester Review

1. Semester B Review

- In this section, you will review what you have learned about Earth's processes in the geosphere and about natural resources.

2. Semester B Test

Earth Science (Prescriptive)

Earth Science A/B Prescriptive

Time Allocations

Each lesson in the Course Outline provides an estimated time to complete.



Instructional Activities

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.





Course Summary


Prescriptive courses are designed as credit recovery for students. Teachers will work with students to identify the content students have not mastered. Students will only complete those lessons or units within the course. This will ensure that students have mastered all standards for graduation requirements.

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Introduction to Earth Science








Lesson	Description	Time (min)	Objective(s)
 What Is Earth Science?	This lesson provides an overview of Earth science and describes how Earth and the solar system were formed.	45	Define the terms hypothesis and theory Describe Earth science Describe the formation of Earth and the solar system Understand the limitations of science
 Quiz: What Is Earth Science?			
 A View of Earth	In this lesson, students identify the four major spheres on Earth and what differentiates them.	45	Describe Earth's four major spheres State the value of the theory of plate tectonics to Earth science Describe groundwater movements
 Quiz: A View of Earth			

Lesson	Description	Time (min)	Objective(s)
 Representing Earth's Surface	In this lesson, students learn about the importance of maps, the different types of maps, and what each type of map is used for.	45	<p>Locate points on Earth's surface by their latitude and longitude</p> <p>Describe the advantages and disadvantages of different types of maps</p> <p>Explain what makes topographic maps different from other maps</p> <p>Describe how technology provides the ability to more precisely analyze Earth's physical properties</p>
 Quiz: Representing Earth's Surface			
 Earth System Science	This lesson shows how Earth is comprised of many interactive systems and presents some ways that people have an impact on the Earth system.	45	<p>Describe the primary goal of Earth system science and define the term system</p> <p>Describe Earth's two major sources of energy</p> <p>Explain how humans affect Earth's system</p> <p>Describe how the impact of natural hazards varies depending on population</p> <p>Describe how changes in Earth's subsystem impacts humans</p>
 Quiz: Earth System Science			
 Posttest 1			

Module 2: Minerals

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Matter	This lesson provides an overview of the elements and periodic table, including atoms, isotopes, and the different chemical bonds.	45	<p>Explain how elements are related to minerals</p> <p>Identify the kinds of particles that make up atoms</p> <p>Explain the differences between ions and isotopes</p> <p>Explain what compounds are and describe why they form Compare and contrast the three major types of chemical bonds</p>
 Quiz: Matter			
 More About Minerals	In this lesson, students learn about minerals and their formation and structure.	45	<p>List five characteristics of minerals</p> <p>Describe the processes that result in mineral formation Explain how minerals can be classified</p>
 Quiz: More About Minerals			
 Properties of Minerals	This lesson teaches students how to identify minerals based on their physical properties.	45	<p>Explain the usefulness of color, streak, luster, crystal form, and hardness in identifying minerals</p> <p>Distinguish between cleavage and fracture</p> <p>Explain density and how it can be used to identify substances Describe some other properties that can be used to identify minerals</p> <p>Identify different minerals using simple tests</p>
 Quiz: Properties of Minerals			
 Posttest 2			







Lesson	Description	Time (min)	Objective(s)
 The Rock Cycle	This lesson describes how rocks are created through the rock cycle and identifies the three major types of rocks.	45	Define the term rock Describe the rock cycle and the three major types of rocks List the forces that power Earth's rock cycle
 Quiz: The Rock Cycle			
 Igneous Rocks	In this lesson, students learn how to classify igneous rocks and how they are created.	45	Compare and contrast intrusive and extrusive igneous rocks Classify igneous rocks by texture and describe how the rate of cooling affects texture Classify igneous rocks by composition
 Quiz: Igneous Rocks			
 Sedimentary Rocks	This lesson discusses sedimentary rock formation as well as its classification and physical properties.	45	Describe the major processes involved in the formation of sedimentary rocks Distinguish between clastic sedimentary rocks and chemical sedimentary rocks Identify the features that are unique to some sedimentary rocks
 Quiz: Sedimentary Rocks			
 Metamorphic Rocks	In this lesson, students learn how to classify metamorphic rocks based on physical properties and explore how they are created.	45	Predict where most metamorphism takes place and distinguish contact from regional metamorphism Identify the three agents of metamorphism and explain what changes they cause Classify metamorphic rocks as foliated or nonfoliated

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Metamorphic Rocks			
📁 Rock Identification	In this lesson, students use properties such as streak and hardness to differentiate common rocks.	15	
★ Posttest 3			

Module 4: Earth's Resources

Lesson	Description	Time (min)	Objective(s)
📁 Energy and Mineral Resources	In this lesson, students explore the variety of available energy and mineral resources.	45	<p>Distinguish between renewable and nonrenewable resources Identify which energy resources are fossil fuels</p> <p>Predict which energy resources might replace dwindling petroleum supplies in the future Describe the processes that concentrate minerals into large deposits as they form</p> <p>Recognize how nonmetallic mineral resources are used</p>
🔍 Quiz: Energy and Mineral Resources			

Lesson	Description	Time (min)	Objective(s)
 Alternate Energy Sources	This lesson discusses energy sources that can be used as an alternative to fossil fuels. Other nonrenewable resources also are discussed.	45	Evaluate the advantages of solar energy Explain how nuclear power plants use nuclear fission to produce energy Evaluate wind power's potential for providing energy in the future Relate how geothermal energy contributes to our energy resources Relate how hydroelectric power contributes to our energy resources Relate how tidal power contributes to our energy resources
 Quiz: Alternate Energy Sources			
 Water, Air, and Land Resources	This lesson provides an overview of the natural resources required for life and explains why they are essential.	45	Explain why fresh water is a vital resource Recognize why the chemical composition of the atmosphere is important Identify Earth's important land resources
 Quiz: Water, Air, and Land Resources			
 Protecting Resources	In this lesson, students explore ways to help protect Earth's vital resources from pollution and overuse.	45	Identify the first laws passed to deal with water pollution Name the most important law passed to deal with air pollution Explain what is involved in protecting land resources
 Quiz: Protecting Resources			
 Posttest 4			

Lesson	Description	Time (min)	Objective(s)
 Weathering	This lesson focuses on the different forces of weathering, their effects, and their role in the rock cycle.	45	Describe mechanical weathering Explain chemical weathering Identify the factors that affect the rate of weathering
 Quiz: Weathering			
 Soil	In this lesson, students explore soil and learn about its composition, its importance, and what happens when soil loss occurs.	45	Recognize the major components of soil List the most important factors in soil formation Explain how soil varies with depth Compare and contrast the three common types of soil Demonstrate how human activities affect the rate of soil erosion
 Quiz: Soil			
 Mass Movements	This lesson addresses what happens when gravity takes over and large amounts of soil and rock move down a slope.	45	Describe mass movement and identify the factors that trigger mass movements Classify mass movements
 Quiz: Mass Movements			
★ Posttest 5			

Module 6: Running Water and Groundwater

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Running Water	In this lesson, students explore the water cycle and how water flows across Earth.	45	Explain how the water cycle circulates Earth's water supply in an unending cycle Describe the ability of a stream to erode and transport material Compare and contrast the changes in gradient and discharge between a stream's headwaters and mouth Describe base level
 Quiz: Running Water			
 The Work of Streams	This lesson focuses on the effects streams can have on the landscape and on areas where we live.	45	Explain how streams erode their channels and transport sediments Explain how stream deposition occurs Identify the two general types of stream valleys Predict the causes of floods and describe major flood control measures Explain the relationship between streams and drainage basins
 Quiz: The Work of Streams			
 Water Beneath the Surface	In this lesson, students learn about the varied uses and features created by groundwater and its movement.	45	Describe the location and movement of groundwater Describe the formation of springs and wells Explain environmental threats to water supplies Describe the formation of caverns Describe landforms in karst areas Explain how the permeability of soil affects its ability to move water






Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Water Beneath the Surface			
★ Posttest 6			

Stream Table Lab Activity





Lesson	Description	Time (min)	Objective(s)
✍ Stream Table Lab Activity	In this lesson, students prepare a stream table and analyze the results of variations in sediment and slope of the stream table.		Investigate the effects of water on earth






Module 7: Glaciers, Deserts, and Wind

Lesson	Description	Time (min)	Objective(s)
📁 Glaciers	This lesson teaches students about the unique characteristics of glaciers and their movement.	45	Describe the different types of glaciers and where each type is found Explain how glaciers move Explain the effects of the most recent ice age
🔍 Quiz: Glaciers			
📁 Glacial Landscapes	In this lesson, students explore the role glaciers have in shaping landscapes.	45	Explain how glaciers erode the land Identify the landscape features created by glacial erosion Identify the landscape features created by glacial deposits Identify the depositional features caused by glaciers
🔍 Quiz: Glacial Landscapes			


Lesson	Description	Time (min)	Objective(s)
 Deserts	This lesson discusses some of the processes and landscape features that contribute to the formation of deserts.	45	Describe how running water affects deserts Describe different landscape features of the desert
 Quiz: Deserts			
 Landscapes Shaped by Wind	This lesson shows how wind is able help shape different landscape features.	45	Describe two ways that wind can cause erosion Identify types of landforms that are deposited by the wind Describe how sand dunes differ
 Quiz: Landscapes Shaped by Wind			
 Posttest 7			

Module 8: Earthquakes and Earth's Interior

Lesson	Description	Time (min)	Objective(s)
 What Is an Earthquake?	This lesson introduces the causes and effects of earthquakes and provides an overview of aftershocks and foreshocks.	45	Compare and contrast the epicenter and focus of an earthquake Identify the cause of earthquakes
 Quiz: What Is an Earthquake?			
 Measuring Earthquakes	In this lesson, students learn about seismic waves created by earthquakes and how they are measured.	45	Identify the three types of seismic waves Describe how seismic waves are recorded Describe the different ways earthquakes are measured Explain how to locate the epicenter of an earthquake
 Quiz: Measuring Earthquakes			

Lesson	Description	Time (min)	Objective(s)
 Earthquake Hazards	This lesson presents information on the potential damage that can be caused by earthquakes and how that damage can be reduced.	45	Identify the major hazards associated with earthquakes Describe how earthquake damage can be reduced
 Quiz: Earthquake Hazards			
 Earth's Layered Structure	This lesson describes the composition and physical properties of Earth's layers and explains how they affect seismic waves.	45	List the layers of Earth based on composition List the layers of Earth based on physical properties Explain how scientists determined Earth's structure and composition List the layers of Earth based on thermal properties Describe gravity mapping as a tool to study Earth Describe the formation and structure of Earth's magnetic field Explain how Earth's magnetic field interacts with charged solar particles
 Quiz: Earth's Layered Structure			
 Posttest 8			

Module 9: Plate Tectonics

Lesson	Description	Time (min)	Objective(s)
 Continental Drift	In this lesson, students learn about continental drift and the theories behind this idea.	45	Describe the hypothesis of continental drift Evaluate the evidence in support of continental drift Identify the main objections to Wegener's hypothesis of continental drift

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Continental Drift			
📁 Sea-Floor Spreading	In this lesson, students learn about the process of sea-floor spreading and explore evidence to support this idea.	45	Identify mid-ocean ridges and deep-ocean trenches Explain the processes of sea-floor spreading and subduction Explain the evidence for sea-floor spreading, including paleomagnetism and magnetic reversals, earthquake patterns, and the age of the ocean floor
🔍 Quiz: Sea-Floor Spreading			
📁 Theory of Plate Tectonics	This lesson describes how the theory of plate tectonics accounts for the many land and oceanic features on Earth such as mountains and trenches.	45	Explain the theory of plate tectonics and describe lithospheric plates Identify divergent boundaries Identify convergent boundaries Identify transform fault boundaries Relate the unequal distribution of heat in Earth and the mechanism of mantle convection to the movement of tectonic plates Compare the mechanisms of slab-pull and ridge-push as contributing to plate motion
🔍 Quiz: Theory of Plate Tectonics			
★ Posttest 9			






Module 10: Volcanoes and Other Igneous Activity

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Volcanoes and Plate Tectonics	In this lesson, students explore the relationship between plate tectonics and volcanoes.	45	<ul style="list-style-type: none"> Describe the origin of magma Explain the relationship between plate tectonics and volcanism, including intraplate volcanism
 Quiz: Volcanoes and Plate Tectonics			
 The Nature of Volcanic Eruptions	This lesson describes various types of volcanoes and the events leading up to eruptions.	45	<p>Explain the factors that determine the type of volcanic eruptions that occur</p> <p>Describe the various types of volcanic materials that are ejected from volcanoes</p> <p>List the three main types of volcanoes</p> <p>Distinguish how the different types of volcanic landforms form</p>
 Quiz: The Nature of Volcanic Eruptions			
 Intrusive Igneous Activity	In this lesson, students learn about the classification of major intrusive igneous features and discover how they are formed.	45	<p>Describe the major intrusive igneous features, such as dikes, sills, and laccoliths, and how they form</p> <p>Describe batholiths and how they form</p>
 Quiz: Intrusive Igneous Activity			
 Posttest 10			

Module 11: Mountain Building

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Forces in Earth's Crust	This lesson discusses the forces that affect rocks and deform them.	45	Identify the factors that determine the strength of a rock and explain how rocks permanently deform Distinguish among the types of stresses that affect rocks Explain how isostatic adjustment is involved in mountain formation
 Quiz: Forces in Earth's Crust			
 Folds, Faults, and Mountains	In this lesson, students learn how forces within Earth's crust are used to create mountains.	45	List the three main types of folds Identify the main types of faults Describe folded mountains and fault-block mountains and explain how they form Describe plateaus, domes, and basins and explain how they form
 Quiz: Folds, Faults, and Mountains			
 Mountains and Plates	In this lesson, students identify the different types of mountains created in relation to the location of plate boundaries.	45	Identify the types of mountains associated with the various types of convergent and divergent plate boundaries Describe the role of accretion in the formation of continents and mountain building
 Quiz: Mountains and Plates			
 Posttest 11			

Module 12: Geologic Time



Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Discovering Earth's History	In this lesson, students explore the various methods scientists use to determine the age of rocks and Earth itself.	45	List three main ideas that geologists use in studying Earth's history List the key principles of relative dating and describe how geologists use relative dating in their work Describe how geologists use inclusions, unconformities, and correlation of rock layers to interpret the rock record
 Quiz: Discovering Earth's History			
 Fossils	This lesson describes methods used by scientists to gather and study fossils so they can better understand the history of life on Earth.	45	Describe the different types of fossils and how they form Explain how the principle of fossil succession and the theory of evolution help scientists interpret the fossil record Describe how geologists use fossils to correlate rock layers and reconstruct past environments Explain the factors that affect the completeness of the fossil record
 Quiz: Fossils			
 Dating With Radioactivity	In this lesson, students learn how scientists use specific types of radiation to determine the relative age of rocks.	45	Describe radioactivity and half- life Explain radiometric dating Describe how carbon-14 is used in radiometric dating Explain how radiometric dating of igneous rock layers can help date sedimentary rock layers indirectly Calculate the age of rocks using radiometric dating methods

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Dating With Radioactivity			
📅 Geologic Time Scale	In this lesson, students learn how scientists use the geologic time scale to separate Earth's history into specific intervals of time.	45	Describe the geologic time scale Identify the eons of the geologic time scale Identify the eras of the geologic time scale Identify the periods and epochs of the geologic time scale Explain why multiple dating methods are used to construct the geologic time scale
🔍 Quiz: Geologic Time Scale			
★ Posttest 12			

Module 13: Earth's History

Lesson	Description	Time (min)	Objective(s)
📅 Precambrian Time	This lesson introduces students to the major events of Precambrian Earth.	45	Describe the major geologic developments of Precambrian time Describe the major developments in the evolution of living things during Precambrian time Describe the evidence that Earth's cooling led to tectonic activity Discuss scientific hypotheses for the origin of life
🔍 Quiz: Precambrian Time			



Lesson	Description	Time (min)	Objective(s)
 Paleozoic Era: Life Explodes	<p>This lesson provides an overview of the different periods of the Paleozoic era and the development of life during this time.</p>	45	<p>List the kinds of environmental changes that have affected the evolution of life over geologic time</p> <p>Describe the major developments in Earth's geology and life forms during the Cambrian period</p> <p>Describe the major developments in Earth's geology and life forms during the Ordovician period</p> <p>Describe the major developments in Earth's geology and life forms during the Silurian period</p> <p>Describe the major developments in Earth's geology and life forms during the Devonian period</p> <p>Describe the major developments in Earth's geology and life forms during the Carboniferous period</p> <p>Describe the major developments in Earth's geology and life forms during the Permian period</p>
 Quiz: Paleozoic Era: Life Explodes			

Lesson	Description	Time (min)	Objective(s)
 Mesozoic Era: Age of Reptiles	In this lesson, students explore the expansion and mass extinctions of life on Earth through the Mesozoic era.	45	Describe the major developments in Earth's geology and life forms during the Triassic period Describe the major developments in Earth's geology and life forms during the Jurassic period Describe the major developments in Earth's geology and life forms during the Cretaceous period State the cause of the mass extinction at the end of the Mesozoic era
 Quiz: Mesozoic Era: Age of Reptiles			
 Cenozoic Era: Age of Mammals	This lesson teaches students about the rise and proliferation of mammals and introduces the idea of natural heating and cooling cycles on Earth.	45	Explain why mammals became widespread and successful in the Cenozoic era Describe the major developments in Earth's geology and life forms during the Tertiary period Describe the major developments in Earth's geology and life forms during the Quaternary period
 Quiz: Cenozoic Era: Age of Mammals			
 Posttest 13			




Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		






Module 1: The Ocean Floor

Lesson	Description	Time (min)	Objective(s)
 The Vast World Ocean	In this lesson, students learn about the oceans and the technology used to map the ocean floor.	45	<p>Recognize that most of Earth's surface is covered by water</p> <p>List Earth's four main ocean basins and identify their locations</p> <p>Describe how technology has been used to examine the topography of the ocean floor and how ocean topography compares to land topography</p>
 Quiz: The Vast World Ocean			
 Ocean Floor Features	This lesson explains the many features of the ocean floor and discusses their characteristics and how they are formed.	45	<p>List the three main regions of the ocean floor</p> <p>Differentiate between the continental margins of the Atlantic and Pacific Oceans</p> <p>Explain the formation of new ocean floor at deep-ocean trenches and abyssal plains</p> <p>Explain the formation of new ocean floor at mid-ocean ridges</p>



Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Ocean Floor Features			
📁 Seafloor Sediments	This lesson provides an overview of the various types of sediment found on the ocean floor.	45	List the three types of ocean floor sediments Describe the formation of terrigenous sediment Describe the formation of biogenous sediment Describe the formation of hydrogenous sediment
🔍 Quiz: Seafloor Sediments			
📁 Resources From the Seafloor	In this lesson, students learn about the different resources that are obtained from the ocean floor and discover how gas hydrates are formed.	45	Identify ocean resources used for energy production List other types of ocean resources
🔍 Quiz: Resources From the Seafloor			
★ Posttest 1			






Module 2: Ocean Water and Ocean Life

Lesson	Description	Time (min)	Objective(s)
📁 The Composition of Seawater	In this lesson, students learn about salinity and the factors that affect the density of ocean water.	45	List the sources of salt in ocean water and identify the units used to express salinity Recognize the factors that affect the density of ocean water Compare and contrast the three main zones of the open ocean
🔍 Quiz: The Composition of Seawater			



Lesson	Description	Time (min)	Objective(s)
 The Diversity of Ocean Life	This lesson discusses marine life, the differences between plankton and nekton organisms, and the areas in the oceans where life flourishes.	45	<ul style="list-style-type: none"> Recognize how marine organisms can be classified List the factors used to divide the ocean into marine zones and describe where most benthic organisms live Describe hydrothermal vents
 Quiz: The Diversity of Ocean Life			
 Oceanic Productivity	This lesson explains the productivity of different oceans as ecosystems and discusses trophic levels, food webs, and food chains.	45	<ul style="list-style-type: none"> List the factors that influence a region's photosynthetic productivity Describe oceanic feeding relationships
 Quiz: Oceanic Productivity			
 Posttest 2			





Module 3: The Dynamic Ocean

Lesson	Description	Time (min)	Objective(s)
 Ocean Circulation	In this lesson, students learn that the ocean is in constant motion and affects not only ocean temperatures but also the climates on Earth.	45	<ul style="list-style-type: none"> Explain how surface currents develop Describe how ocean currents affect climate State the importance of upwelling Describe the formation of density currents
 Quiz: Ocean Circulation			



Lesson	Description	Time (min)	Objective(s)
 Waves and Tides	This lesson explains the characteristics of ocean waves and how waves and tides are produced.	45	Describe how ocean waves get their energy State three factors that determine the characteristics of a wave Describe how energy moves through a wave Explain the forces that produce tides
 Quiz: Waves and Tides			
 Shoreline Processes and Features	In this lesson, students learn about the impact of wave processes on the shoreline and how shorelines can be protected.	45	Explain the forces that act along the shoreline Describe how erosion contributes to the formation of a shoreline Describe how deposition contributes to the formation of a shoreline List the structures that can be built to protect a shoreline
 Quiz: Shoreline Processes and Features			
 Posttest 3			





Module 4: The Atmosphere

Lesson	Description	Time (min)	Objective(s)
 Atmosphere Characteristics	This lesson teaches students about the characteristics of our atmosphere and how Earth's position relative to the sun affects the seasons.	45	Compare and contrast weather and climate Identify properties of the atmosphere Explain why seasonal changes occur
 Quiz: Atmosphere Characteristics			


Lesson	Description	Time (min)	Objective(s)
 Heating the Atmosphere	In this lesson, students explore heat and how the atmosphere affects, and is affected by, the different methods of heat transfer.	45	Describe heat and list the three major mechanisms of heat transfer Describe how the atmosphere is affected by heat transfer mechanisms
 Quiz: Heating the Atmosphere			
 Temperature Controls	This lesson describes the differences and factors in heating land and water and addresses how clouds can have an influence on temperature.	45	Analyze how the heating of land and water, geographic position, altitude, and cloud cover influence temperature Define isotherms Compare the heating of land and water
 Quiz: Temperature Controls			
★ Posttest 4			

Module 5: Moisture, Clouds, and Precipitation

Lesson	Description	Time (min)	Objective(s)
 Water in the Atmosphere	In this lesson, students explore humidity and the ability of air to hold water vapor at different temperatures.	45	Identify the gas that is most important for understanding atmospheric processes Describe what happens during a change of state Describe the factors that affect saturation of water and the relative humidity of air
 Quiz: Water in the Atmosphere			

Lesson	Description	Time (min)	Objective(s)
 Cloud Formation	In this lesson, students learn about the processes involved in air lift and how this relates to cloud formation.	45	<p>Describe what happens to air when it is compressed or allowed to expand</p> <p>List four mechanisms that cause air to rise</p> <p>Compare and contrast movements of stable and unstable air</p> <p>Describe the conditions in air that favor condensation of water</p>
 Quiz: Cloud Formation			
 Cloud Types and Precipitation	In this lesson, students explore the different types of clouds and their tendency to form precipitation.	45	<p>Describe how clouds are classified</p> <p>Compare and contrast clouds and fogs</p> <p>Explain what must happen for precipitation to form</p> <p>Identify what controls the type of precipitation that reaches Earth's surface</p>
 Quiz: Cloud Types and Precipitation			
 Posttest 5			

Module 6: Air Pressure and Wind

Lesson	Description	Time (min)	Objective(s)
 Understanding Air Pressure	In this lesson, students identify the ultimate energy source for wind and how the Coriolis effect influences freely moving objects.	45	<p>Describe how air pressure is exerted on objects</p> <p>Explain how changes in air pressure affect the mercury column of a barometer</p> <p>Identify factors that affect wind</p>

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Understanding Air Pressure			
📁 Pressure Centers and Winds	In this lesson, students learn about the factors that influence low and high pressure areas and how the heating of Earth's surface influences the atmosphere.	45	Describe the air pressure patterns within cyclones and anticyclones Explain how the unequal heating of Earth's surface affects the atmosphere
🔍 Quiz: Pressure Centers and Winds			
📁 Regional Wind Systems	In this lesson, students learn about wind patterns, including El Niño and La Niña events in the United States and around the world.	45	Identify the causes of local winds Describe the general movement of weather in the United States Compare and contrast weather patterns characteristic of El Niño and La Niña events Describe how global winds and pressure systems affect precipitation
🔍 Quiz: Regional Wind Systems			
★ Posttest 6			






Module 7: Weather Patterns and Severe Storms

Lesson	Description	Time (min)	Objective(s)
📁 Air Masses	This lesson teaches students about the various types of air masses and their unique characteristics.	45	Describe air mass Explain the characteristic features of each air mass class Explain the influence of continental polar and maritime tropical air masses on the majority of North America



Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Air Masses			
📁 Fronts	This lesson describes the various fronts that can form and how they interact with each other to produce weather patterns.	45	Describe the formation of a front Differentiate among the formation of a warm front, cold front, stationary front, and occluded front Describe the formation of a middle-latitude cyclone Describe how airflow in the atmosphere fuels cyclonic and anticyclonic circulation
🔍 Quiz: Fronts			
📁 Severe Storms	In this lesson, students learn how weather patterns are able to form events like tornadoes, hurricanes, and thunderstorms.	45	Explain the formation of a thunderstorm Describe the conditions needed for a tornado to form <ul style="list-style-type: none"> Identify the conditions that must exist for a hurricane to form
🔍 Quiz: Severe Storms			
★ Posttest 7			






Module 8: Climate

Lesson	Description	Time (min)	Objective(s)
📁 Factors That Affect Climate	In this lesson, students learn about the factors that contribute to the climate of a region.	45	Describe how latitude, elevation, and mountain ranges affect climate Describe how large bodies of water, global winds, and vegetation affect climate
🔍 Quiz: Factors That Affect Climate			





Lesson	Description	Time (min)	Objective(s)
 World Climates	This lesson provides an overview of how climates around the world are classified as well as some characteristics of different climates.	45	<p>Explain the Köppen climate classification system</p> <p>Describe humid tropical climates</p> <p>Compare and contrast humid mid-latitude climates</p> <p>List the characteristics of dry, polar, and highland climates</p>
 Quiz: World Climates			
 Climate Changes	In this lesson, students explore the idea of the greenhouse effect and how it contributes to global warming, and students learn about other consequences associated with the greenhouse effect.	45	<p>Describe natural processes that can cause changes in climate</p> <p>Describe human processes that can impact the climate</p>
 Quiz: Climate Changes			
 Posttest 8			






Module 9: Origin of Modern Astronomy

Lesson	Description	Time (min)	Objective(s)
 Early Astronomy	This lesson discusses the development of astronomy as a modern science and introduces the geocentric and heliocentric models of the solar system.	45	<p>Describe the contributions of ancient Greeks to astronomy</p> <p>Explain the contributions to astronomy of Copernicus, Brahe, and Kepler</p> <p>Explain the contributions to astronomy of Galileo and Newton</p>
 Quiz: Early Astronomy			



Lesson	Description	Time (min)	Objective(s)
 The Earth-Moon- Sun System	In this lesson, students learn how the sun and moon interact with Earth and affect how we are able to view, or see, those bodies.	45	Describe the movements of Earth known as rotation, revolution, and precession Explain how the moon goes through phases Explain how eclipses occur
 Quiz: The Earth-Moon-Sun System			
 Earth's Moon	This lesson teaches students how the moon was formed and how many of its surface features were formed.	45	Describe how the physical features of the lunar surface were created Explain the history of the moon
 Quiz: Earth's Moon			
 Posttest 9			






Module 10: Touring Our Solar System

Lesson	Description	Time (min)	Objective(s)
 The Solar System	In this lesson, students discover how the solar system was formed and learn about the different planet types.	45	List the major differences between the terrestrial and Jovian planets Explain how the solar system formed
 Quiz: The Solar System			
 The Terrestrial Planets	This lesson provides an overview of the the three other planets that share the inner solar system with Earth.	45	Describe the distinguishing characteristics of Mercury Describe the distinguishing characteristics of Venus Describe the distinguishing characteristics of Mars
 Quiz: The Terrestrial Planets			



Lesson	Description	Time (min)	Objective(s)
 The Outer Planets and Pluto	This lesson teaches students about the larger planets of our outer solar system.	45	Describe the distinguishing characteristics of Jupiter Describe the distinguishing characteristics of Saturn Describe the distinguishing characteristics of Uranus Describe the distinguishing characteristics of Neptune
 Quiz: The Outer Planets and Pluto			
 Minor Members of the Solar System	In this lesson, students learn about some of the other objects found in our solar system, both inner and outer.	45	Identify the location within our solar system where most asteroids are found Describe the structure of a comet Explain the possible origins for a meteoroid
 Quiz: Minor Members of the Solar System			
 Posttest 10			






Module 11: Studying the Sun

Lesson	Description	Time (min)	Objective(s)
 The Study of Light	This lesson describes the waves that compose the electromagnetic spectrum and how this information is used to learn about other stars.	45	Describe the waves that compose the electromagnetic spectrum Describe what the different types of spectra reveal about stars Explain how the Doppler effect is applied to the motion of stars in relation to Earth
 Quiz: The Study of Light			


Lesson	Description	Time (min)	Objective(s)
 Tools for Studying Space	This lesson introduces some of the tools that are used to study objects in space and some of their respective advantages and disadvantages.	45	<p>Explain how refracting telescopes work</p> <p>Explain how reflecting telescopes work</p> <p>Explain how radio telescopes work</p> <p>Explain the advantages that a space telescope has over an Earth-based telescope</p>
 Quiz: Tools for Studying Space			
 The Sun	This lesson provides an overview of the sun and the ability of its inner workings to provide the solar system with light and heat.	45	<p>Explain the structure of the sun</p> <p>Describe the physical features on the surface of the sun</p> <p>Explain how the sun produces energy</p>
 Quiz: The Sun			
 Posttest 11			

Module 12: Beyond Our Solar System

Lesson	Description	Time (min)	Objective(s)
 Properties of Stars	In this lesson, students learn about the different properties scientists use to classify stars.	45	<p>Describe what astronomers can learn by studying star properties</p> <p>Explain how distance affects parallax</p> <p>List the factors that determine a star's apparent magnitude</p> <p>Describe the relationship shown on a Hertzsprung-Russell diagram</p>
 Quiz: Properties of Stars			

Lesson	Description	Time (min)	Objective(s)
 Stellar Evolution	This lesson discusses the life cycle of stars and describes the various ways stars can die.	45	Identify which stage marks the birth of a star Explain why all stars eventually die List the possible stages of a star's life cycle
 Quiz: Stellar Evolution			
 The Universe	In this lesson, students explore different galaxy structures and learn about evidence that supports the big bang theory.	45	Describe the size and structure of the Milky Way Galaxy List the ways in which galaxies differ from one another Cite the evidence that indicates that the universe is expanding Describe how the universe began according to the big bang theory
 Quiz: The Universe			
 Posttest 12			

Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			

Environmental Science



Environmental Science A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary: This course offers the student an opportunity to gain an understanding of the concepts fundamental to environmental science. These concepts are keys that will help unlock our abilities to safeguard resources, manage waste, reduce pollution, protect the food chain, adapt to changing fuel needs, and champion our planet on all levels — from the conscientious management of the smallest household to the protection of the largest biospheres.

Semester A

1. The Methods and Nature of Environmental Science

1. Identifying Main Environmental Factors
 - Consider what makes up the environment
 - Learn the main "factors" that are needed to understand the environment in a logical manner
 - Realize the importance of the human factor on the environment
2. The Scientific Method
 - Learn one method of scientific problem-solving
 - Discover the steps of the scientific method
 - Experiment with the scientific method
3. Environmental Specialists
 - Compare the many types of specific specialists
 - Identify which scientists work in various environments
4. Observation and Record Keeping - Past and Present
 - Explore how different civilizations have recorded the environments around them through the centuries

- Learn how environmental scientists record their observations
 - Discover ways that you can record information about your own environment
5. Environmental Accidents and Scientific Methods
 - Discover the challenges scientists face when emergencies occur
 - Realize the effects of accidental contamination on the environment
 6. Biotic versus Abiotic
 - Define and differentiate abiotic and biotic
 - Learn the basic differences between biotic and abiotic objects
 7. Earth Divisions
 - Study the divisions of the Earth and their locations
 - See how each division contributes to the environment
 8. Hierarchy of Biology
 - Identify the way life is organized from the tiniest parts of an organism to the largest forms of life
 - Explore the importance of listing and classifying organisms
 9. Population versus Community
 - Demonstrate the differences between population and community
 - Identify the names of various groups of animals
 10. Biodiversity
 - Explore how life forms adapt to their surroundings
 - Investigate how diverse organisms can be
 - Describe the accomplishments of Charles Darwin and his theory of natural selection

2. Earth's Processes

1. Domestic vs. Wild
 - Explore the differences between domestic and wild plants and animals
 - Describe how domestication has improved the way humans live
 - Recognize the concept of selective breeding
2. Environmental Invaders
 - Learn about the delicate balance between organisms and their surroundings
 - Consider the introduction of new life forms in America and how they affect the already existing populations
 - Explore the ways of controlling the effects of new organisms in a community
3. The Water Cycle
 - Investigate the stages of the water cycle
 - Explore how water and the various stages of the water cycle impact everyday life
4. Acid Rain
 - Identify where acid rain comes from

- Discover how acid rain affects the environment
 - Explain ways to prevent acid rain in the future
5. Ground Water Pollution
 - Examine sources of ground pollution
 - Explore the importance of ground water and fresh water
 - Recognize how the water we drink is affected by pollution
 6. The Carbon Cycle
 - Learn about the carbon cycle - how carbon is circulated through the environment
 - Discover how carbon relates to people, plants, and animals
 - Explore the processes in plants and animals that use carbon
 7. The "Greenhouse Effect" And Global Warming
 - Demonstrate how the carbon cycle is affected by pollution
 - Examine the role carbon plays in both good and harmful processes on Earth
 - Review the concepts of global warming and the "greenhouse effect"
 8. Air Pollution
 - Recall how air pollution is affecting every part of the globe
 - Investigate the main air pollution issues
 - Describe ways to improve air quality
 9. The Food Chain
 - Investigate about the food chain
 - Recognize how nature dictates food choices
 - Recognize the importance of the food chain
 10. Food Chain Pollution
 - Investigate how the food chain is affected by pollution
 - Examine the difficulties of repairing damage to the food chain
 - Identify how invader species can affect the food chain

3. Final Review and Exam

1. Environmental Science A Final Review
2. Environmental Science A Final Exam

Semester B

1. Environmental Science Programs and Policies

1. Policies and Agencies
 - Investigate the departments and agencies that the United States has established to monitor specific issues in the environment
 - Identify how the different agencies overlap focus on issues and work together to find solutions to problems in the environment
2. Recent Policy Changes and Energy Issues

- Recognize the government's new energy legislation and what it means for individuals and companies
- Recognize the supply and demand of energy
- Investigate the advantages and disadvantages of the new laws

3. Local Environmental Agencies

- Explore the Environmental Protection Agency and how it works to make the environment clean and safe
- Explain the laws that the EPA has developed to prevent further harm to the environment
- Review how local government works with the EPA to regulate pollution in cities and towns

4. International Environmental Concerns

- Identify environmental problems which affect the planet and its species
- Identify how deforestation creates even greater problems with global warming
- Identify the efforts some make to clean up the environment and the lack of effort by others

5. Environmental Groups and Regulatory Violations

- Investigate various environmental groups that work to improve the environment
- Recall how environmental groups take different approaches to pollution and its control

6. Planning Conservation

- Discover the ways people are saving energy in their homes
- Consider how older homes can be more energy efficient

7. Waste Management

- Investigate the entire process of waste management
- Name the different classes of waste processing

8. Composting

- Explore the process of composting biodegradable materials
- Investigate the benefits of composting and how it can help reduce waste in landfills

9. Space Waste

- Explain the growing problems faced by waste in space
- Identify the damage space waste can cause
- Explore methods of cleaning up space waste

10. Transportation Challenges

- Recognize the importance of the trucking industry
- Identify ways to make trucking transportation safer
- Learn about the laws that govern the trucking industry

2. The Effects of Environmental Science Technology

1. Standard Electric Energy Production Methods

- Recognize the basic theory of generating electricity
- Distinguish between different ways to generate electricity
- Identify ways power plants can harm the environment

- Describe the role natural resources play in providing raw materials for an industrial society
2. New Energy Production Methods
 - Identify new designs for safely producing power
 - Recognize how energy sources are harnessed to produce power
 3. Fuel Production and Transport Problems
 - Discover the basic steps of oil production
 - Recognize how the environment can be effected by oil drilling
 4. United States Agriculture
 - Explore the world's need for farmers
 - Discover the many diverse crops grown in the United States
 - Understand why farmland is being sold and developed into new homes and businesses
 - Consider the need to preserve our nation's farmlands
 5. Modern Agriculture and New Technology
 - Name new technologies in agriculture
 - Identify technologies that are helping and hurting today's farmers
 - Explain what can be done to help American farmers keep their land
 6. Less Pesticides and More IPM
 - Identify integrated pest management techniques
 - Recognize how using IPM can help save crops in an environmentally-friendly way
 7. Genetically Modified Organisms (GMOs)
 - Compare and consider the pros and cons of genetically altering foods
 - Discover how GMOs are helping to improve the products we buy
 - Explore ways GMOs are helping doctors cure diseases
 8. Grazing and Public Land Management
 - Learn about how the Bureau of Land Management regulates land under its control
 - Explore the reintroduction of wild species into national parks and the impact it has on the existing species
 - Identify the Acts of Congress that protect federal land and the animals living there
 9. New Environmental Uses of Corn
 - Learn about how the Bureau of Land Management regulates land under its control
 - Explore the reintroduction of wild species into national parks and the impact it has on the existing species
 - Identify the Acts of Congress that protect federal land and the animals living there
 10. It's All Up to You!
 - Learn about how the Bureau of Land Management regulates land under its control
 - Explore the reintroduction of wild species into national parks and the impact it has on the existing species
 - Identify the Acts of Congress that protect federal land and the animals living there

3. **Final Review and Exam**

1. Environmental Science B Final Exam Review
2. Environmental Science B Final Exam

Physical Science – Chemistry/Physics (Prescriptive)

Physical Science - Chemistry A/B Prescriptive

Time allocations:

Each lesson in the Course Outline provides an estimated time to complete.



Instructional Activities

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.





Course Summary

Prescriptive courses are designed as credit recovery for students. Teachers will work with students to identify the content students have not mastered. Students will only complete those lessons or units within the course. This will ensure that students have mastered all standards for graduation requirements.

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		







Module 1: Science Skills

Lesson	Description	Time (min)	Objective(s)
 Science Skills	This lesson contains a video about forensic science.	15	
 Physical Science	This lesson presents an overview of physical science.	45	<p>Explain how science and technology are related</p> <p>List the major branches of natural science and describe how they overlap</p> <p>Describe the main ideas of physical science</p>
 Quiz: Physical Science			
 Using a Scientific Approach	In this lesson students learn about the scientific method. It also describes the importance of scientific models and laboratory safety.	45	<p>Describe the steps in the scientific method</p> <p>Compare and contrast facts, scientific theories, and scientific laws</p> <p>Explain the importance of models in science</p> <p>Explain the importance of safety in science</p>

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Using a Scientific Approach			
📏 Measurement	This lesson explains how to perform calculations involving scientific notation. It also introduces students to SI units and the concepts of accuracy and precision.	45	<p>Perform calculations involving scientific notation and conversion factors</p> <p>Identify the metric and SI units used in science and convert between common metric prefixes</p> <p>Compare and contrast accuracy and precision</p> <p>Relate the Celsius, Kelvin, and Fahrenheit temperature scales</p>
🔍 Quiz: Measurement			
📊 Presenting Scientific Data	This lesson addresses how to organize and present data using tables and graphs. Students learn the relationship between a manipulated and a responding variable. The importance of communicating data and conducting peer reviews is also covered.	45	<p>Organize and analyze data using tables and graphs</p> <p>Explain the importance of communicating data</p>
🔍 Quiz: Presenting Scientific Data			
★ Posttest 1			

Module 2: Properties of Matter

Lesson	Description	Time (min)	Objective(s)
📏 Properties of Matter	This lesson contains a video about water purification.	15	

Lesson	Description	Time (min)	Objective(s)
 Classifying Matter	In this lesson students learn the differences between elements, compounds and mixtures. Additionally, students learn the symbols for elements and how to classify mixtures.	45	Describe the characteristics of an element and the symbols used to identify elements Describe the characteristics of a compound Distinguish pure substances from mixtures Classify mixtures as solutions, suspensions, or colloids
 Quiz: Classifying Matter			
 Physical Properties	This lesson defines physical properties, explains how they are used to classify substances, and teaches students how to recognize a physical change.	45	Describe physical properties of matter Describe how properties are used to choose materials Describe methods used to separate mixtures Describe evidence that indicates a physical change is taking place
 Quiz: Physical Properties			
 Chemical Properties	This lesson defines chemical properties and teaches students to recognize the difference between a chemical change and a physical change.	45	Describe chemical properties of matter Describe clues that indicate that a chemical change is taking place Distinguish chemical changes from physical changes
 Quiz: Chemical Properties			
★ Posttest 2			





Module 3: States of Matter

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 States of Matter	This lesson contains a video about hot air balloons.	15	
 Solids, Liquids, and Gases	This lesson classifies the states of matter and teaches students how to explain the behavior of solids, liquids, and gases by using the kinetic theory.	45	Describe the five states of matter Explain the behavior of gases, liquids, and solids using the kinetic theory
 Quiz: Solids, Liquids, and Gases			
 The Gas Laws	This lesson addresses pressure and factors affecting the pressure of gases, such as temperature and volume.	45	Define pressure and gas pressure Identify factors that affect gas pressure Explain Charles's law and Boyle's law Explain the combined gas law
 Quiz: The Gas Laws			
 Phase Changes	In this lesson students learn to describe various phase changes and to recognize the relationship between temperature and kinetic energy in these changes.	45	Describe phase changes Describe melting and freezing Describe vaporization and condensation Describe sublimation and deposition Explain the constant temperature of a substance that is undergoing a phase change
 Quiz: Phase Changes			
 Posttest 3			

Module 4: Atomic Structure




Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Atomic Structure	This lesson contains a video about nanotechnology.	15	
 Studying Atoms	This lesson presents the various atomic models and describes how they developed from scientific experimentation.	45	<p>Describe ancient Greek models of matter</p> <p>List the main points of Dalton's atomic theory and describe his evidence for the existence of atoms</p> <p>Explain how Thomson used data from experiments to produce his atomic model</p> <p>Explain how Rutherford used data from experiments to produce his atomic model</p>
 Quiz: Studying Atoms			
 The Structure of an Atom	In this lesson students define and compare the three major subatomic particles. They also describe atomic structure in terms of atomic number and atomic mass number.	45	<p>Identify three subatomic particles and compare their properties Distinguish the atomic number of an element from the mass number of an isotope, and use these numbers to describe the structure of the atoms</p>
 Quiz: The Structure of an Atom			
 Modern Atomic Theory	This lesson describes the modern model of the atom and focusing specifically on electron levels and behavior.	45	<p>Describe Bohr's model of the atom and the evidence for energy levels</p> <p>Explain how the electron cloud model represents the behavior and locations of electrons in atoms</p> <p>Distinguish the ground state from excited states of an atom based on electron configurations Review the development of models of the atom over time</p>




Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Modern Atomic Theory			
★ Posttest 4			


Module 5: The Periodic Table

Lesson	Description	Time (min)	Objective(s)
📁 The Periodic Table	This lesson contains a video about the elements.	15	
📁 Organizing the Elements	This lesson describes Mendeleev's research and the organization of the modern periodic table.	45	Describe how Mendeleev arranged the elements in his table Explain how the predictions Mendeleev made and the discovery of new elements demonstrated the usefulness of his periodic table
🔍 Quiz: Organizing the Elements			
📁 The Modern Periodic Table	This lesson explains the row and column organization of the periodic table and relates it to the properties of elements.	45	Describe the arrangement of elements in the modern periodic table Explain how the atomic mass of an element is determined and how atomic mass units are defined Identify general properties of metals, nonmetals, and metalloids Describe how properties of elements change across a period in the periodic table
🔍 Quiz: The Modern Periodic Table			

Lesson	Description	Time (min)	Objective(s)
 Representative Groups	In this lesson students learn the properties of elements in each group of the periodic table and how the groups relate to valence.	45	<p>Relate the number of valence electrons to groups in the periodic table and to properties of elements in those groups</p> <p>Identify some properties of the alkali and alkaline earth metals</p> <p>Identify some properties of the boron, carbon, nitrogen, and oxygen families</p> <p>Identify some properties of the halogens</p> <p>Identify some properties of the noble gases</p>
 Quiz: Representative Groups			
 Posttest 5			


Module 6: Chemical Bonds

Lesson	Description	Time (min)	Objective(s)
 Chemical Bonds	This lesson contains a video about silicon, its valence electrons, and its ability to be a semiconductor.	15	
 Ionic Bonding	In this lesson students learn to define and describe an ionic bond, recognize which elements form ionic bonds based upon valence electrons, and relate ionic compounds to crystal structure.	45	<p>Recognize stable electron configurations</p> <p>Describe how an ionic bond forms and how ionization energy affects the process</p> <p>Predict the composition of an ionic compound from its chemical formula</p> <p>Relate the properties of ionic compounds to the structure of crystal lattices</p>
 Quiz: Ionic Bonding			

Lesson	Description	Time (min)	Objective(s)
 Covalent Bonding	This lesson defines and describes covalent bonds. It also compares polar and nonpolar bonds and demonstrates how polar bonds affect the polarity of a molecule.	45	Describe the formation of covalent bonds and the attractions that keep atoms together in molecules Compare polar and nonpolar bonds, and demonstrate how polar bonds affect the polarity of a molecule
 Quiz: Covalent Bonding			
 Compounds and Formulas	In this lesson, students identify and describe binary ionic compounds, metals with multiple ions, and polyatomic ions. Additionally, students identify and determine chemical formulas for ionic and molecular compounds.	45	Recognize and describe binary ionic compounds, metals with multiple ions, and polyatomic ions Name and determine chemical formulas for ionic compounds Name and determine chemical formulas for molecular compounds
 Quiz: Compounds and Formulas			
 The Structure of Metals	This lesson introduces students to the properties of metals and the structure and strength of bonds in metals. Students also learn about alloys and how the composition of an alloy affects its properties.	45	Describe the structure and strength of bonds in metals Relate the properties of metals to their structures Define alloy and determine how the composition of an alloy affects its properties Review the development of metallurgy over time
 Quiz: The Structure of Metals			
 Posttest 6			

Module 7: Chemical Reactions


Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
 Chemical Reactions	This lesson contains a video about combustion reactions and their relationship to firefighting.	15	
 Describing Reactions	In this lesson students learn how to balance chemical equations. Additionally, students learn how to convert back and forth between moles and mass.	45	<p>Interpret chemical equations in terms of reactants, products, and conservation of mass</p> <p>Balance chemical equations by manipulating coefficients</p> <p>Convert between moles and mass of a substance using molar mass</p> <p>Calculate amounts of reactants or products by using molar mass, mole ratios, and balanced chemical equations</p>
 Quiz: Describing Reactions			
 Types of Reactions	This lesson introduces students to categories of reactions such as synthesis and decomposition. Additionally, students learn about the transfer of electrons in oxidation- reduction reactions.	45	<p>Classify chemical reactions as synthesis and decomposition reactions</p> <p>Classify chemical reactions as single-replacement and double-replacement reactions</p> <p>Classify chemical reactions as combustion reactions</p> <p>Describe oxidation-reduction reactions and relate them to other classifications of chemical reactions</p>
 Quiz: Types of Reactions			
 Energy Changes in Reactions	This lesson describes the transfer of energy during chemical reactions. Students learn that energy is conserved in chemical reactions, which are classified as endothermic or exothermic.	45	<p>Describe the energy changes that take place during chemical reactions</p> <p>Classify chemical reactions as exothermic or endothermic</p>

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Energy Changes in Reactions			
📁 Reaction Rates	This lesson discusses reaction rates and factors that affect reaction rates.	45	Explain what a reaction rate is Describe the factors affecting chemical reaction rates
🔍 Quiz: Reaction Rates			
📁 Equilibrium	This lesson describes different types of chemical equilibria and explores the factors that affect chemical equilibrium.	45	Identify and describe physical and chemical equilibria Describe the factors affecting chemical equilibrium Predict the effects of changes in the concentrations of reactants or products on chemical equilibrium
🔍 Quiz: Equilibrium			
★ Posttest 7			




Module 8: Solutions, Acids, and Bases








Lesson	Description	Time (min)	Objective(s)
📁 Solutions, Acids, and Bases	This lesson contains a video about blood, its components, and pH.	15	

Lesson	Description	Time (min)	Objective(s)
 Formation of Solutions	<p>In this lesson students discover that properties of solutions differ from their components. The lesson describes how substances dissolve in water and how rates of dissolving are affected by various factors.</p>	45	<p>Describe how a substance can dissolve in water by dissociation, dispersion, or ionization Describe how the physical properties of a solution can differ from those of its solute and solvent</p> <p>Identify energy changes that occur during the formation of a solution</p> <p>Describe factors affecting the rate at which a solute dissolves in a solvent</p>
 Quiz: Formation of Solutions			
 Solubility and Concentration	<p>This lesson introduces three types of solutions and teaches students how to compare solution concentration by volume, mass, and molarity.</p>	45	<p>Define solubility and classify solutions as unsaturated, saturated, or supersaturated Describe factors affecting solubility</p> <p>Calculate and compare and contrast solution concentrations expressed as percent by volume, percent by mass, and molarity Describe how surface area and temperature affect the rate of dissolving and solubility</p>
 Quiz: Solubility and Concentration			

Lesson	Description	Time (min)	Objective(s)
 Properties of Acids and Bases	In this lesson students learn how to categorize substances as acids or bases and relate this to pH. Additionally, students learn about neutralization reactions.	45	<p>Define acid and describe some of the general properties of an acid</p> <p>Define base and describe some of the general properties of a base</p> <p>Identify a neutralization reaction, and describe the reactants and products of neutralization</p> <p>Explain how acids and bases can be defined as proton donors and proton acceptors</p> <p>Define pH and relate pH to hydronium ion concentration in a solution</p>
 Quiz: Properties of Acids and Bases			
 Posttest 8			

Module 9: Carbon Chemistry




Lesson	Description	Time (min)	Objective(s)
 Carbon Chemistry	This lesson contains a video about coal-burning power stations and the quest for clean coal technology.	15	
 Carbon Compounds	This lesson explains how a variety of carbon bonding patterns produces a diversity of organic molecules. It covers saturated and unsaturated hydrocarbons as well as hydrocarbons bonded to various functional groups.	45	<p>Relate the structure of three forms of carbon to their properties</p> <p>Distinguish unsaturated from saturated hydrocarbons</p> <p>Classify substituted hydrocarbons based on their functional groups</p>
 Quiz: Carbon Compounds			

Lesson	Description	Time (min)	Objective(s)
 Polymers	In this lesson students learn the difference between monomers and polymers. They also see examples of natural and synthetic polymers.	45	Compare three examples of synthetic polymers Describe the structures and functions of four types of natural polymers Recognize how to test for sugars, starches, lipids, and proteins
 Quiz: Polymers			
 Fossil Fuels	In this lesson students learn about the combustion of fossil fuels.	45	Describe the formation, composition, and uses of three types of fossil fuels Distinguish complete combustion from incomplete combustion of fossil fuels Consider varying viewpoints on the topic of fossil fuels
 Quiz: Fossil Fuels			
 Reactions in Cells	This lesson compares and contrasts photosynthesis and cellular respiration. It also teaches students how enzymes and vitamins facilitate reactions.	45	Compare photosynthesis and cellular respiration Explain how enzymes and vitamins help reactions take place in cells
 Quiz: Reactions in Cells			
 Posttest 9			

Module 10: Nuclear Chemistry

Lesson	Description	Time (min)	Objective(s)
 Nuclear Chemistry	This lesson contains a video about nuclear medicine.	15	



Lesson	Description	Time (min)	Objective(s)
 Radioactivity	In this lesson students classify nuclear radiation as alpha particle, beta particles, or gamma rays. Students also learn about the sources of nuclear radiation.	45	Describe the process of nuclear decay Classify nuclear radiation as alpha particles, beta particles, or gamma rays Balance nuclear equations Identify sources of nuclear radiation, and describe how nuclear radiation affects matter
 Quiz: Radioactivity			
 Rates of Nuclear Decay	This lesson describes nuclear decay and half-life. It shows how radioisotopes can be used to estimate the age of matter.	45	Define half-life and relate half-life to the age of a radioactive sample Describe how radioisotopes are used to estimate the age of materials Consider varying viewpoints on the topic of radon testing in schools
 Quiz: Rates of Nuclear Decay			
 Artificial Transmutation	This lesson provides an overview of how nuclear reactions occur in a laboratory.	45	Describe and identify examples of transmutation Describe how transuranium elements are synthesized Explain how particle accelerators have been used in scientific research
 Quiz: Artificial Transmutation			

Lesson	Description	Time (min)	Objective(s)
 Fission and Fusion	This lesson describes how nuclear forces can vary. Students also learn about nuclear fission and nuclear fusion.	45	Compare and contrast nuclear forces Describe the process of nuclear fission Describe the process of nuclear fusion Review the development of nuclear chemistry over time
 Quiz: Fission and Fusion			
 Posttest 10			






Review Test




Lesson	Description	Time (min)	Objective(s)
 Review Test			

Course Home




Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: Motion

Lesson	Description	Time (min)	Objective(s)
 Motion	This lesson contains a video about navigation devices.	15	
 Distance and Displacement	This lesson describes how frames of reference are used to measure motion. Students learn how to measure distance in SI units and calculate displacement using vector addition.	45	<p>Identify the frames of reference and describe how they are used to measure motion</p> <p>Distinguish between distance and displacement</p> <p>Calculate displacement using vector addition</p>
 Quiz: Distance and Displacement			
 Speed and Velocity	In this lesson students identify the SI units for measuring speed. Students learn how to combine velocities, interpret distance- time graphs, and calculate the speed of objects using slope.	45	<p>Compare and contrast average speed and instantaneous speed</p> <p>Interpret distance-time graphs</p> <p>Describe how velocities combine Use a distance-time graph to determine speed</p>
 Quiz: Speed and Velocity			

Lesson	Description	Time (min)	Objective(s)
 Acceleration	This lesson describes the changes in motion that produce positive and negative acceleration, and explains the difference between constant and instantaneous acceleration. Students calculate and graph acceleration using speed, time, and distance.	45	<ul style="list-style-type: none"> Identify changes in motion that produce acceleration Calculate the acceleration of an object Interpret speed-time and distance-time graphs Describe instantaneous acceleration
 Quiz: Acceleration			
 Posttest 1			


Module 2: Forces and Motion








Lesson	Description	Time (min)	Objective(s)
 Forces and Motion	This lesson contains a video about terminal speed and sky diving.	15	
 Forces	This lesson presents examples of forces, including gravitation and four different types of friction. Students identify the SI units that are used to measure force, and discover how these forces affect the motion of objects.	45	<ul style="list-style-type: none"> Describe examples of force and identify appropriate SI units used to measure force Explain how the motion of an object is affected when balanced and unbalanced forces act on it Compare and contrast the four kinds of friction Describe how Earth's gravity and air resistance affect falling objects Describe the path of a projectile and identify the forces that produce projectile motion
 Quiz: Forces			




Lesson	Description	Time (min)	Objective(s)
 Newton's First and Second Laws	This lesson presents Newton's first and second laws of motion. Students identify and distinguish between the concepts of mass, weight, and inertia, and use the second law to calculate acceleration, force, and mass values.	45	Describe Newton's first law of motion and its relation to inertia Describe Newton's second law of motion and use it to calculate acceleration, force, and mass values Relate the mass of an object to its weight Determine how length and steepness of a ramp affect the rate of acceleration on an object
 Quiz: Newton's First and Second Laws			
 Newton's Third Law	This lesson discusses Newton's third law of motion, including the relationship between action and reaction forces. In the lesson, students also learn how to calculate momentum.	45	Explain how action and reaction forces are related according to Newton's third law of motion Calculate the momentum of an object and describe what happens when momentum is conserved during a collision Review the development of amusement park rides over time
 Quiz: Newton's Third Law			
 Universal Forces	This lesson addresses electromagnetic, nuclear, gravitational, and centripetal forces. It discusses Newton's law of universal gravitation and explains how gravitational and centripetal forces affect the orbits of the moon and artificial satellites.	45	Identify the forms of electromagnetic force that can both attract and repel Identify and describe the universal forces acting within the nucleus Define Newton's law of universal gravitation and describe the factors affecting gravitational force Describe centripetal force and the type of motion it produces
 Quiz: Universal Forces			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 2			


Module 3: Forces in Fluids



Lesson	Description	Time (min)	Objective(s)
 Forces in Fluids	This lesson contains a video about airplane motion.	15	
 Fluid Pressure	This lesson teaches students how to calculate pressure. It explains how altitude affects air pressure and how depth affects pressure exerted by water.	45	Describe and calculate pressure Describe the relationship between water depth and the pressure it exerts Explain how altitude affects air pressure
 Quiz: Fluid Pressure			
 Forces and Pressure in Fluids	This lesson discusses how pressure is transmitted in a fluid and how speed and pressure of a fluid are related. Pascal's and Bernoulli's principles are covered.	45	Describe how pressure is transmitted in a fluid according to Pascal's principle Explain how the speed and pressure of a fluid are related according to Bernoulli's principle
 Quiz: Forces and Pressure in Fluids			
 Buoyancy	In this lesson students learn about the effects of buoyancy on objects. The lesson discusses the relationships between buoyancy and the weight, displacement, and density of objects, and includes an explanation of Archimedes' principle.	45	Explain the effect of buoyancy on the apparent weight of an object Use Archimedes' principle to explain the relationship between displacement and buoyant force Describe the relationship between density and buoyancy
 Quiz: Buoyancy			
★ Posttest 3			

Lesson	Description	Time (min)	Objective(s)
 Work, Power, and Machines	This lesson contains a video about bikes and gears.	15	
 Work and Power	This lesson describes the relationships between force, work, and power. Students learn how to calculate work and power in SI units.	45	Describe the conditions that must exist for a force to do work on an object Calculate the work done on an object Describe and calculate power
 Quiz: Work and Power			
 Work and Machines	This lesson defines a machine and describes how it makes work easier. Students learn the relationship between the work input and the work output of a machine.	45	Describe what a machine is and how it makes work easier to do Relate the work input to a machine to the work output of the machine Review the development of machines from the 1700s to the early 1900s
 Quiz: Work and Machines			
 Mechanical Advantage	In this lesson students learn how to calculate mechanical advantage and compare actual to ideal mechanical advantage. Students also calculate efficiency and discover why the efficiency of a machine is less than 100%.	45	Compare a machine's actual mechanical advantage to its ideal mechanical advantage Explain why the efficiency of a machine is always less than 100% Determine the mechanical advantage of a pair of bicycle gears
 Quiz: Mechanical Advantage			

Lesson	Description	Time (min)	Objective(s)
 Simple Machines	This lesson presents the simple machines: lever, wheel and axle, inclined plane, wedge and screw, and pulleys. Compound machines are also covered.	45	<p>Name, describe, and give an example of a lever</p> <p>Name, describe, and give an example of a wheel and axle</p> <p>Name, describe, and give an example of an inclined plane</p> <p>Name, describe, and give examples of a wedge and a screw</p> <p>Name, describe, and give examples of pulleys and pulley systems</p> <p>Define and identify compound machines</p>
 Quiz: Simple Machines			
 Posttest 4			

Module 5: Energy

Lesson	Description	Time (min)	Objective(s)
 Energy	This lesson contains a video about roller coasters and the conversion of energy.	15	

Lesson	Description	Time (min)	Objective(s)
 Energy and Its Forms	<p>This lesson describes the relationship between work and energy. It discusses the two general energy types, kinetic and potential, and introduces the various forms of energy, including mechanical, chemical, electrical, electromagnetic, and nuclear.</p>	45	<p>Describe the relationship between work and energy</p> <p>Relate kinetic energy to mass and speed and calculate these quantities</p> <p>Analyze how potential energy is related to an object's position and give examples of gravitational and elastic potential energy</p> <p>Give examples of the major forms of energy and explain how each is produced</p> <p>Describe how the energy of a moving object is influenced by its mass</p>
 Quiz: Energy and Its Forms			
 Conversion and Conservation	<p>This lesson describes the relationship between energy and mass. It shows, according to the law of conservation of energy, how energy can be converted from one form to another.</p> <p>Students solve equations that show the conservation of mechanical energy.</p>	45	<p>Describe conversions of energy from one form to another</p> <p>State and apply the law of conservation of energy</p> <p>Analyze how energy is conserved in conversions between kinetic energy and potential energy and solve equations that equate initial energy to final energy</p> <p>Describe the relationship between energy and mass and calculate how much energy is equivalent to a given mass</p>
 Quiz: Conversion and Conservation			
 Energy Resources	<p>This lesson discusses renewable and nonrenewable energy resources and suggests ways that resources can be conserved.</p>	45	<p>Classify energy resources as renewable or nonrenewable</p> <p>Describe ways to conserve energy resources</p>
 Quiz: Energy Resources			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 5			

Module 6: Thermal Energy and Heat



Lesson	Description	Time (min)	Objective(s)
 Thermal Energy and Heat	This lesson contains a video about radiant energy and solar heating.	15	
 Thermal Energy and Matter	In this lesson students discover how thermal energy is transferred through the movement of particles in objects. Thermal energy is related to temperature, mass, and specific heat.	45	<p>Explain how heat and work transfer energy</p> <p>Calculate thermal energy, temperature change, or mass using the specific heat equation</p> <p>Describe how a calorimeter operates and calculate thermal energy changes or specific heat using calorimetry measurements</p>
 Quiz: Thermal Energy and Matter			
 Heat	This lesson presents the three major types of heat transfer: conduction, convection, and radiation.	45	<p>Describe conduction</p> <p>Describe convection</p> <p>Describe radiation</p>
 Quiz: Heat			
 The Laws of Thermodynamics	This lesson introduces the three laws of thermodynamics. Concepts of work and heat are related to the conservation of energy within a closed system. Heat engines are also discussed.	45	<p>Apply the law of conservation energy to conversions between thermal energy and other forms of energy</p> <p>Apply the second law of thermodynamics in situations where thermal energy moves from cooler to warmer objects</p> <p>State the third law of thermodynamics</p>





🔍 Quiz: The Laws of Thermodynamics			
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Lesson	Description	Time (min)	Objective(s)
📁 Using Heat	In this lesson students discover how various types of heating and cooling systems operate.	45	Describe how the different types of heating systems operate Describe how cooling systems, such as refrigerators and air conditioners, operate
🔍 Quiz: Using Heat			
★ Posttest 6			

Module 7: Mechanical Waves and Sounds


Lesson	Description	Time (min)	Objective(s)
📁 Mechanical Waves and Sounds	This lesson contains a video about noise-cancellation technology.	15	
📁 Mechanical Waves	In this lesson students classify types of mechanical waves and learn how they are produced. Transverse, longitudinal, and surface waves are covered.	45	Define mechanical waves and relate waves to energy Describe transverse waves and discuss how they are produced Describe longitudinal waves and discuss how they are produced Describe surface waves and discuss how they are produced
🔍 Quiz: Mechanical Waves			





 Properties of Mechanical Waves	This lesson describes the frequency, period, and wavelength of different types of mechanical waves. Students solve equations relating these properties to wave speed and learn how to measure the amplitude of a wave.	45	Define frequency, period, and wavelength and describe these properties for different kinds of waves Solve equations relating wave speed to wavelength and frequency or period Describe how to measure amplitude and relate amplitude to the energy of a wave
 Quiz: Properties of Mechanical Waves			




Lesson	Description	Time (min)	Objective(s)
 Behavior of Waves	This lesson shows how waves are affected by reflection, refraction, and diffraction. In the lesson, students also learn about standing waves and wave interference.	45	Describe how reflection, refraction, and diffraction affect waves Distinguish between constructive and destructive interference and explain how standing waves form
 Quiz: Behavior of Waves			
 Sound	This lesson explains the properties of sound waves. It describes how relative motion determines the frequency of sound heard by an observer.	45	Describe the properties of sound waves and explain how sound is produced and reproduced Explain how relative motion determines the frequency of sound an observer hears Read varying viewpoints on the topic of noise pollution in the ocean
 Quiz: Sound			

 Hearing	In this lesson students explore the principle regions of the human ear and their functions. Such applications as ultrasound and music are also presented.	45	Analyze the functions of the main regions of the human ear Describe how sound waves behave in applications such as ultrasound and music Review the development of sound recording over time
 Quiz: Hearing			
 Posttest 7			





Module 8: The Electromagnetic Spectrum and Light

Lesson	Description	Time (min)	Objective(s)
 The Electromagnetic Spectrum and Light	This lesson contains a video about the use of electromagnetic radiation to detect forgery in art.	15	

Lesson	Description	Time (min)	Objective(s)
 Electromagnetic Waves	This lesson introduces students to the characteristics of electromagnetic waves and some of the properties of light. Students make calculations to determine wavelength and frequency.	45	Describe the characteristics of electromagnetic waves in a vacuum and how Michelson measured the speed of light Calculate the wavelength and frequency of an electromagnetic wave given its speed Describe the evidence for the dual nature of electromagnetic radiation Describe how the intensity of light changes with distance from a light source
 Quiz: Electromagnetic Waves			
 Electromagnetic Spectrum	In this lesson students classify different wavelengths and frequencies of radiation in the electromagnetic spectrum, including radio and infrared waves, visible light, ultraviolet rays, and gamma and x-rays.	45	Rank and classify electromagnetic waves based on their frequencies and wavelengths Describe the uses for radio waves and infrared rays Describe the uses for visible light, ultraviolet rays, X-rays, and gamma rays
 Quiz: Electromagnetic Spectrum			
 Behavior of Light	In this lesson students classify transparent, translucent, and opaque materials and discover what happens when light is reflected, refracted, polarized, or scattered.	45	Classify materials as transparent, translucent, or opaque to visible light Describe what happens when light is reflected, refracted, polarized, or scattered
 Quiz: Behavior of Light			

Lesson	Description	Time (min)	Objective(s)
 Color	This lesson describes the factors that determine the colors of objects. In the lesson students distinguish between colors of light and colors of pigments, and classify these colors as primary or secondary.	45	Explain how a prism disperses white light into different colors Analyze factors that determine the color of an object Distinguish among primary, secondary, and complementary colors of light and of pigments
 Quiz: Color			
 Posttest 8			

Module 9: Optics

Lesson	Description	Time (min)	Objective(s)
 Optics	This lesson contains a video about fiber optics.	15	
 Mirrors	This lesson describes the physical characteristics of plane, concave, and convex mirrors. Students distinguish between the types of images formed by these mirrors.	45	Describe the law of reflection Describe how a plane mirror produces an image Describe the physical characteristics of plane, concave, and convex mirrors and distinguish between the types of images they form
 Quiz: Mirrors			
 Lenses	This lesson describes the physical characteristics of convex and concave lenses and discusses the principles of refraction and internal reflection. Students distinguish between the types of images formed by convex and concave lenses.	45	Explain what causes light to refract Describe the physical characteristics of concave and convex lenses and distinguish between the types of images they form Describe total internal reflection and explain its relationship to the critical angle Read varying viewpoints on the topic of video surveillance

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Lenses			
📁 Optical Instruments	In this lesson students learn about the optical properties of reflecting and refracting telescopes, cameras, and microscopes.	45	Distinguish between how reflecting and refracting telescopes form images Explain how cameras regulate and focus light to form images Describe how light travels in a compound microscope to produce an enlarged image Review the development of photography over time
🔍 Quiz: Optical Instruments			
📁 The Eye and Vision	This lesson discusses structures of the human eye and their functions. In the lesson students also learn about various ways that vision can be corrected.	45	Name the main parts of the eye and describe their functions Name common vision problems, identify their causes, and explain how they can be corrected
🔍 Quiz: The Eye and Vision			
★ Posttest 9			






Module 10: Electricity

Lesson	Description	Time (min)	Objective(s)
📁 Electricity	This lesson contains a video about the personal computer.	15	
📁 Electric Charge	This lesson examines electric force. It describes how electric forces and fields affect electric charge.	45	Analyze factors that affect the strength and direction of electric forces and fields Describe how electric forces and fields affect electric charges Describe how electric charges are transferred and explain why electric discharges occur

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Electric Charge			
📁 Electric Current	This lesson introduces the two types of current electricity: direct and alternating. Students learn how a potential difference causes a current to flow across a resistance, and they calculate voltage, current, and resistance using Ohm's law.	45	Describe electric current and identify the two types of current Describe the factors that affect resistance Explain how voltage produces electric current Calculate voltage, current, and resistance using Ohm's law
🔍 Quiz: Electric Current			
📁 Electric Circuits	In this lesson students learn how to analyze circuit diagrams for series and parallel circuits and to make calculations for electrical power and energy. The lesson also discusses electrical safety.	45	Analyze circuit diagrams for series circuits and parallel circuits Demonstrate how current moves in parallel and series circuits Solve equations that relate electric power to current, voltage, and electrical energy Describe devices and procedures for maintaining electrical safety
🔍 Quiz: Electric Circuits			
📁 Electronic Devices	This lesson describes analog and digital electronic devices. It explains how electron flow can be controlled in a circuit and shows how semiconductors are used in electrical components and microchips.	45	Explain how electronics conveys information with analog or digital signals Describe electronic devices used to control electron flow Describe how solid-state components are used in electronic devices Read varying viewpoints on the topic of electric cars
🔍 Quiz: Electronic Devices			

Lesson	Description	Time (min)	Objective(s)
★ Posttest 10			

Module 11: Magnetism

Lesson	Description	Time (min)	Objective(s)
 Magnetism	This lesson contains a video about magnetic resonance imaging(MRI).	15	
 Magnets and Magnetic Fields	This lesson describes magnetic fields and magnetic forces and their orientation to magnetic poles. In the lesson students discover the relationship between magnetic fields and the domains within ferromagnetic materials.	45	Describe the effects of magnetic forces and magnetic fields and explain how magnetic poles determine the direction of magnetic forces Explain the behavior of ferromagnetic materials in terms of magnetic domains
 Quiz: Magnets and Magnetic Fields			
 Electromagnetism	This lesson explores the relationships between electrical currents and magnetic fields. Students learn how to determine the direction of a magnetic field and how to identify the factors that affect field strength in solenoids and electromagnets.	45	Describe how a moving electric charge creates a magnetic field and determine the direction of the magnetic field based on the type of charge and the direction of its motion Explain how solenoids and electromagnets are constructed and describe factors that affect the field strength of both Describe how electromagnetic devices use the interaction between electric currents and magnetic fields
 Quiz: Electromagnetism			

Lesson	Description	Time (min)	Objective(s)
📖 Electrical Energy	This lesson examines methods of generating electrical currents and shows how electrical energy is produced, transmitted, and used in the home. In the lesson, students analyze factors that affect the voltage and current outputs of transformers.	45	Describe how electric current is generated by electromagnetic induction Compare AC and DC generators and explain how they work Analyze factors that determine the output voltage and current produced by a transformer Summarize how electrical energy is produced, transmitted, and converted for use in the home
📝 Quiz: Electrical Energy			
★ Posttest 11			

Review Test

Lesson	Description	Time (min)	Objective(s)
★ Review Test			

Physical Science



Physical Science A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: This is the first of two courses that comprise Physical Science. Throughout the semester, the student will be introduced to a variety of basic concepts in the field of chemistry. The student will also be introduced to the forces and motion, including topics of Newton's laws and the conservation of momentum.

This course consists of varied curriculum that provides the student the opportunity to use a scientific approach to problem-solving and making real-world connections. The student will investigate how matter is classified, explore the structure of an atom, identify groups within the periodic table, compare and contrast chemical reactions, study the properties of acids and bases and identify how to apply forces and motion to objects.

Semester A Outline

1. Course Overview

1. Course Overview

2. Atomic Structure

1. Atomic Structure Introduction

2. Composition of Atoms

- In this section, you will develop models to describe the composition of atoms.
- In this lesson, you will explore this law in detail using a PhET® simulation titled Build an Atom.

3. Molecules and Structures

- In this section, you will analyze models to describe the atomic composition of molecules and structures formed by covalent, ionic, and metallic bonds.

4. Periodic Table Introduction

- In this section, you will describe patterns in the properties of similarly grouped elements by asking questions about locations of common elements on the periodic table.
- In this section, you will examine historical experiments that led scientists to determine the structure of the atom and analyze the patterns in the periodic table.
- In this lesson you will explore Rutherford scattering in detail using a PhET® simulation titled Rutherford Scattering.

5. Atomic Number

- In this section, you will use information embedded in the structure of the periodic table to help you predict the relative properties of elements.

6. Stable Ions

- In this section, you will discover more information embedded in the structure of the periodic table regarding each atom's protons, neutrons, and electrons.

7. Valence Electrons

- In this section, you will describe electrons in the outermost energy level of atoms in the periodic table that are helpful in making predictions.

8. Bonds

- In this section, you will use the periodic table to predict the number and types of chemical bonds that atoms of elements can form.

9. Ions

- In this section, you will examine the periodic table further and use energy level diagrams to predict the number and charges of stable ions that might form from specific atoms in the table.

10. Atomic Structure Apply

11. Atomic Structure Review

12. Atomic Structure Unit Test

3. Properties

1. Properties Introduction

2. Thermal Energy and Kinetic Molecular Theory

- In this section, you will develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- In this section, you will describe phase transitions in terms of the kinetic molecular theory.

3. Gases Under Pressure

- In this section, you will describe the relationships among pressure, temperature, and volume of an enclosed gas when only the amount of gas is constant.
- In this section, you will determine molar quantities using computational thinking based on the ideal gas law.
- In this lesson you will explore this law in detail using a PhET® simulation titled Gases Intro.

4. Solutes and Solvents

- In this section, you will use models to explain how solutes dissolve in solvents.
- In this section, you will explore how temperature and pressure affect the solubility of different solutes.
- In this lesson you will explore concentration in detail using the PhET® simulation, "Concentration."

5. Ph, Acids and Bases

- In this section, you will use the concept of pH as a model to predict the relative properties of strong, weak, concentrated, and dilute acids and bases.
- In this section, you will comment on the strengths of two acids or two bases with similar composition.
- In this lesson you will explore pH in detail using a PhET® simulation, "pH Scale."

6. Acid Base Solutions

- In this lesson you will explore acids and bases in detail using a PhET® simulation, “Acid-Base Solutions.”
7. Properties Apply
 8. Properties Review
 9. Properties Unit Test

4. Chemical Reactions

1. Chemical Reactions Introduction
2. Physical and Chemical Change
 - In this section, you will distinguish between chemical and physical change.
3. Chemical Reactions
 - In this section, you will describe the law of conservation of mass in chemical reactions.
 - In this section, you will describe what takes place during chemical reactions at the atom level.
4. Patterns of Properties
 - In this section, you will use knowledge of the periodic table, patterns of chemical properties, and understanding of electron energy levels to better understand chemical reactions.
5. Balance of Atoms
 - In this section, you will explain the fact that the total number of atoms of each element is the same in the reactants and the products of a chemical reaction.
 - In this lesson you will explore reactions in detail using a PhET® simulation titled Reactants, Products and Leftovers
6. Law of Conservation of Matter
 - In this section, you will explain the law of conservation of matter.
7. Conservation in Chemical Reactions
 - In this section, you will describe how the total number of atoms does not change in a chemical reaction.
 - In this section, you will develop a model to describe how the total number of atoms does not change in a chemical reaction.
8. Covalent and Ionic Bonding
 - In this section, you will use valence electron states and electronegativity to explain a simple chemical reaction, including the numbers and types of bonds that each atom forms.
 - In this section, you will explain the experimental basis for compounds being composed of atoms.
9. Types of Reactions
 - In this section, you will describe the characteristics of redox, acid-base, synthesis, and single- and double-replacement chemical reactions.
 - In this section, you will use models to predict the products of chemical reactions.
10. Reaction Rates Portfolio 1
 - In this section, you will explain the effects of changing the temperature or concentration on chemical reaction rates.
11. Reaction Rates Portfolio 2

- In this section, you will evaluate evidence to explain how increasing the concentration of reactants causes an increase in the rate of a chemical reaction.
- In this section, you will evaluate evidence to explain how increasing the temperature of reactants causes an increase in the rate of a chemical reaction.

12. Reaction Rates Portfolio 3

- In this section, you will describe how changing the concentration or temperature of reactants affects the rate of a chemical reaction.

13. Total Bond Energy

- In this section, you will develop a model to illustrate that the release or absorption of energy from a chemical reaction depends upon the changes in total bond energy.

14. Changes in Bond Energy

- In this section, you will describe the changes in bond energies during reactions.

15. Chemical Reactions Apply

16. Chemical Reactions Review

17. Chemical Reactions Unit Test

5. Nuclear Processes

1. Nuclear Processes Introduction

2. Energy Release

- In this section, you will describe parts of a model that shows the composition of the nucleus of the atom.

3. Modeling Nuclear Processes

- In this section, you will develop models that show the relationships between components that underlie several nuclear processes.

4. Modeling Fusion

- In this section, you will develop a model that shows a process called nuclear fusion in which two nuclei merge to form a single, larger nucleus.

5. Modeling Fission

- In this section, you will develop a model that shows a process called nuclear fission in which a nucleus splits into two or more parts.

6. Radioactive Decay Energy

- In this section, you will develop models of radioactive decay that show the differences in the types of energy and/or particles released.

7. Alpha Particle Emission

- In this section, you will develop a radioactive decay model that classifies alpha decay as a type of nuclear fission and beta and gamma decays as not nuclear fission.

8. Nuclear Processes Apply

9. Nuclear Processes Review

10. Nuclear Processes Unit Test

6. Newton's Laws

1. Newton's Laws Introduction

2. Newton's First Law of Motion

- In this section, you will explain Newton's first law of motion supported by real-life examples as evidence.

3. Newton's Second Law of Motion

- In this section, you will explain Newton's second law of motion supported by real-life examples as evidence.

4. Force, Mass and Acceleration

- In this section, you will analyze data related to Newton's second law of motion by using tools, technologies, and/or models.
- In this lesson, you will explore the relationship between net force, mass, and acceleration in detail using a PhET® simulation titled Force and Motion Basics: Acceleration.

5. Newton's Third Law of Motion

- In this section, you will explain how Newton's third law applies to problems involving the motion of two colliding objects.

6. Collision Forces

- In this section, you will design a solution to a real-life collision problem that considers equal and opposite forces in order to calculate how much force is exerted by the first object on the second, and by the second object on the first, during the collision.
- In this section, you will design a solution to a real-life collision problem that considers equal and opposite forces in order to calculate how much force is exerted by the first object on the second, and by the second object on the first, during the collision.

7. Newton's Laws Apply

8. Newton's Laws Review

9. Newton's Laws Unit Test

7. Force and Motion

1. Force and Motion Introduction

2. Position, Distance, and Displacement

- In this section, you will distinguish between various terms that describe how an object's position changes and how fast its position and direction change.

3. Vectors

- In this section, you will learn about the difference between vector and scalar quantities and how to use them.
- In this section, you will plan and carry out an investigation that uses mathematical and graphical models to analyze the motion of an object.

4. Magnitude and Direction of Force

- In this section, you will explain that forces have an extent and direction; they affect the motion of objects.

5. Forces that Change Motion

- In this section, you will describe forces that change an object's motion.

6. Velocity and Acceleration

- In this section, you will examine how net force affects an object's motion by examining velocity

vs. time graphs.

- In this section, you will learn to analyze motion by understanding the relationship between position, velocity, and acceleration.

7. Correlation and Causation

- In this section, you will differentiate between causal and correlational relationships linking force, mass, and acceleration.

8. Net Force and Acceleration

- In this section, you will explain the relationship $F_{\text{net}}=ma$ in terms of a net force on an object causing the object to accelerate.

9. Force and Motion Concepts

- In this section, you will learn about dynamic equilibrium in terms of reversible chemical reactions.

10. Force and Motion Apply

11. Force and Motion Review

12. Force and Motion Unit Test

8. Conservation of Momentum

1. Conservation of Momentum Introduction

2. Momentum

- In this section, you will calculate the momentum of each object in a system as the product of its mass and its velocity, $p = mv$.

3. The Moment of Impact

- In this section, you will describe the physical interaction of the two objects in terms of the change in the momentum of each object as a result of the interaction.

4. Using Vectors to Describe Momentum

- In this section, you will describe the total momentum of the system by calculating the vector sum of momenta of the two objects in the system.

5. Zero Net Force

- In this section, you will analyze the motion of the objects before the interaction to identify a system with essentially no net force on it.

6. Proving Conservation of Momentum

- In this section, you will defend the claim that the momentum of a system is the same before and after the interaction between the objects in the system so that momentum of the system is constant.

7. Momentum Portfolio Day 1

- In this section, you will design a device that minimizes the force on a macroscopic object during a collision.

8. Momentum Portfolio Day 2

- In this section, you will describe the criteria and constraints, along with the tradeoffs in design solutions that minimize a force on an object during a collision, such as in seatbelts or football helmets.

9. Momentum Portfolio Day 3

- In this section, you will improve the performance of a device that minimizes the force on a macroscopic object during a collision.

10. Conservation of Momentum Apply

- In this section, you will explain why a baseball that is rolling eventually stops and what happens to its kinetic energy.

11. Conservation of Momentum Review

12. Conservation of Momentum Unit Test

9. Physical Science A Semester Review and Exam

1. Physical Science A Semester Review

2. Physical Science A Semester Exam

Semester B Summary: This is the second of two courses that comprise Physical Science. Throughout the semester, the student will study a variety of essential physics concepts including energy of motion, energy and forces, thermal energy, non-contact forces, waves, and electromagnetic radiation. This course includes a variety of instructional strategies and provides the student the opportunity to use a scientific approach to problem-solving and making real-world connections. Physical Science B includes hands-on explorations and virtual simulations to enhance the student's comprehension of key concepts.

Semester B Outline

1. Course Overview

1. Course Overview

2. Force and Work

1. Force and Work Introduction

2. Force and Work Relationships

- In this section, you will scientifically describe the relationship between force and work.

3. Pulleys and Incline Planes

- In this section, you will describe pulleys and inclined planes, including specialized inclined planes like the screw.

4. Levers

- In this section, you will identify and describe the different classes of levers.

5. Efficiency of Machines

- In this section, you will explain how the efficiency of a machine can be improved by reducing the effort or the amount of energy transferred to the surrounding environment as it moves an object.

6. Force and Work Apply

7. Force and Work Review

8. Force and Work Unit Test

3. Gravity

1. Gravity Unit Introduction

2. Gravitational Force, Attraction, and Mass

- In this section, you will define and describe gravitational force and explain the gravitational relationship between Earth and objects on Earth.

3. Investigating Gravity

- In this section, you will plan an investigation to provide evidence that the effect of gravity on earthly objects is the same regardless of the mass of those objects.

4. Analyzing Gravitational Data

- In this section, you will analyze data from an investigation to provide evidence that the effect of gravity on earthly objects is the same regardless of the mass of those objects.

5. Gravity and Air Resistance

- In this section, you will explain the relationship between air resistance and gravity on a falling object.

6. Gravity Apply

7. Gravity Review

8. Gravity Unit Test

4. Energy of Motion

1. Energy of Motion Unit Introduction

2. Kinetic and Potential Energy

- In this section, you will describe the relationship between the energy an object possesses when it is in motion and its stored energy because of its position relative to Earth.

3. Factors that Affect Kinetic Energy

- In this section, you will record how changing the mass and the speed of an object affect the energy it possesses because it is in motion.

4. Predicting Changes in Kinetic Energy

- In this section, you will predict how changing the mass or speed of an object will change the energy the object possesses because it is in motion.

5. Potential Energy of a System

- In this section, you will design a visual or 3-D model to represent how the positioning of multiple objects in a system can influence the system's stored energy.

6. Energy Transfer and Kinetic Energy

- In this section, you will construct an explanation, by using a real-life example, of how energy transfer can be shown through changes in energy that an object possesses because of its motion.

7. Renewable and Non-renewable Energy

- In this section, you will learn the differences between renewable and non-renewable energy resources.

8. Energy of Motion Apply

- In this section, you will describe what forms of energy are involved in the process of popping popcorn as well as what factors affect your popping session and how.

9. Energy of Motion Review

10. Energy of Motion Unit Test

5. Energy and Forces

1. Energy and Forces Introduction

2. Two Object Interaction

- In this section, you will explain the nature of the interaction and the relative magnitude and direction of the net force on when two objects interact.
- In this section, you will describe the relationships between parts of a model of two objects interacting through electric or magnetic fields to show the forces and changes in energy involved when two objects interact.

3. Stored Energy Changes I

- In this section, you will determine whether the energy stored in the field increased, decreased, or remained the same when the objects interacted.

4. Stored Energy Changes II

- In this section, you will defend a claim that the change in the energy stored in the field is consistent with the change in energy of the objects

5. Cause and Effect

- In this section, you will describe the cause and effect relationships on a qualitative level between forces produced by electric or magnetic fields and the change of energy of the objects in the system.

6. Energy and Forces Motion Portfolio 1

- In this section, you will design a device that converts one form of energy into another form of energy.

7. Energy and Forces Motion Portfolio 2

- In this section, you will design an experiment to test how the strength of an electromagnet can be increased or decreased.

8. Energy and Forces Motion Portfolio 3

- In this section, you will systematically and quantitatively evaluate the performance of your electromagnet, pulling together what you have learned about electricity and magnetism in order to understand their intertwined relationship.

9. Energy of Four Forces

- In this section, you will compare the magnitude and range of the four fundamental forces.

10. Energy and Forces Apply

- In this section, you will determine how a practical application of electric and magnetic fields depends on charged or magnetic objects or particles and which role is played by electric or magnetic fields.

11. Energy and Forces Review

12. Energy and Forces Unit Test

6. Thermal Energy

1. Thermal Energy Unit Introduction

2. Kinetic and Thermal Energy

- By the end of this lesson, you will be able to explain the relationship between kinetic (movement) energy and thermal energy.

3. Matter and Temperature

- In this section, you will identify and describe properties of matter in relation to energy resulting from motion and heat energy as measured by temperature.

4. Energy Transfer and Temperature

- In this section, you will analyze data collected about how the transfer of energy resulting from motion affects the matter in relation to the temperature of a sample of the matter.

5. Kinetic Energy Transfer

- In this section, you will analyze data from an investigation about how thermal energy affects the molecules of a substance.

6. Thermal Energy Transfer Device Portfolio 1

- In this section, you will analyze how to maximize or minimize heat energy transfer.
- In this section, you will develop questions and discuss in groups about how to maximize or minimize heat energy transfer.
- In this section, you will design a device to minimize or maximize heat energy transfer.

7. Thermal Energy Transfer Device Portfolio 2

- In this section, you will test a device to minimize or maximize heat energy transfer.
- In this section, you will evaluate the effectiveness of a device to minimize or maximize heat energy transfer by using test data.

8. Thermal Energy Transfer Device Portfolio 3

- In this section, you will improve the design of the device to minimize or maximize heat energy transfer.

9. Thermal Energy Transfer

- In this section, you will explain with the aid of a model how heat energy is transferred from hotter regions or objects and into colder ones, by objects directly touching each other or across a gap.

10. Thermal Energy Apply

- In this section, you will develop a small-scale investigation that shows how the transfer of thermal energy affects the temperature of matter.

11. Thermal Energy Review

12. Thermal Energy Unit Test

7. **Non-Contact Forces**

1. Non-Contact Forces Introduction

2. Strength of Electrical Forces

- In this section, you will ask questions about data to determine the factors that affect the strength of electric forces.

3. Conductors and Insulators

- In this section, you will describe the similarities and differences of conductors and insulation material at the atomic level.

4. Electrical Energy Properties

- In this section, you will analyze data to describe the properties of electrical energy.

5. Electrical Circuits

- In this section, you will explain how energy is conserved as it is transferred and transformed in electrical circuits.
6. Strength of Magnetic Forces
 - In this section, you will analyze data to determine the factors that affect the strength of magnetic forces.
 7. Non-Contact Forces Portfolio 1
 - In this section, you will collect observations and generate questions about the strength of electric fields from a demonstration.
 8. Non-Contact Forces Portfolio 2
 - In this section, you will identify fields that exist between two objects that are not in contact.
 9. Non-Contact Forces Portfolio 3
 - In this section, you will evaluate an experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
 - In this section, you will use the electric charges of the materials of two objects and the distance between the objects to identify the relative amount of force that each electric field will have.
 10. Electromagnetism in Use
 - In this section, you will explain how electric currents and magnetic fields are related to each other in generators, simple electrical motors, and magnets created by the flow of the electric current.
 11. Non-Contact Forces Apply
 - In this section, you will use the electric charges of the materials of two objects and the distance between the objects to identify the relative amount of force that each electric field will have.
 12. Non-Contact Forces Review
 13. Non-Contact Forces Unit Test

8. Waves

1. Waves Introduction
2. Lens and Mirrors
 - In this section, you will learn to use specific equations to locate the images formed by lenses and mirrors.
 - In this section, you will identify and describe refraction, reflection, diffraction, absorption, and superposition of light waves.
3. Wave Characteristics
 - In this section, you will compare mechanical and electromagnetic waves in terms of wave characteristics and behavior.
4. Sound Wave Phenomena
 - In this section, you will explain what happens to the observed frequency of a sound wave when the relative positions of an observer and wave source changes, such as in the Doppler effect.
 - In this section, you will communicate scientific and technical information about how the principle of superposition explains the resonance and harmonic phenomena in air columns and on strings and common sound devices.
5. Beat Frequency

- In this section, you will describe the phenomena of resonance frequencies and beat frequencies that arise from the interference of sound waves of slightly different frequencies.

6. Characteristics of Waves

- In this section, you will describe relevant components in mathematical representations.

7. Frequency and Wavelength

- In this section, you will identify and/or describe relevant components in the mathematical representations of waves. Your description will include the relationships between frequency, wavelength, and speed of waves traveling in various specified media.

8. The Speed of Sound

- In this section, you will demonstrate how the wave speed for a wave changes as the medium through which the wave travels changes.

9. Waves in Different Media

- In this section, you will predict the relative change in the wavelength of a wave when it moves from one medium to another. You will explain the different wave speeds using the mathematical relationship $v = f\lambda$.

10. Wavelength in Different Media

- In this section, you will express the relative change in wavelength in terms of cause (different media) and effect (different wavelengths but same frequency)

11. Wave Application

- In this section, you will assess claims about any of the three quantities when the other two quantities are known for waves traveling in various specified media.

12. Digital and Analog Systems

- In this lesson, you will evaluate questions and determine if they can be answered with examples of features associated with digital transmission and storage of information.

13. Life Without Digital Systems

- In this lesson, you will discuss how answers to questions about digital systems relate to real-life examples, such as emailing your homework to a teacher, copying music, using the internet for research, and social media.

14. Life Without Digital Systems Discussion

15. Pros and Cons of Digital Systems

- In this lesson, you will evaluate questions about digital systems and determine whether given features are advantages or disadvantages.

16. Waves Apply

- In this section, you will apply what you know about how wavelength, frequency, and wave speed are connected to study how animals use sound to communicate.

17. Waves Review

18. Waves Unit Test

9. Physical Science B Semester Review and Exam

1. Physical Science B Semester Review
2. Physical Science B Semester Exam

Physics



Physics A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

Physics A Standard is designed to describe the physical world using a small number of basic assumptions, concepts, and equations. The course emphasizes relating physics to the everyday world. Physics A focuses on understanding motion. The student will explore the concepts involved with motion in one- and two-dimensions, forces, work and energy, momentum and collisions, circular motion and gravitation. The students will recognize the importance of the laws of thermodynamics.

Approximately 40 percent of the course involves virtual laboratory investigations. Some activities will require ordinary household items such as rulers, meter sticks, balls or marbles, string, paper, and pencils.

Semester A Outline

1. Course Overview

1. Physics A Course Overview

2. Science Processes

1. Science Processes Introduction
 - In this section, you will practice empathic listening
2. Defining Science
 - In this section, you will define science and explain the limitations of science. You will also learn about lab safety and proper handling of chemical substances.
3. Accuracy and Precision
 - In this section, you will apply accuracy and precision along with significant figures in the context of the limitations of measurement.
4. Making a Scientific Hypothesis
 - In this section, you will identify a hypothesis as a tentative and testable statement.
5. Scientific Theories
 - In this section, you will define scientific theory and distinguish between theories and hypotheses.
6. Hypothesis vs. Theory

- In this section, you will distinguish the difference between a scientific hypothesis and a scientific theory.

7. Science Processes Review
8. Science Processes Unit Test

3. Kinematics

1. Kinematics Introduction
2. Distance and Displacement
 - In this section, you will distinguish between distance and displacement.
3. Speed and Velocity
 - In this section, you will distinguish between speed and velocity.
4. Acceleration
 - In this section, you will calculate the acceleration of an object in motion.
5. Projectile Motion
 - In this section, you will describe the path of a projectile in two dimensions.
6. Kinematics Portfolio 1
 - In this portfolio project, you will investigate the motion of a horizontally-launched marble. The learning experience will develop a framework for the process of experimentation and the analysis of data.
7. Kinematics Portfolio 2
 - In this section, you will complete a portfolio assessment analyzing the motion of a projectile launched on the horizontal.
8. Kinematics Apply
9. Kinematics Review
10. Kinematics Unit Test

4. Newton's Laws and Dynamics

1. Newton's Laws and Dynamics Introduction
2. Force and Newton's First Law
 - In this section, you will apply Newton's First Law and the concept of force in real-world scenarios.
3. Hooke's Law
 - In this section, you will calculate the spring constant of an elastic material by using data on force and displacement.
4. Net Force and Free-Body Diagrams
 - In this section, you will determine the net force on an object by analyzing a free-body diagram.
5. Second Law of Motion
 - In this section, you will analyze data that represent the net force on a macroscopic object, its mass (which is held constant), and its acceleration.
6. Correlation and Causation

- In this section, you will differentiate between causal and correlational relationships linking force, mass, and acceleration.

7. Newton's Third Law

- In this section, you will explain everyday phenomena, such as a hammer hitting a nail, using Newton's third law of motion. You will also compare the force pairs in given situations.

8. Friction

- In this section, you will compare kinetic and static friction.

9. Newton's Laws and Dynamics Apply

10. Newton's Laws and Dynamics Review

11. Newton's Laws and Dynamics Unit Test

5. Energy and Work

1. Energy and Work Introduction

2. Forms of Energy

- In this section, you will define energy and analyze the different forms it can take.

3. Energy Transfer

- In this section, you will describe relationships between components in classical models that account for energy.

4. Model Limitations

- In this section, you will identify and/or describe the limitations of the computational model, based on the assumptions that were made in creating the algebraic descriptions of energy changes and flows in the system.

5. Conservation of Mechanical Energy

- In this section, you will use mathematical thinking to calculate whether mechanical energy is being conserved in a given system

6. Energy and Work Apply

7. Energy and Work Review

8. Energy and Work Unit Test

6. Momentum

1. Momentum Introduction

2. What is Momentum

- In this section, you will calculate the momentum of each object in a system as the product of its mass and its velocity, $p=mv$.

3. Conservation of Momentum

- In this section, you will evaluate how the total momentum of a system of two interacting objects is constant if there is no net force on the system.

4. Proving Conservation of Momentum

- In this section, you will defend the claim that the momentum of a system is the same before and after the interaction between the objects in the system so that momentum of the system is constant.

5. Inelastic and Elastic Collisions

- In this section, you will analyze elastic and inelastic collisions considering conservation considerations.

6. Simple Machines and Efficiency

- In this section, you will obtain and communicate information to describe the efficiency of everyday machines, such as automobiles, hairdryers, refrigerators, and washing machines.

7. Momentum Portfolio 1

- In this portfolio, you will investigate the forces acting on a moving vehicle to analyze how seat belts and airbags save lives in a car crash.

8. Momentum Portfolio 2

- In this section, you will complete a portfolio assignment analyzing how seat belts and airbags save lives in a car crash.

9. Momentum Portfolio 3

- In this section, you will complete a portfolio assignment analyzing how seat belts and airbags save lives in a car crash.

10. Momentum Apply

11. Momentum Review

12. Momentum Unit Test

7. Circular Motion and Gravitation

1. Circular Motion and Gravitation Introduction

2. Centripetal Force

- In this section, you will describe the acceleration involved in circular motion.

3. Gravitational Attraction

- In this section, you will describe the gravitational attraction between two objects as the product of their masses divided by the separation distance squared, where a negative force is understood to be attractive.

4. Satellites

- In this section, you will analyze the motion of satellites in stable orbit.

5. Kepler's Laws of Planetary Motion

- In this section, you will apply Kepler's first law of planetary motion to understand the orbits of planets.

6. Rotation

- In this section, you will explain rotational motion using torque and rotational inertia.
- In this section, you will describe the rotational motion of objects using the conservation of energy and conservation of angular momentum
- In this section, we will learn how gravitational, electrical, and magnetic forces and torques give rise to rotational motion.

7. Circular Motion and Gravitation Apply

8. Circular Motion and Gravitation Review

9. Circular Motion and Gravitation Unit Test

8. Semester Review and Test

1. Physics A Semester Review
2. Physics A Semester Exam

Semester B: Summary:

Physics B Standard is designed to describe the physical world using a small number of basic assumptions, concepts, and equations. The course emphasizes relating physics to the everyday world. Physics B focuses on the characteristics of waves and describes the behavior of waves with emphasis on light and sound. The student will understand the relationship between electricity and magnetism. Finally, the student will gain a simple understanding of atomic physics.

Approximately 40 percent of the course involves virtual laboratory investigations. Some activities will require ordinary household items such as rulers, meter sticks, balls or marbles, string, paper, and pencils.

Semester B Outline

1. Course Overview

1. Physics Course Overview

2. Thermodynamics

1. Thermodynamics Introduction
2. First Law of Thermodynamics
 - In this section, you will define heat as a form of energy, which can not be created nor destroyed, but it can be converted to another form.
3. States of Matter
 - In this section, you will analyze the amount of heat energy needed to change a substance from one state to another using both a conceptual and a mathematical approach.
4. Thermal Energy Transfer Portfolio 1
 - In this portfolio, you will develop, conduct, and evaluate investigations of the second law of thermodynamics.
5. Thermal Energy Transfer Portfolio 2
 - In this section, you will develop an investigation plan for the second law of thermodynamics.
6. Thermal Energy Transfer Portfolio 3
 - In this section, you will collect and record data in an investigation of the second law of thermodynamics that can be used to calculate the change in thermal energy of each of the two components of a system.
7. Thermal Energy Transfer Portfolio 4
 - In this section, you will evaluate an investigation of the second law of thermodynamics.
8. Heat Engines and Efficiency
 - In this section, you will analyze thermal efficiency limitations according to the second law of thermodynamics.
9. Thermodynamics Apply

10. Thermodynamics Review
11. Thermodynamics Unit Test

3. Electricity and Circuits

1. Electricity and Circuits Introduction
2. Conductors and Insulators
 - In this section, you will analyze thermal efficiency limitations according to the second law of thermodynamics.
3. Coulomb's Law
 - In this section, you will describe the electrostatic force between two objects as the product of their individual charges divided by the separation distance squared, where a negative force is understood to be attractive.
4. Electric Fields
 - In this section, you will explore the qualitative and quantitative properties of electric fields.
5. Ohmic Device Resistance
 - In this section, you will apply conservation of energy concepts to the design of an experiment that will demonstrate the validity of Kirchhoff's Voltage Law, $\sum \Delta V = 0$, in a circuit with only a battery and resistors either in series or parallel.
6. Series and Parallel Circuits
 - In this section, you will analyze relationships in resistance, voltage, and current in parallel and series circuits.
7. Kirchhoff's Laws and Circuits
 - In this section, you will apply conservation of energy concepts to the design of an experiment that will demonstrate the validity of Kirchhoff's loop rule ($\sum V = 0$) in a circuit with only a battery and resistors in, at most, one pair of parallel branches.
8. Electricity and Circuits Apply
9. Electricity and Circuits Review
10. Electricity and Circuits Unit Test

4. Electricity and Magnetism

1. Electricity and Magnetism Introduction
2. Electric Current and Magnetic Field
 - In this section, you will describe a phenomenon under investigation, including how an electric current produces a magnetic field and that a changing magnetic field produces an electric current.
3. Investigating Currents and Fields
 - In this section, you will describe a phenomenon under investigation, including how an electric current produces a magnetic field and that a changing magnetic field produces an electric current.
4. Measurable Effects of Electromagnetism
 - In this section, you will investigate the relationship between an electric current and a magnetic field. This will include describing the data to be collected, conducting the investigation, and describing the evidence that will come from the data

5. Causal Relationships

- In this section, you will describe why the relationships between electric currents and magnetic fields must be causal and not correlational. You will cite specific cause-and-effect relationships.

6. Electricity and Magnetism Apply

7. Electricity and Magnetism Review

8. Electricity and Magnetism Unit Test

5. Waves

1. Waves Introduction

2. Comparing Waves

- In this section, you will describe why the relationships between electric currents and magnetic fields must be causal and not correlational. You will cite specific cause-and-effect relationships.

3. Characteristics of Waves

- In this section, you will describe relevant components in mathematical representations.

4. Frequency and Wavelength

- In this section, you will identify and/or describe relevant components in the mathematical representations of waves. Your description will include the relationships between frequency, wavelength, and speed of waves traveling in various specified media.

5. Wave Application

- In this section, you will assess claims about any of the three quantities when the other two quantities are known for waves traveling in various specified media.

6. Interference of Waves

- In this section, you will study the interference of traveling waves.

7. Sound Wave Phenomena

- In this section, you will explain what happens to the observed frequency of a sound wave when the relative positions of an observer and wave source changes, such as in the Doppler effect.

8. The Speed of Sound

- In this section, you will demonstrate how the wave speed for a wave changes as the medium through which the wave travels changes.

9. Nature of Light

- In this section, you will investigate how light travels.

10. Reflection and Refraction

- In this section, you will describe image formation by reflection from a flat mirror and by refraction through a convex lens.

11. Wavelength in Different Media

- In this section, you will express the relative change in wavelength in terms of cause (different media) and effect (different wavelengths but same frequency)

12. Waves Portfolio 1

- In this portfolio, you will investigate seismic waves.

13. Waves Portfolio 2

- In this section, you will complete a portfolio assignment analyzing how an understanding of seismic waves can be used to understand the interior of the Earth, design solutions for buildings, and save lives.

14. Waves Portfolio 3

- In this section, you will complete a portfolio assignment analyzing how an understanding of seismic waves can be used to understand the interior of the Earth, design solutions for buildings, and save lives.

15. Waves Apply

16. Waves Review

17. Waves Unit Test

6. Quantum Theory and Particle Physics

1. Quantum Theory and Particle Physics Introduction

2. Particle-Wave Duality

- In this section, you will evaluate how electromagnetic radiation can be described either by a wave model or a particle model by evaluating evidence for and against each position.

3. The Photoelectric Effect

- In this section, you will evaluate the photoelectric effect to determine how it supports the argument that electromagnetic radiation can be described by a particle model.

4. EM Radiation Energy Transfer Models

- In this section, you will evaluate the claims and reasoning for modeling electromagnetic radiation as both a wave and particle. You will consider the transfer of energy and information within and between systems and evaluate why for some aspects the wave model is more useful and for other aspects the particle model is more useful to describe the transfer of energy and information.

5. Mass-Energy Equivalence

- In this section, you will calculate mass-energy equivalence and describe its applications.

6. Atomic Structure

- In this section, you will compare the different parts of atoms.

7. Emission Spectra

- In this section, you will explain the emission spectra produced by various atoms.

8. Radioactivity and Radioactive Decay

- In this section, you will describe the probability of a decay event within a sample of unstable nuclei.

9. Absorbed Radiation Effects

- In this section, you will identify the characteristics, common sources, potential to cause harm, and applications of different types of electromagnetic radiation.

10. Half Lives and Radiocarbon Dating

- In this section, you will define the half-life ($t_{1/2}$) and decay constant λ .

11. Quantum Theory and Particle Physics Apply

12. Quantum Theory and Particle Physics Review

13. Quantum Theory and Particle Physics Unit Test

7. Semester Review and Test

1. Physics B Semester Review
2. Physics B Semester Exam



Cyber Charter School Application for Pennwood Cyber Charter School

Binder #3: Appendix A.2.d – A.2.f (Social Studies, World Languages, and Fine Arts Course Guides)

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APPENDIX A CURRICULUM

A.2 COURSE GUIDES

d. SOCIAL STUDIES K - 12

This document is part of Appendix A: Curriculum.

It includes course guides for each Social Studies core class for students in Kindergarten through Grade 12.

- Social Studies K
- Social Studies 1
- Social Studies 2
- Social Studies 3
- Social Studies 4
- Social Studies 5
- Social Studies 6
- Social Studies 7
- Social Studies 8
- American Government
- American Government (Prescriptive)
- American Government (Honors)
- Economics
- Geography (World Geography)
- Geography and Society
- Pennsylvania State History 4
- Personal Finance
- Psychology
- US History
- US History Honors
- US History (Prescriptive)
- US History Honors
- World History
- World History Honors
- World History (Prescriptive)

Social Studies K



Social Studies K

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

Students learn the concepts of community, nation, and world in this course. They answer essential questions including: "How do people get what they need?"; "How is culture shared?"; and "How does life change throughout history?" A combination of interactive and hands-on exercises teaches students about personal responsibility, good citizenship, and basic geography. While learning about America's past and important historical figures, students research their personal history and heroes.

SEMESTER B

Students learn the concepts of community, nation, and world in this course. They answer essential questions including: "How do people get what they need?"; "How is culture shared?"; and "How does life change throughout history?" A combination of interactive and hands-on exercises teaches students about personal responsibility, good citizenship, and basic geography. While learning about America's past and important historical figures, students research their personal history and heroes.

Course Outline:

SEMESTER A

1. My Family, My School

1. How Do People Best Cooperate?
 - Define and describe cooperation
 - Identify how you have cooperated in the past
 - Identify examples of cooperation
2. What Makes a Good Citizen?
 - Explain that a good citizen takes turns, tells the truth, cooperates, takes part in patriotic activities, and respects others
3. What Are Rights? What Are Responsibilities?
 - Describe roles and responsibilities we have with our family at home and in the community
 - Identify personal rights, such as the right to food, clothing, and shelter, and the right to go to school
4. How Do We Get Along with Others?

- Explain how cooperating with others and being respectful is part of being a good citizen
 - Distinguish between problems and solutions
 - Identify solutions for problems
5. How Do We Find Main Ideas and Supporting Details?
- Identify the main idea and retell key details
6. What Rules Do We Follow?
- Explain why good citizens follow rules and laws
 - Describe rules at home and in the community
 - Identify the sequence of events, characters, and setting in a story about rules
7. Who Are Our Leaders?
- Identify leaders at home and in the community
 - Explain how leaders help people
8. How Do We Make Decisions?
- Describe how a person makes decisions and weighs consequences
 - Explain that groups make decisions by discussing and voting on choices
 - Make decisions about example problems
9. How Do We Solve Problems as Good Citizens?
- Propose solutions to problems that are fair and consistent with good citizenship
10. What Are Our Country's Symbols?
- Identify important symbols that stand for our country
 - Describe why we have symbols
11. What Are Our Country's Monuments?
- Identify why U.S. monuments and buildings are important
 - Identify where the President of the United States lives and works
12. My Family, My School Unit Test
- Describe how people cooperate when they make decisions and work together to get a job done
 - Explain that people are good citizens when they follow rules and laws
 - Show how people cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates
 - Explain that U.S. symbols and monuments stand for and remind us of our country

2. **Everybody Works**

1. How Do People Get What They Need?
- Explain that people have jobs to get the things that they need
2. What Do We Need? What Do We Want?
- Distinguish between needs and wants
3. How Do We Get What We Need or Want?
- Recognize that people work to earn money to buy things they need or want
 - Explain that people buy, sell, and trade to get what they want or need

4. How Do We Use Money?

- Recognize that United States currency comes in different forms
- Recognize that people work to earn money to buy things they need or want

5. How Do Good Citizens Speak and Listen to Others?

- Speak to others using a clear voice and eye contact
- Listen politely and attentively as a good citizen when others speak

6. What Are Jobs That People Do?

- Describe jobs that people do and the tools that they need to work
- Explain that people work to earn money to pay for things that they want and need

7. How Do We Compare and Contrast Two Things?

- Compare and contrast different jobs and their tools

8. Why Do We Make Choices?

- Recognize that there is a limit to money and goods
- Explain that people must make choices because they cannot have everything they want

9. What Are Goods and Services?

- Distinguish between goods and services

10. How Do We Buy, Sell, and Trade?

- Act out buying, selling, and trading
- Discuss choices made when buying, selling, and trading

11. Everybody Works Unit Test

- Explain why people make choices about needs and wants.
- Describe how people do many kinds of work making goods or providing services.
- Infer that people buy things because they cannot make everything themselves.
- Explain that people sell things because others want to buy them.

3. Where We Live

1. What Is the World Like?

- Explain that the place where a person or animal lives affects how he/it lives

2. Where Do We Live?

- Identify your address
- Describe places in your neighborhood and community

3. Where Are Places Located?

- Describe the relative location of people, places, and things by using positional words
- Use directions and positional words to describe the locations of one place relative to another
- Locate and describe places in the school and in the community

4. What Do Maps Show?

- Explain that maps are simple, pictorial representations of large and small places on Earth
- Explain that maps help to locate different places
- Locate and distinguish between land and water on maps

- Identify physical and human characteristics of a place on a map
- Identify map symbols
- 5. What Are Cardinal Directions?
 - Identify cardinal directions
 - Locate cardinal directions on a map
- 6. What Are Landforms?
 - Identify basic landforms on a map and in images
- 7. What Are Bodies of Water?
 - Identify basic bodies of water (oceans, rivers, lakes)
 - Differentiate between land and water on a map
- 8. What Do Globes Show?
 - Explain that a globe helps to locate different places and is a model of the Earth
 - Differentiate land and water features on globes
- 9. Where We Live Unit Test
 - Explain how maps and globes are simple representations of places on Earth
 - Identify that the world is made up of landforms and bodies of water

SEMESTER B

1. More Where We Live

1. What Is Weather Like?
 - Identify weather as a physical characteristic of a place
 - Describe daily weather and its effects on people and places
2. What Are the Seasons?
 - Identify the four seasons
 - Describe patterns of weather and the effects on people and places
 - Describe how seasonal changes affect people
3. How Do We Identify Cause and Effect?
 - Identify how weather and landforms/bodies of water affect the way that people live in their communities
4. How Do We Use Earth's Resources?
 - Describe how human and physical characteristics of a place affect how and where people live
 - Identify ways people use natural resources to satisfy basic needs
 - Identify human-made and natural resources
5. How Does Our Environment Affect Us?
 - Explain how the weather and Earth's natural resources affect our behavior
6. More Where We Live Unit Test
 - Describe how the weather and seasons affect what people wear and do
 - Describe how physical features are located in specific places and how words can be used to describe the locations of human and physical features
 - Identify that people use the world's natural resources to satisfy basic needs

2. **Our Traditions**

1. What Are Your Family Traditions?
 - Explain that you learn about your family, neighborhood, and country through stories and holidays
 - Contrast ways that people celebrate
2. How Are People Alike and Different?
 - Explain that people have both similarities and differences
 - Identify ways in which people are alike and different
3. How Do We Classify Objects into Categories?
 - Classify types of communities where different people live
4. How Are Families Alike and Different?
 - Describe how individuals and families grow and change
 - Recognize nontraditional families
5. What Is Culture?
 - Recognize that there are many different cultures
 - Describe how culture is shared through art, music, customs, traditions, family celebrations, and language
6. How Do We Celebrate?
 - Identify celebrations as ways to show how we feel about special people and events
 - Explain that people celebrate in different ways
7. What Are National Holidays?
 - Explain that we celebrate special days to remember and honor people and events from our nation's past
 - Compare our nation's holidays with holidays of other cultures
8. Who Are American Folk Heroes?
 - Recognize that stories about folk heroes and legends convey traditions and values about America's past
 - Distinguish fact from fiction in American folk tales
9. What Are Other Cultures Like?
 - Identify similarities and differences among cultures
 - Recognize that various cultures enjoy different styles of music, art, dress, food, and languages
 - Identify contributions of different cultures
10. How Do I Celebrate?
 - Identify elements and characteristics of a celebration
11. Our Traditions Unit Test
 - Recognize that people are alike and different
 - Explain that people celebrate in many ways
 - Recognize that we learn about our country through stories and holidays
 - Explain that we are all part of culture

- Describe that there are many different cultures around the world

3. Life Then and Now

1. How Does Life Change Throughout History?
 - Recognize that history describes the past
 - Explain that we can learn about history from books, computers, museums, and people
2. What Is My Personal History?
 - Explain that every person has a history
3. How Do We Order Events In History?
 - Describe events of their day using sequence words
 - Arrange pictures and events in sequence
 - Use sequence words such as first, next, and last
4. How Do We Talk About Time?
 - Describe daily events in time order
 - Use words related to time and chronology, such as before, after, and now, to describe events of the school day in time order
5. How Do We Measure Time?
 - Recognize that time can be measured
 - Identify that time can be measured in days, weeks, months, and years
 - Explain that calendars represent days of the week and months of the year
 - Use terms related to time
6. What Is A Timeline?
 - Recognize that change occurs over time
 - Explain what a timeline shows
 - Describe how to place key events on a timeline
 - Explain how to read timelines
7. How Can We Learn About History?
 - Describe ways people learn about the past
 - Identify ways we can learn about history
 - Compare information from different types of sources
 - Develop an awareness of a primary source
8. How Do We Use Illustrations?
 - Use photographs to make predictions
 - Match photographs to text content
9. Who Are American Heroes from the Past?
 - Identify important people in U.S. history and their contributions
 - Describe actions of important individuals and how their actions affected the nation
10. How Have Families Changed?
 - Compare family life in the past and family life today

- Compare objects from the past and objects of today
 - Compare photographs of families in the past and families today
11. How Has School Changed?
- Describe how school today is the same as and different from school in the past
 - Compare photographs of schools today and schools in the past
12. How Have Communities Changed?
- Describe people and places in the school and in the community
 - Examine photographs of communities today and in the past and summarize changes
13. How Has Technology Changed?
- Explain how technology meets people's needs
 - Identify ways we use tools and technology today
 - Identify ways everyday life has both changed and remained the same
14. How Do I Create My Personal Timeline?
- Create a timeline to represent important events from the student's personal history
15. Life Then and Now Unit Test
- Explain that things change over time
 - Recognize that time can be measured
 - Explain that history is the story of our past
 - Identify that we learn about history from primary and secondary sources

Social Studies 1



Social Studies 1

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In Social Studies I A, the student will focus on how people in communities work together for the benefit of all. In this course, the student will learn about the various ways individuals contribute to their communities. This course emphasizes good citizenship, economics, and geography skills. The course text is Pearson's *myWorld Social Studies: Making Our Way* workbook. The student will build reading, listening, critical thinking, and problem-solving skills through the course activities. To learn more about communities, the student will explore maps, photographs, illustrations, music, and other resources. Multimedia resources, including videos and interactive websites, enhance and support the content.

Semester A Outline

1. My School, My Community

1. My School, My Community Unit Introduction
 - Describe how people can cooperate to help their community
2. I Am a Good Citizen Day 1
 - Identify and describe the characteristics of good citizenship, such as helping others, following rules, and working well with others
 - Identify ways to contribute to the common good of a variety of groups in school and in the community
3. I Am a Good Citizen Day 2
 - Identify ways to contribute to the common good of a variety of groups in school and in the community
4. Reading Skills: Fact and Opinion
 - Distinguish between fact and opinion
5. My Rights and Responsibilities Day 1
 - Define what a right is
 - Identify and describe the rights of citizens at home and in the community
6. My Rights and Responsibilities Day 2
 - Identify and describe the responsibilities of citizens at home and in the community

- Define cooperate
7. I Follow Rules Day 1
 - Identify and describe why rules are important
 - Identify rules at home and how people can vote to make rules
 8. I Follow Rules Day 2
 - Identify and describe why laws are important
 - Identify laws in the community
 9. 21st Century Skills: Conflict and Cooperation
 - Define and identify conflict
 - Identify how people can cooperate to resolve conflict
 10. My Leaders Day 1
 - Identify how leaders help people
 - Identify leaders at home
 11. My Leaders Day 2
 - Identify why leaders are important
 - Identify community leaders and how they help people
 12. My Government Day 1
 - Identify and describe how the government provides services to citizens and the community
 - Identify how the mayor leads the community government
 13. My Government Day 2
 - Identify how the government helps citizens and provides services
 - Identify state and national government leaders
 14. Symbols of My Country Day 1
 - Identify symbols that represent America
 15. Symbols of My Country Day 2
 - Identify symbols and songs that represent American values
 - Identify important national documents
 16. My School, My Community Unit Review
 - Identify and describe the characteristics and actions of good citizens, including how citizens can cooperate to solve problems in a community
 - Differentiate rights from responsibilities and rules from laws
 - Identify why leaders are important and how America's government works
 - Identify American symbols and describe the values they represent
 - Identify fact and opinion
 17. My School, My Community Unit Test
 - Identify and describe the characteristics and actions of good citizens, including how citizens can cooperate to solve problems in a community
 - Identify facts and opinions
 - Differentiate rights from responsibilities and rules from laws

- Identify why leaders are important and how America's government works
- Identify American symbols and describe the values they represent

2. Work in the Community

1. Work in the Community Unit Introduction
 - Identify and describe how people get what they need
2. What We Need, What We Want Day 1
 - Distinguish needs from wants
3. What We Need, What We Want Day 2
 - Distinguish needs from wants
 - Identify how people get what they need and want
4. Reading Skills: Cause and Effect
 - Identify cause and effect relationships
5. Why We Make Choices Day 1
 - Define and describe what a choice is
 - Identify examples of scarce resources
 - Identify how people have to make choices because of scarce resources
6. Why We Make Choices Day 2
 - Identify the trade-offs people make when they make choices about resources
7. Goods and Services Day 1
 - Identify goods at home and in the community
8. Goods and Services Day 2
 - Define services
 - Identify and describe services at home and in the community
9. Buying and Selling Day 1
 - Differentiate producers from consumers
 - Identify how people trade or use money to get goods and services
 - Define and describe what international trade is
10. Buying and Selling Day 2
 - Identify and describe what a market is
 - Identify how markets work
11. Spending and Saving Day 1
 - Identify how people in the past traded goods and services to get what they want
 - Identify and describe the purpose of money
12. Spending and Saving Day 2
 - Identify the purpose of saving money
 - Define banks as places where people save and borrow money
13. 21st Century Skills: Charts and Graphs
 - Identify how to read a chart to obtain information

14. Jobs People Do Day 1

- Identify and describe jobs people do at home and in the community
- Identify and describe why people have jobs

15. Jobs People Do Day 2

- Identify and describe jobs in the community
- Identify and describe tools that people use to do their jobs

16. Work in the Community Portfolio

- Identify and describe jobs in the community
- Identify and describe goods and services in the community
- Create a puppet that represents a person who works in the community

17. Work in the Community Unit Review

- Differentiate needs from wants and identify the choices and trade-offs people make because of scarcity
- Distinguish producers from consumers and identify how people spend and save money to get the things they want
- Differentiate between goods and services and identify how people trade and work to get them
- Identify cause and effect relationships
- Identify the purpose of international trade

18. Work in the Community Unit Test

- Differentiate needs from wants and identify the choices and trade-offs people make because of scarcity
- Distinguish producers from consumers and identify how people spend and save money to get the things they want
- Differentiate between goods services and identify how people trade and work to get them
- Identify cause and effect relationships
- Identify the purpose of international trade

3. Finding Places

1. Finding Places Unit Introduction

- Identify how people use maps and globes to find places

2. 21 Century Skills: Parts of a Map

- Identify key elements of a map including cardinal directions, map symbols, and map key

3. Where Things Are Located Day 1

- Identify and use direction words to describe relative locations

4. Where Things Are Located Day 2

- Define and identify the purpose of a map
- Identify the four cardinal directions included on a map
- Use a map to locate places

5. Where People Live Day 1

- Identify and describe where people live

- Identify and describe urban areas
6. Where People Live Day 2
 - Identify and describe suburban and rural areas
 - Compare and contrast areas where people live
 7. Maps and Globes Day 1
 - Define and differentiate globes and maps
 - Identify the purpose of a map key
 - Use a map key to identify places on a map
 8. Maps and Globes Day 2
 - Use a map key to identify places on a map
 9. Lewis and Clark Day 1
 - Identify the purpose of the Lewis and Clark expedition
 - Identify how Lewis and Clark used maps on their expedition
 10. Lewis and Clark Day 2
 - Identify what happened during the Lewis and Clark expedition
 - Identify what people learned from the Lewis and Clark expedition
 11. Finding Places Portfolio
 - Apply map skills to create a neighborhood map
 12. Finding Places Unit Review
 - Identify and describe the importance of maps and globes
 - Identify the different parts of a map
 - Use a map key and direction words to locate specific places on a map
 - Compare and contrast rural, suburban, and urban areas
 - Identify why Lewis and Clark's expedition was important
 13. Finding Places Unit Test
 - Identify and describe the importance of maps and globes
 - Identify the different parts of a map
 - Use a map key and direction words to locate specific places on a map
 - Compare and contrast rural, suburban, and urban areas
 - Identify why Lewis and Clark's expedition was important

Semester B Summary:

In Social Studies 1 B, the student will focus on how people in communities work together for the benefit of all. In this course, the student will learn about the various ways individuals contribute to their communities. The concept of good citizenship is woven throughout the course as the student learns about caring for the earth's environment. The student will continue working on geography skills and explore different cultures and traditions. The course ends with a study of time and the changes in life throughout history. The student will build reading, listening, critical thinking, and problem-solving skills through the course activities. The course text is Pearson's *myWorld Social Studies: Making Our Way* workbook. To learn more about communities, the student will explore maps, photographs, illustrations, music, and other resources. Multimedia resources, including videos and interactive websites, enhance and support the content.

Semester B Outline**Social Studies 1 B****1. Looking at Our World**

1. Looking at Our World Unit Introduction
 - Identify and describe what the world is like
2. Land and Water Day 1
 - Identify and use words that describe geographic features
 - Identify landforms and bodies of water
3. Land and Water Day 2
 - Identify physical and human features of a place
 - Identify ways that people change their environment
4. Reading Skills: Main Idea and Details
 - Identify main idea and details
5. Continents and Oceans Day 1
 - Identify continents and oceans
 - Locate oceans on a map
6. Continents and Oceans Day 2
 - Identify countries in North America
 - Locate countries of North America on a map
7. Our Environment Day 1
 - Identify examples of natural resources
 - Identify and describe different types of weather
8. Our Environment Day 2
 - Identify examples of how weather affects the choices people make
 - Identify ways people take care of natural resources
9. Getting From Here to There Day 1
 - Define and describe what transportation is
 - Identify different types of transportation
 - Identify how sellers and buyers use transportation
10. Getting From Here to There Day 2
 - Identify and describe different methods of communication
11. Looking at Our World Unit Review
 - Identify and describe different landforms and bodies of water, including continents and oceans, on maps and globes
 - Identify and describe how weather and natural resources affect the way people live and the ways people modify their environment
 - Identify and describe different types of communication and transportation and how they connect people around the world
 - Identify main ideas and details

12. Looking at Our World Unit Test

- Identify and describe different landforms and bodies of water, including continents and oceans, on maps and globes
- Identify and describe how weather and natural resources affect the way people live and the ways people modify their environment
- Identify and describe different types of communication and transportation and how they connect people around the world
- Identify main ideas and details

2. Traditions We Share

1. Traditions We Share Unit Introduction

- Define and describe culture
- Identify and describe how culture is shared

2. What Is Culture? Day 1

- Define what culture is
- Identify and describe the elements of culture, especially food and clothing
- Identify and describe how geographic location affects the clothing of a culture

3. What Is Culture? Day 2

- Identify and describe the elements of culture, especially different types of homes

4. Reading Skills: Compare and Contrast

- Compare and contrast information

5. Families Are Alike and Different Day 1

- Define and describe what a family is
- Identify and describe family customs

6. Families Are Alike and Different Day 2

- Identify and describe how families share their culture with the community

7. What Are Our Celebrations? Day 1

- Identify and describe family traditions
- Identify different family celebrations and holidays
- Describe how families celebrate holidays

8. What Are Our Celebrations? Day 2

- Identify and describe how communities celebrate their cultures

9. We Celebrate Our Nation Day 1

- Identify and describe important heroes of our nation
- Identify and describe how our nation remembers heroes

10. We Celebrate Our Nation Day 2

- Identify and describe important national holidays
- Define what a colony is

11. Stories from the Past Day 1

- Distinguish between fact and fiction

- Identify and describe true stories that tell about America's past

12. Stories from the Past Day 2

- Identify and describe fiction stories that tell about America's past

13. Sharing Our Cultures Day 1

- Identify that different countries have different cultures
- Identify and describe elements of different cultures around the world
- Identify important cultural landmarks around the world

14. Sharing Our Cultures Day 2

- Identify and describe elements of different cultures around the world

15. Traditions We Share Portfolio

- Identify family traditions
- Create a book that identifies and describes a family tradition

16. Traditions We Share Unit Review

- Identify and describe how families around the world are different and share their cultures with others
- Identify and describe the parts of culture and how location and weather affect the way people live
- Identify and describe how the United States honors people and events
- Distinguish between historical fact and fiction
- Compare and contrast information from a text

17. Traditions We Share: Unit Test

- Identify and describe the parts of culture and how location and weather affect the way people live
- Identify and describe how families around the world are different and share their cultures with others
- Identify and describe how the United States honors people and events
- Distinguish between historical fact and fiction
- Compare and contrast information from a text

3. Our Past, Our Present

1. Our Past, Our Present Unit Introduction

- Identify and describe how life changes throughout history

2. Measuring Time Day 1

- Identify and describe ways to measure time
- Identify and describe how people use a clock to measure time

3. Measuring Time Day 2

- Identify and describe how a calendar is used to measure time

4. Reading Skills: Sequence

- Identify time order words
- Identify a sequence of events

5. Talking About Time Day 1

- Differentiate between the past, present, and future
- Identify and describe how people change over time

6. Talking About Time Day 2

- Differentiate between the past, present, and future
- Define history
- Identify and describe how communities have changed over time
- Identify ways people celebrate history

7. 21st Century Skills: Timelines

- Identify the purpose of a timeline
- Use a timeline to identify the sequence of events

8. How We Learn About History Day 1

- Identify and describe ways to learn about history
- Define and identify an example of a primary source

9. How We Learn About History Day 2

- Define and identify a secondary source
- Identify and describe ways to determine if a source is true

10. American Heroes Day 1

- Identify explorer heroes from the past
- Identify why the Nez Perce people left their homeland
- Identify Chief Joseph and how he helped make peace between the Nez Perce people and the American government

11. American Heroes Day 2

- Identify key historical heroes and describe how they helped people and made America a better country

12. Life Then and Now Day 1

- Compare and contrast daily life long ago with daily life today
- Identify important inventors and describe their contributions to society
- Define and describe what an invention is
- Identify inventions that require electricity

13. Life Then and Now Day 2

- Identify and describe daily life in the past
- Identify ways people can learn about their family history

14. Technology Then and Now Day 1

- Define and describe what communication is
- Identify how communication has changed over time
- Identify the purpose of social media

15. Technology Then and Now Day 2

- Define and describe what transportation is

- Identify and describe how transportation has changed over time

16. Our Past, Our Present Portfolio

- Create a mobile to show how communication and transportation have changed over time

17. Our Past, Our Present Unit Review

- Identify and describe ways to measure time
- Identify the qualities of a hero and identify and describe specific heroes of America's past
- Identify examples of primary and secondary sources and describe how to determine if the sources are true
- Identify and describe how daily life as changed over time, including changes in communication and transportation
- Use a timeline to identify a sequence of events

18. Our Past, Our Present Unit Test

- Identify and describe ways to measure time
- Identify the qualities of a hero and identify and describe specific heroes of America's past
- Identify examples of primary and secondary sources and describe how to determine if the sources are true
- Identify and describe how daily life as changed over time, including changes in communication and transportation
- Use a timeline to identify a sequence of events

Social Studies 2



Social Studies 2

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In Social Studies 2 A, the student continues to be introduced to basic concepts of citizenship, economics, and geography. In this course, the practice of geography, reading, critical thinking, and problem-solving skills accompanies structured instruction and activities. The student will learn about ordinary individuals who showed good citizenship. Through Learning Coach-led discussions, textbook readings, interactive activities, and hands-on projects, the student will continue to explore the world through the lens of social studies. The course text is Pearson's *myWorld Social Studies: We Do Our Part* workbook. The student will explore maps, photographs, illustrations, music, and other resources. Multimedia resources, including videos and interactive websites, enhance and support the content.

Semester A Outline

1. **My Community, My Country**

1. My Community, My Country Unit Introduction
 - Identify and describe how people can cooperate to help their community
2. We Are Good Citizens Day 1
 - Identify and describe characteristics of good citizenship
 - Describe ways in which citizens make positive contributions to their school and community
3. We Are Good Citizens Day 2
 - Identify and describe characteristics of good citizenship
 - Describe ways in which citizens make positive contributions to their school and community
4. Reading Skills: Draw Conclusions
 - Identify and analyze details to draw conclusions about a text
5. Our Rights as Citizens Day 1
 - Identify and describe the rights that American citizens have
 - Identify the U.S. documents that guarantee American citizens their rights
6. Our Rights as Citizens Day 2
 - Identify and describe the rights that American citizens have
 - Identify the U.S. documents that guarantee American citizens their rights

7. 21st Century Skills: Taking Action

- Identify and describe ways people can work together to solve problems in the community

8. We Follow Rules and Laws Day 1

- Identify rules and laws in the community
- Identify and describe the purpose of rules and laws

9. We Follow Rules and Laws Day 2

- Identify and describe the consequences if rules and laws are broken
- Identify and describe the purpose of rules and laws

10. Our Government Day 1

- Identify and describe the purpose of community and state governments
- Identify and describe services provided by the community and state governments

11. Our Government Day 2

- Identify and describe the three branches of the United States government

12. Our Leaders Day 1

- Identify government leaders in the community and state
- Identify how government leaders help citizens

13. Our Leaders Day 2

- Identify and describe the role of the president of the United States

14. Symbols of My Country Day 1

- Identify symbols and songs that represent America

15. Symbols of My Country Day 2

- Identify symbols and songs that represent America

16. My Community, My Country Unit Review

- Identify and describe the qualities and responsibilities of good citizens, including following rules and laws
- Identify and analyze details to draw conclusions about a text
- Identify and describe rights that are protected in the United States and the documents that contain them
- Identify the purpose of community, state, and national governments and describe how government leaders meet the needs of their citizens
- Identify and describe the United States' symbols, songs, and mottoes that reflect the country's democratic values

17. My Community, My Country Unit Test

- Identify and describe the qualities and responsibilities of good citizens, including following rules and laws
- Identify and analyze details to draw conclusions about a text
- Identify and describe rights that are protected in the United States and the documents that contain them
- Identify the purpose of community, state, and national governments and describe how government leaders meet the needs of their citizens

- Identify and describe the United States' symbols, songs, and mottoes that reflect the country's democratic values

2. Working to Meet Our Needs

1. Working to Meet Our Needs Unit Introduction
 - Identify and describe how people get what they need and want
 - Distinguish needs from wants
2. Needs and Wants Day 1
 - Distinguish between needs and wants
3. Needs and Wants Day 2
 - Distinguish between needs and wants
 - Identify and describe the choices people make due to scarce resources
4. Reading Skills: Main Idea and Details
 - Identify the main idea and supporting details in a paragraph
5. Making Good Choices Day 1
 - Identify and describe how to make good choices about resources
6. Making Good Choices Day 2
 - Identify how people can use charts to help them make good choices about resources
 - Identify and describe the opportunity cost of making a choice about resources
7. Producing and Consuming Goods Day 1
 - Differentiate producers from consumers
 - Identify and describe how goods are produced
8. Producing and Consuming Goods Day 2
 - Identify examples of natural resources
 - Identify and describe the resources needed to produce goods
9. 21st Century Skills: Reading a Flow Chart
 - Identify the purpose of a flow chart
 - Identify the sequence of events by reading a flow chart
10. Service Workers and Their Jobs Day 1
 - Define what services are
 - Identify and describe service workers in the community
11. Service Workers and Their Jobs Day 2
 - Identify and describe people who provide services
12. Trading for Goods and Services Day 1
 - Identify that people use money or trade to get goods and services
 - Identify and describe the impact supply and demand has on the price of goods and services
13. Trading Goods and Services Day 2
 - Identify the purpose of trade in the United States and with other countries
14. Making Choices About Money Day 1

- Identify and describe why people save money
 - Analyze and read a savings chart
15. Making Choices About Money Day 2
- Identify and describe the ways that people can save and borrow money through a bank
16. Working to Meet Our Needs Portfolio
- Identify and describe businesses in the community that provide goods or services
 - Create a booklet that illustrates and describes businesses in the community
17. Working to Meet Our Needs Unit Review
- Distinguish needs from wants and describe the choices people make because of limited resources, including the costs and benefits of spending and saving money
 - Differentiate between consumers and producers and describe how goods are produced
 - Identify services and service workers and describe how they help the community
 - Describe how communities and countries barter and trade to get the things they need
 - Identify the main idea and supporting details in a paragraph
18. Working to Meet Our Needs Unit Test
- Distinguish needs from wants and describe the choices people make because of limited resources, including the costs and benefits of spending and saving money
 - Differentiate between consumers and producers and describe how goods are produced
 - Identify services and service workers and describe how they help the community
 - Describe how communities and countries barter and trade to get the things they need

3. Finding Places

1. Finding Places Unit Introduction
 - Identify tools people use to find places
2. Talking About Location Day 1
 - Identify and describe relative and absolute locations
3. Talking About Location Day 2
 - Identify a location using a grid map
4. All About Maps Day 1
 - Identify the purpose of a map
 - Identify and use parts of a map to locate specific places
5. All About Maps Day 2
 - Identify places on a map using direction words
6. 21st Century Skills: Using a Map Scale
 - Identify the purpose of a map scale
 - Identify distances between locations using a map scale
7. Our Earth Day 1
 - Identify continents and oceans on a map
 - Identify and describe how a globe models Earth
 - Define and identify the equator

8. Our Earth Day 2

- Define and identify the prime meridian
- Identify the purpose of latitude and longitude lines

9. Landforms and Bodies of Water Day 1

- Identify and describe different types of landforms and bodies of water

10. Landforms and Bodies of Water Day 2

- Identify landforms and bodies of water on physical maps
- Identify how political maps show boundaries to separate cities, states, and countries

11. Finding Places Portfolio

- Apply map skills to create a neighborhood map

12. Finding Places Unit Review

- Identify and describe physical features and their absolute and relative locations
- Distinguish between maps and globes and identify how each can be used to locate physical features and places
- Compare and contrast different landforms and bodies of water
- Identify and describe the purpose of a map scale

13. Finding Places Unit Test

- Identify and describe physical features and their absolute and relative locations
- Distinguish between maps and globes and identify how each can be used to locate physical features and places
- Compare and contrast different landforms and bodies of water
- Identify and describe the purpose of a map scale

Semester B Summary:

In Social Studies 2 B, the student continues to be introduced to basic concepts in world cultures, American history, and government. In this course, the practice of geography, reading, critical thinking, and problem-solving skills accompanies structured instruction and activities. The student will learn about famous people who have influenced the United States and the world. Through Learning Coach-led discussions, textbook readings, interactive activities, and hands-on projects, the student will continue to explore the world through the lens of social studies. The course text is Pearson's *myWorld Social Studies: We Do Our Part* workbook. The student will explore maps, photographs, illustrations, music, and other resources. Multimedia resources, including videos and interactive websites, enhance and support the content.

Semester B Outline

1. The World Around Us

1. The World Around Us Unit Introduction

- Identify and describe what the world is like

2. Reading Skills: Cause and Effect

- Identify cause and effect relationships

3. Weather and Climate Day 1

- Define and describe temperature
- Identify weather conditions and describe how they affect the way people and animals live

4. Weather and Climate Day 2

- Define climate and identify how it affects the way people live
- Identify how areas of the world are separated into regions that have common characteristics
- Identify types of dangerous storms

5. Our Environment Day 1

- Define environment
- Identify and describe how people change the environment to get what they need and want
- Compare and contrast urban, suburban, and rural areas

6. Our Environment Day 2

- Identify and describe how people change the water in their environment to meet their needs
- Identify how people change the environment to make life easier
- Define and describe what it means to irrigate land

7. Earth's Resources Day 1

- Identify natural resources
- Differentiate renewable and nonrenewable resources

8. Earth's Resources Day 2

- Identify how the natural resources in an area affect the way people live
- Define conserve
- Identify and describe how people can conserve natural resources

9. Moving Ideas, People, and Things Day 1

- Define communication
- Identify how technology has made communication easier and quicker
- Identify forms of transportation

10. Moving Ideas, People, and Things Day 2

- Identify how people change the earth to make transportation easier
- Identify and describe why the United States trades goods and services with other countries
- Identify how the United States uses different forms of transportation to exchange goods and services
- Identify and describe how changes in transportation and communication have helped people

11. The World Around Us Unit Review

- Identify cause and effect and predict the effect of an event
- Identify how environments change over time and compare and contrast urban, suburban, and rural areas
- Identify how the weather and climate of different regions affect the lives of people and animals
- Identify how changes in communication and transportation have changed the way people live
- Identify natural resources and why it is important to conserve them

12. The World Around Us Unit Test

- Identify how the weather and climate of different regions affect the lives of people and animals
- Identify how environments change over time and compare and contrast urban, suburban, and rural areas
- Identify natural resources and why it is important to conserve them
- Identify how changes in communication and transportation have changed the way people live
- Identify cause and effect and predict the effect of an event

2. Celebrating Our Traditions

1. Celebrating Our Traditions Unit Introduction
 - Define culture
 - Identify and describe how culture is shared
2. Culture Is Our Way of Life Day 1
 - Identify and describe different elements of culture such as food, language, and music
 - Define tradition
3. Culture Is Our Way of Life Day 2
 - Define what an artifact is
 - Identify traditions of different cultures
 - Identify and describe how culture is shared through traditions
4. Reading Skills: Compare and Contrast
 - Compare and contrast information
5. Cultures in Our Country Day 1
 - Identify how American culture is made up of many cultures
 - Define and identify what a festival is
 - Identify and describe cultures in the United States
6. Cultures in Our Country Day 2
 - Define what a custom is
 - Identify and describe cultures in the United States
7. What We Celebrate Day 1
 - Identify and describe the importance of Independence Day
 - Identify holidays that honor national heroes
 - Identify who a veteran is
8. What We Celebrate Day 2
 - Identify holidays that honor national heroes
 - Identify why Dr. Martin Luther King, Jr. is honored with a holiday
9. American Stories Day 1
 - Differentiate between fact and fiction
 - Identify and describe what a folktale is
 - Identify famous American folktales and the characters they commemorate
10. American Stories Day 2

- Define what tall tales are
- Identify famous American tall tales and their characters

11. Two Cultures Day 1

- Identify and describe what ruins are
- Compare American culture with different cultures around the world
- Identify and describe elements of different cultures around the world

12. Two Cultures Day 2

- Identify and describe what a landmark is
- Compare different cultures around the world
- Identify and describe elements of different cultures around the world

13. 21st Century Skills: Using Graphic Sources

- Identify the function of a chart
- Use a chart to identify information

14. Celebrating Our Traditions Portfolio

- Create a song that explains and celebrates an American tradition

15. Celebrating Our Traditions Unit Review

- Define culture, and compare and contrast elements of different cultures
- Identify how the culture of the United States is made up of many cultures
- Identify national holidays, songs, and stories and describe how they reflect American culture
- Compare and contrast details in a text
- Use a chart to identify information

16. Celebrating Our Traditions Unit Test

- Identify how the culture of the United States is made up of many cultures
- Define culture, and compare and contrast elements of different cultures
- Identify national holidays, songs, and stories and describe how they reflect American culture
- Compare and contrast details in a text
- Use a chart to identify information

3. Our Nation Past and Present

1. Our Nation Past and Present Unit Introduction

- Identify and describe how life has changed over time

2. Life Then and Now Day 1

- Define history
- Identify words used to describe chronological order
- Compare and contrast families today with families long ago

3. Life Then and Now Day 2

- Identify and describe how communities have changed over time
- Define a century
- Compare and contrast communities today with communities in the past

4. 21st Century Skills: Reading a Timeline
 - Identify the purpose of a timeline
 - Identify and describe a sequence of events by reading a timeline
5. Learning About the Past Day 1
 - Identify sources that can be used to learn about the past
 - Differentiate primary and secondary sources
6. Learning About the Past Day 2
 - Identify sources that can be used to learn about the past
 - Define artifact
7. The First Americans Day 1
 - Identify Native Americans as the first Americans
 - Compare and contrast Native American groups from different regions
8. The First Americans Day 2
 - Identify and describe the culture and history of the Cherokee people
 - Identify Wilma Mankiller and how she helped the Cherokee people
9. Reading Skills: Fact and Opinion
 - Distinguish between a fact and an opinion
10. America's Early Settlers
 - Identify and describe the founding of America
 - Identify how Native Americans were affected by colonization
 - Define Pilgrims
 - Identify the historical figures and events that helped America become a country
11. A Growing Nation Day 1
 - Identify how early America continued to grow in population and size
 - Define immigrant
 - Identify why American pioneers began moving to the West
12. A Growing Nation Day 2
 - Identify what slavery is and the people who helped end it in America
 - Identify why immigrants move to America
 - Identify the Statue of Liberty as a symbol of freedom
13. Technology Then and Now
 - Compare life in the past to life today
 - Identify the contributions of innovators
 - Identify technological innovation that helped shape our nation
14. American Heroes Day 1
 - Define and identify a hero
 - Identify historical heroes who have made America a better place
 - Define civil rights

15. American Heroes Day 2

- Define and identify innovators
- Identify historical heroes and innovators who have made America a better place

16. Our Nation Past and Present Portfolio

- Interview someone who grew up in the past
- Compare and contrast life in the past with life today

17. Our Nation Past and Present Unit Review

- Compare and contrast life today with life long ago and identify the chronological order of events by reading a timeline
- Differentiate between primary and secondary sources and identify how they can be used to learn about history
- Identify Native Americans, European settlers, and immigrants and describe their role in founding America
- Identify American heroes and how they changed history
- Distinguish between fact and opinion

18. Our Nation Past and Present Unit Test

- Compare and contrast life today with life long ago and identify the chronological order of events by reading a timeline
- Differentiate between primary and secondary sources and identify how they can be used to learn about history
- Identify Native Americans, European settlers, and immigrants and describe their role in founding America
- Identify American heroes and how they changed history
- Distinguish between fact and opinion

Social Studies 3



Social Studies 3

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will explore maps and geography, the characteristics of a community, and early American communities and settlers. The student will examine the government of the United States with a focus on each branch. The student will also delve into topics specific to Pennsylvania.

Semester A Outline

1. **Course Overview**

1. SS 3 A Course Overview

2. **Our Communities**

1. Constitution Day
 - In this section, you will name some writings that are important to Pennsylvania.
2. Our Communities Intro
3. Establishing Communities
 - In this section, you will identify how and why people set up communities in which to live.
4. Types of Communities
 - In this section, you will compare communities where people live.
 - In this section, you will use words that describe geography in maps and globes.
5. Environments in Communities
 - In this section, you will identify characteristics of the five regions in the United States including what the communities and land are like in these places.
 - In this section, you will explain how work has changed over time in Ohio.
6. Interacting with the Environment
 - In this section, you will explain different ways people live in and change the places where they make their homes.
 - In this section, you will describe how groups of people have changed in Pennsylvania.
7. Conflict in Communities
 - In this section, you will discuss how people in Pennsylvania have fought and helped each other over time.
 - In this section, you will describe conflicts in the world.

8. World Communities

- In this section, you will describe how the things people in your community do make your community the way it is.

9. Locating Communities

- In this section, you will use different kinds of maps to describe where different places are.

10. Our Communities Portfolio Day 1

- In this section, you will identify the parts of a community.

11. Our Communities Portfolio Day 2

- In this section, you will design and build a community.

12. Our Communities Unit Review

13. Our Communities Unit Test

3. Our Environment

1. Our Environment Intro

2. Land and Water

- In this section, you will describe physical features found in a place, such as landforms and bodies of water.
- In this section, you will use a map to identify and describe as many landforms and bodies of water as you can.

3. World Geography

- In this section, you will locate continents, oceans, and the equator on a world map.
- In this section, you will describe different places where people live.
- In this section, you will describe how the natural world has changed in Pennsylvania.

4. Weather and Climate

- In this section, you will describe the weather and the climate in different places.
- In this section, you will describe how weather and climate affect how and where people live.

5. Reading a Map

- In this section, you will identify different symbols used on a map. You will also use a map to think up questions about places.
- In this section, you will identify different symbols used on a map.

6. Different Types of Maps

- In this section, you will describe what political and physical maps are and why people use them.

7. Interpreting Maps

- In this section, you will describe the purpose and use of latitude and longitude.
- In this section, you will use longitude and latitude to describe the location of communities.
- In this section, you will name some important places in Pennsylvania.

8. Using Earth's Resources

- In this section, you will classify renewable and nonrenewable resources.
- In this section, you will describe the use of renewable and nonrenewable resources.

- In this section, you will explain the effect that the location of resources has on population and industrial centers.

9. Natural Hazards

- In this section, you will describe how people impact the environment.
- In this section, you will describe how people impact the environment.
- In this section, you will describe how nature changes the land.

10. Apply: Our Environment Portfolio Day 1

- In this section, you will identify reasons why the resources in an area might lead people to live in or visit this place.

11. Apply: Our Environment Portfolio Day 2

- In this section, you will explain why the resources in an area might lead people to live in or visit this place.

12. Our Environment Unit Review

13. Our Environment Unit Test

4. Communities Build a Nation

1. Communities Build a Nation Intro

2. America's First People

- In this section, you will describe some of the Native American tribes that early explorers met in North America.

3. Early Explorers

- In this section, you will identify the causes and effects of European exploration.
- In this section, you will identify how to use primary sources.

4. Early Spanish Communities

- In this section, you will describe important events that took place when Spanish people explored North America.
- In this section, you will identify how to use secondary sources regarding key events in Spanish exploration.

5. Early French Communities

- In this section, you will describe important events that happened when French people explored North America.
- In this section, you will evaluate primary and secondary sources to describe events in French exploration of the North America.

6. Early English Communities

- In this section, you will describe important events that happened when English people explored North America.

7. Native American Cultures

- In this section, you will contrast Native American cultures from the past and today.
- In this section, you will describe what life can be like for new people coming to the state.
- In this section, you will describe how immigrants have been treated in the United States.

8. Creating a New Nation

- In this section, you will describe important events that happened when Americans won independence
- In this section, you will explain causes of the American Revolution.
- In this section, you will describe what people have believed and still believe in Pennsylvania.

9. Communities Build a Nation Discussion Day 1

- In this section, you will identify how people can use evidence from primary and secondary sources to answer compelling questions.

10. Communities Build a Nation Discussion Day 2

- In this section, you will use evidence from many different sources to answer compelling questions.

11. Communities Build a Nation Discussion 2

12. Communities Build a Nation Online Practice

13. Communities Build a Nation Unit Review

14. Communities Build a Nation Unit Test

5. US Government

1. US Government Intro

2. Purpose of a Government

- In this section, you will explain the purpose of government and of documents like the U.S. Constitution.
- In this section, you will explain the purpose of government and of documents like the U.S. Constitution and state constitutions.
- In this section, you will discuss how the government works.

3. U.S. Government

- In this section, you will discuss how the government works.

4. Levels of Government

- In this section, you will explain the special jobs that national and state governments must do.

5. Apply: Local Government Activity

- In this section, you will explain the special jobs that local governments must do.

6. Our Democracy

- In this section, you will identify what American citizens believe about democracy and how to run a country.
- In this section, you will describe the ways people rule your state.

7. Legislative Branch of Government

- In this section, you will explain what the legislative branch does as part of U.S. democracy.

8. Judicial Branch of Government

- In this section, you will explain what the judicial branch does as part of U.S. democracy.

9. Executive Branch of Government

- In this section, you will explain what the executive branch does as part of U.S. democracy.
- In this section, you will describe how wars have affected the people of Pennsylvania.

- In this section, you will describe how groups of people have fought and helped each other over time.
10. Rules and Laws
 - In this section, you will describe how Pennsylvania has been ruled over time.
 11. Governments Around the World
 - In this section, you will describe how democracies are similar to and different from other kinds of governments.
 12. US Government Online Practice
 13. US Government Unit Review
 14. US Government Unit Test

Semester B Summary:

In this course, the student will focus on the themes of community through citizenship, travel, technology, culture, and diversity. The student will be introduced to the basics of economics, including supply and demand, spending and saving, and local economies. The student will also delve into topics specific to Pennsylvania.

Semester B Outline

1. **Course Overview**
 1. SS 3 B Course Overview
2. **Citizenship**
 1. Citizenship Introduction
 2. Civic Virtues
 - In this section, you will identify important virtues relating to a democracy that leaders demonstrate.
 - In this section, you will discuss the leaders who work for the people.
 3. Rights and Responsibilities
 - In this section, you will describe some leaders where you live.
 4. Working Together
 - In this section, you will identify ways people work together to try to fix local and state problems. You will also compare how people have good things happen to them and are challenged when working together in these ways.
 - In this section, you will describe how the world gets along.
 5. Taking Action for Our Rights
 - In this section, you will name the different ways Pennsylvania has changed the ways people live.
 - In this section, you will identify the good things historical figures have done while helping to win rights and freedoms for our country's citizens.
 6. Taking Action for a Cause
 - In this section, you will identify actions performed by citizens by themselves and as part of groups that show important civic virtues.
 - In this section, you will list the ways people in your state help people.
 7. Apply: Citizenship Portfolio Day 1

- In this section, you will identify facts and opinions about a community problem or issue that people have fought over.

8. Apply: Citizenship Portfolio Day 2

- In this section, you will describe possible solutions for a community problem.

9. Citizenship Unit Review and Reflect

10. Citizenship Unit Test

3. Economics

1. Economics Introduction

2. Meeting Wants and Needs

- In this section, you will describe opportunity cost.
- In this section, you will describe the ways people work in your state.

3. Producers and Consumers

- In this section, you will describe what happens when a place of work opens or closes.
- In this section, you will explain why helping others makes life better.

4. Goods and Services

- In this section, you will explain how workers have changed the way they work.

5. Supply and Demand

- In this section, you will summarize some reasons that explain why people must make choices about which goods and services to produce and use.
- In this section, you will explain the impact of supply, demand, and scarcity.
- In this section, you will describe valuable things that can and cannot be touched.

6. Exchange

- In this section, you will describe how the economy has changed over time in Pennsylvania.

7. Spending and Saving

- In this section, you will identify ways people spend and save the money they make.

8. Jobs

- In this section, you will explain how and why businesses and people might choose to focus on producing one type of good or service.
- In this section, you will describe the ways people in Pennsylvania have made life better.
- In this section, you will describe how groups have made work better in Pennsylvania.

9. Local Economy

- In this section, you will discuss the goods and services of Pennsylvania.
- In this section, you will describe how people have worked and brought money into Pennsylvania.

10. The Global Economy

- In this section, you will explain how trading with one another makes nations depend on one another.
- In this section, you will describe how laws change the economy.

11. Apply: Economics Portfolio Day 1

- In this section, you will describe factors that lead people to make choices about what to do with their money.

12. Apply: Economics Portfolio Day 2

- In this section, you will design a budget that describes how to help make responsible choices for how to take care of your money.

13. Economics Unit Review and Reflect

14. Economics Unit Test

4. A Growing Nation

1. A Growing Nation Introduction

2. Growing Communities

- In this section, you will describe how communities have changed over time.
- In this section, you will name some objects that tell a story.

3. New Lands

- In this section, you will explain why people immigrate to new lands.

4. New Ways to Travel

- In this section, you will identify and describe new ways people traveled during Westward Expansion.
- In this section, you will make a plan to save and spend money.

5. New Ways to Communicate

- In this section, you will identify how telegraphs and telephones made it easier for people to communicate with one another.
- In this section, you will make a plan to save and spend money.

6. New Technologies

- In this section, you will identify how new discoveries in technology and medicine changed people's everyday lives.
- In this section, you will discuss how ads affect what you buy.

7. A Growing Nation Discussion: Day 1

- In this section, you will describe what an important inventor did to help the United States develop.

8. A Growing Nation Discussion: Day 2

- In this section, you will explain actions of important inventors.

9. Discussion: A Growing Nation Discussion

10. A Growing Nation Portfolio Day 1

- In this section, you will explain the effect that new kinds of technology have had on the way that people live.

11. A Growing Nation Portfolio Day 2

- In this section, you will create a timeline of important discoveries in technology that have changed the way people live.

12. A Growing Nation Unit Review

13. A Growing Nation Unit Test

5. Celebrating Communities

1. Celebrating Communities Introduction
2. Apply: US and State Symbols Activity
 - In this section, you will describe state and national symbols, patriotic songs, and mottos.
3. North American Cultures
 - In this section, you will identify values the early settlers had.
 - In this section, you will name some ways cultures are the same and different.
4. People and Cultures
 - In this section, you will describe what makes up an ethnic group.
 - In this section, you will describe holiday traditions.
 - In this section, you will make a plan to save and spend money.
5. Culture Through the Arts
 - In this section, you will describe how people communicate important ideas about their culture through stories, folktales, music, and artistic creations.
 - In this section, you will explain why some places and tools are special for a culture.
6. Cultural Celebrations
 - In this section, you will identify how the celebrations people hold communicate information about the things and ideas that the people value.
7. Our Nation's Diversity
 - In this section, you will describe the characteristics of different cultures in regions and communities in the United States.
 - In this section, you will describe how groups of people have fought and helped each other over time.
8. Celebrating Communities Portfolio 1
 - In this section, you will research and record details about the culture and history of the U.S. region you live in.
9. Celebrating Communities Portfolio 2
 - In this section, you will compare the past and present culture and history of a U.S. region.
10. Celebrating Communities Portfolio 3
 - In this section, you will critique explanations.
11. Celebrating Communities Unit Review
12. Celebrating Communities Unit Test

Social Studies 4



Social Studies 4

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

In this course, the student will explore several historical and geographical themes focused on the United States. Topics include American government, geography, history, and citizenship. The student will also build upon their understanding of the first inhabitants and explorers of the United States, as well as its beginnings as a new nation. Students in Pennsylvania also analyze and discuss the impact of different population groups and movements on American government, history, and diversity.

Semester A Outline

1. Course Overview

1. Social Studies 4 A Course Overview

2. United States Geography

1. Constitution Day
 - In this section, you will identify the purpose of the United States Declaration of Independence, the U.S. Constitution and symbols that are important to our nation.
2. United States Geography Introduction
3. Land and Regions in the United States
 - In this section, you will describe landforms, regions, and bodies of water in the United States.
 - In this section, you will describe GPS.
4. Weather and Climate
 - In this section, you will explain the difference between climate and weather. You will also describe different climates across the five U.S. regions.
5. Regions and Resources
 - In this section, you will identify and describe different kinds of resources
6. U.S. Geography Portfolio Day 1
 - In this section, you will describe the region where you live.
7. U.S. Geography Portfolio Day 2
 - In this section, you will create maps that represent your region.
8. People and the Land

- In this section, you will identify and describe the relationship between people and the environment.

9. United States Geography Unit Review

10. United States Geography Unit Test

3. Our Government

1. Our Government Introduction

2. Principles of Our Government

- In this section, you will identify the beliefs that shape the U.S. government.
- In this section, you will compare how citizens stayed informed about the government in the 1700s and today.

3. Origin of Rules and Laws

- In this section, you will examine where rules and laws come from and why we have them.
- In this section, you will identify causes and effects of having or not having rules and laws.
- In this section, you will explain the importance of effective reasoning by leaders when making a new law.

4. Constitution(s)

- In this section, you will identify goals of the Preamble of the U.S. Constitution and why Article Five is essential.
- In this section, you will compare your state's Constitution to the Constitution of the United States.
- In this section, you will examine where important parts of the U.S. Constitution came from and why people added these parts to the Constitution.

5. Branches of Government

- In this section, you will identify and describe the legislative, executive, and judicial branches of the federal government.
- In this section, you will describe the interactive skills needed to pass a new law through the government.

6. Levels of Government

- In this section, you will compare what people who work to govern cities, states, and the nation are allowed to do.

7. Analyze Sources Portfolio Day 1

- In this section, you will explain what compelling questions are, why you should ask them, and how evidence can be used to answer these questions.

8. Analyze Sources Portfolio Day 2

- In this section, you will use evidence from many sources to answer compelling questions.

9. Our Government Unit Review and Reflect

10. Our Government Unit Test

4. United States History

1. United States History Introduction

2. America's First Inhabitants

- In this section, you will explain how geography has affected Native American culture.
- In this section, you will identify the human characteristics of Native Americans and explain how geography has affected their culture

3. America's First Explorers

- In this section, you will describe characteristics of European explorers and colonies in the Americas.
- In this section, you will create a timeline of European exploration in the Americas.
- In this section, you will create a timeline of European exploration in the Americas.
- In this section, you will identify concepts of health in situations from the 1500s and 1600s.

4. A New Nation

- In this section, you will identify reasons, ideas, and events that led to American independence from Great Britain.

5. A Nation Grows

- In this section, you will describe reasons why the United States grew from 1790–1850.

6. A Nation Changes

- In this section, you will identify causes and effects of the Civil War, including the role slavery played.

7. Becoming a World Power

- In this section, you will identify reasons why the United States grew from 1850 through the early 1900s.
- In this section, you will draw an invention to solve a problem.

8. Movements for Rights

- In this section, you will identify leaders and achievements of several movements after World War II.
- In this section, you will define people's actions as open-minded or closed-minded as they relate to civil rights.

9. U.S. History Timeline Portfolio Day 1

- In this section, you will identify and describe important events in American history.

10. U.S. History Timeline Portfolio Day 2

- In this section, you will create a timeline that puts in order and describes events in American history.

11. United States History Unit Review

12. United States History Unit Test

5. Impacts Throughout History

1. Impacts Throughout History Introduction

2. Social Groups

- In this section, you will compare and contrast common qualities of social groups from Pennsylvania.

- In this section, you will compare and contrast different social groups in United States history.

In this section, you will compare and contrast social groups in world history.

3. Political Groups

- In this section, you will compare and contrast common qualities of political groups from Pennsylvania. In this section, you will compare and contrast political groups in world history.
- In this section, you will compare and contrast common qualities of political groups from Pennsylvania.

4. Cultural Groups

- In this section, you will compare and contrast common qualities of cultural groups from Pennsylvania.
- In this section, you will compare and contrast different cultural groups in United States history.
- In this section, you will compare and contrast cultural groups in world history.

5. Economic Groups

- In this section, you will compare and contrast common qualities of economic groups from Pennsylvania.
- In this section, you will compare and contrast different economic groups in United States history.
- In this section, you will compare and contrast economic groups in world history.

6. Impact of Belief Systems and Religion

- In this section, you will explain how Pennsylvania's history has affected people's personal development through their beliefs and religions.
- In this section, you will explain how U.S. history has affected people's personal development through their beliefs and religions.
- In this section, you will explain how world history has affected people's personal development through their beliefs and religions.

7. Impact of Technology and Social Groups

- In this section, you will explain how Pennsylvania's history has affected people's personal development through technology.
- In this section, you will explain how Pennsylvania's history has affected people's personal development through social organizations.
- In this section, you will explain how U.S. history has affected people's personal development through social organizations.

8. Impact of Government and Industry

- In this section, you will explain how Pennsylvania's history has affected people's personal development through politics and government.
- In this section, you will explain how world history has affected people's personal development through commerce and industry.
- In this section, you will explain how world history has affected people's personal development through politics and government.

9. Impact of Physical and Human Geography

- In this section, you will explain how Pennsylvania's history has affected people's personal development through geography.
- In this section, you will explain how U.S. history has affected people's personal development through geography.
- In this section, you will explain how world history has affected people's personal development through geography.

10. Historical Impact on Pennsylvania

- In this section, you will find similarities and differences in the ways different groups fought and worked together in Pennsylvania history, focusing on economic stability.
- In this section, you will find similarities and differences in the ways different groups fought and worked together in Pennsylvania history, focusing on working conditions.
- In this section, you will find similarities and differences in the ways different groups fought and worked together in Pennsylvania history, focusing on military conflict.

11. Diversity and Immigration

- In this section, you will explain how U.S. history has affected people's personal development through ethnicity and race.
- In this section, you will find similarities and differences in the ways different groups fought and worked together in Pennsylvania history, focusing on immigration.
- In this section, you will explain how U.S. history has affected people's personal development through ethnicity and race.

12. Historical Artifacts

- In this section, you will examine historical documents, artifacts, and places that are important to Pennsylvania's history.
- In this section, you will examine historical documents, artifacts, and sites that are important to world history.

13. Impacts Throughout History Apply

14. Impacts Throughout History Unit Review

15. Impacts Throughout History Unit Test

6. **Citizenship**

1. Citizenship Introduction

2. Citizenship

- In this section, you will describe ways in which working together can help people, including working through government, workplaces, voluntary organizations, and families.

3. Civic Virtues

- In this section, you will explain what civic virtues are. You will also give examples of civic virtues.
- In this section, you will explain three values of our society.
- In this section, you will explain what civic virtues are. You will also give examples of civic virtues.

4. Dealing with Conflict

- In this section, you will describe sources of conflict and disagreement.
 - In this section, you will explain how different perspectives can lead to conflict.
 - In this section, you will describe different ways conflict can be resolved.
5. Civics in Communities
 6. Participation in Government
 - In this section, you will identify the beliefs, perspectives, and values that explain why you think about civic issues the way that you do.
 - In this section, you will analyze people's interests and explain how to influence people.
 7. Leadership and Careers
 - In this section, you will describe the roles of leadership and public service in education, the community, state, and nation.
 - In this section, you will identify what is needed for different careers.
 - In this section, you will compare different ways people save.
 8. Community Issues Discussion Day 1
 - In this section, you will identify how and why personal beliefs and experiences lead citizens to participate in community issues.
 9. Community Issues Discussion Day 2
 - In this section, you will explain how people work to change rules and laws to help society.
 10. Citizenship Unit Review and Reflect
 11. Citizenship Unit Test
 12. Apply: Community Issues Discussion Day 2

Semester B Summary: In this course, the student will learn more about economics and examine several aspects of all five geographic regions of the United States. These include the northeast, southeast, midwest, southwest, and west. The student will also delve into topics specific to Pennsylvania.

Semester B Outline

1. Course Overview

1. SS 4 B Course Overview

2. Economics Basics

1. Economics Basics Introduction
2. Individual Choices and Incentives
 - In this section, you will define the term incentives. You will also describe examples of incentives.
3. Factors of Production
 - In this section, you will identify what land labor and capital are. You will also explain how they are used to produce goods and services.
4. Business Strategies

- In this section, you will list factors companies use to decide on specialization and division of labor.
- In this section, you will explain how different factors encourage specialization and division of labor.
- In this section, you will explain why local businesses open and close.

5. Stock Market

- In this section, you will explain the role the stock market plays in our lives. You will also identify how investing in the stock market can be helpful to people.

6. Exchange

- In this section, you will explain what exchange is and how it affects our lives.

7. Financial Institutions

- In this section, you will compare and contrast how banks and other items affect the national and global economy.

8. Economics and the Government

- In this section, you will explain how the government pays for the goods and services it gives to people.
- In this section, you will examine how tax revenues are used in communities.

9. Apply: Create a Business Portfolio

- In this section, you will create a business and identify how your business works within a community.

10. Economics Basics Unit Review

11. Economics Basics Unit Test

3. Regions: The Northeast

1. Regions: The Northeast Introduction

2. Land of the Northeast

- In this section, you will identify and describe landforms, bodies of water, and physical characteristics in the Northeast.

3. Resources in the Northeast

- In this section, you will describe landforms, bodies of water, and physical characteristics in the Northeast.
- In this section, you will identify scarce resources in a community.

4. Birthplace of a Nation

- In this section, you will identify and describe problems faced by Native Americans, African Americans, and women over time. You will also explain the effects these struggles had on the United States.

5. Growth and Change in the Northeast

- In this section, you will describe the effects of immigration and industrialization in the Northeast.

6. Regions: The Northeast Portfolio Day 1

- In this section, you will gather information from different sources to describe the life of a famous immigrant, woman, or Black or Indigenous person of color who contributed to the founding of this nation.

7. Regions: The Northeast Portfolio Day 2

- In this section, you will describe the effects that a famous immigrant had on the world.

8. The Northeast Today

- In this section, you will identify what life is like in different parts of the Northeast.

9. Regions: The Northeast Review

10. Regions: The Northeast Unit Test

4. Regions: The Southeast

1. Regions: The Southeast Introduction

2. Land, Water, and Climate

- In this section, you will identify and describe landforms, bodies of water, and physical characteristics in the Southeast.
- In this section, you will describe wildlife refuges in the Southeast.
- In this section, you describe features of the weather and climate of the Southeast region.

3. A Land of Many Resources

- In this section, you will identify resources that people in the Southeast can find and use.
- In this section, you will identify problems solved by the Tennessee Valley Authority.

4. Settling the Southeast

- In this section, you will describe different groups of people who settled in the Southeast.

5. Southern Life

- In this section, you will identify important parts of Southeastern culture, including traditions, social and economic conditions, and characteristics of major cities.

6. Regions: The Southeast Portfolio Day 1

- In this section, you will identify characteristics of the climate, places, people, and resources of the Southeast region of the United States.

7. Regions: The Southeast Portfolio Day 2

- In this section, you will create a presentation celebrating the climate, places, peoples, and resources of the Southeast region of the United States.

8. Regions: The Southeast Review

9. Regions: The Southeast Unit Test

5. Regions: The Midwest

1. Regions: The Midwest Introduction

2. In the Heart of the Nation

- In this section, you will describe important landforms, bodies of water, weather, climate, and plant and animal life in the Midwest.
- In this section, you will describe important landforms, bodies of water, weather, climate, and plant and animal life in the Midwest.

3. Resources and Farming

- In this section, you will describe resources that people in the Midwest can find and use.

- In this section, you will provide suggestions for solving problems caused by climate and land use.

4. Settling in the Midwest

- In this section, you will identify the history of how different groups of people settled in the Midwest, including characteristics of the groups of people native to the Midwest, and forced and unforced migration.
- In this section, you will learn about the Midwest settlement.
In this section, you will learn about settling the Midwest.

5. Developing the Midwest

- In this section, you will identify and describe how people began to make a living and build cities in the Midwest.
- In this section, you will identify and describe the growth of industry in the Midwest.
- In this section, you will learn how to identify and describe this growth in the Midwest.

6. Regions: The Midwest Portfolio Day 1

- In this section, you will identify the things a particular group of people in the Midwest do each day.

7. Regions: The Midwest Portfolio Day 2

- In this section, you will explain how the environment affects the things a particular group of people in the Midwest do.

8. The Midwest on the Move

- In this section, you will describe how the economy works in the Midwest, including the connections between trade, transportation, and tourism.

9. Regions: The Midwest Review

10. Regions: The Midwest Unit Test

6. **Regions: The Southwest**

1. Regions: The Southwest Introduction

2. Southwestern Land, Water, and Climate

- In this section, you will describe the climate of the Southwest, including effects on plant and animal life and effects of elevation.

3. The Southwest's Past

- In this section, you will identify things that happened while people were colonizing the Southwest, including effects of Spanish exploration, and cultural impacts.
- In this section, you will summarize what you learned about storytelling and the Southwest culture.

4. Growth of the Southwest

- In this section, you will identify and describe reasons why the Southwest has grown over time.

5. Life in a Dry Land

- In this section, you will explain reasons that the Southwest needs water and the effects the water supply has on life in the Southwest.

6. Regions: The Southwest Discussion Day 1

- In this section, you will discuss the characteristics that make the Southwest region different from any other place with your peer.
7. Regions: The Southwest Discussion Day 2
 - In this section, you will discuss the characteristics that make the Southwest region different from any other place with your peer.
 8. Apply: Regions: The Southwest Discussion Day 2
 9. Regions: The Southwest Online Practice
 10. Regions: The Southwest Unit Review
 11. Regions: The Southwest Unit Test

7. **Regions: The West**

1. Regions: The West Introduction
2. A Varied Land
 - In this section, you will describe landforms, bodies of water, and ways the land changes over time in the West.
 - In this section, you will describe the different climates in the West and effects of these climates on plant and animal life in these places.
3. Locating the West
 - In this section, you will identify latitude and longitude to find locations on maps and globes, including the Western region of the United States.
4. Western Resources
 - In this section, you will describe the important natural resources in the West and how these resources affect life.
5. Growth of the West
 - In this section, you will identify of how different groups of people settled in the West, including characteristics of native peoples, effects of Spanish exploration, and growth of cities.
6. Statehood
 - In this section, you will describe Alaska and Hawaii's road to statehood.
 - In this section, you will identify state symbols, national symbols, and national holidays.
7. The West Today
 - In this section, you will identify important parts of the economy in the West today, including the importance of trade, main ports, and current and future challenges.
8. Comparison of Regions Apply
 - In this section, you will compare the characteristics of two regions in the United States.
9. Regions: The West Review and Reflect
10. Regions: The West Unit Test

Social Studies 5



Social Studies 5

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary: In this course, the student will trace United States history from the early exploration and settlement period to the War of 1812. Topics include Spanish, English, and French settlement and the American Revolution, and the transition from the Articles of Confederation to the Constitution. The student will also delve into topics specific to Pennsylvania, including geography.

Semester A Outline

1. Course Overview

1. Social Studies 5 A Course Overview

2. Early Exploration

1. Constitution Day

- In this section, you will identify the purpose of the United States Declaration of Independence, the U.S. Constitution and symbols that are important to our nation.
- In this section, you will identify symbols that are important to our nation.

2. Early Exploration Introduction

3. Geography Day 1

- In this section, you will describe how tools like maps, globes, and photographs are used to organize and interpret information about people, places, and environments.
- In this section, you will describe places and regions.
- In this section, you will describe places that are located in different regions.
- In this section, you will identify the physical processes that change physical characteristics of places and regions.

4. Geography Day 2

- In this section, you will identify the human characteristics of places and regions.
- In this section, you will describe the effects of the physical systems on people within regions.
- In this section, you will explain the effects of the physical systems on people within regions.
- In this section, you will identify the effect of people on the physical systems within a community.

5. Ancient American Civilization

6. Adapting to Different Places

- In this section, you will describe how different Native American groups living throughout North America changed their environment to meet their needs.

7. Native American Culture

8. Technology Shapes Exploration

- In this section, you will describe the role people and technology had on exploration.

9. Explorers for Spain

- In this section, you will identify the motivations and outcomes of different Spanish explorers.
- In this section, you will identify the goals and successes of Spanish exploration in the Americas.

10. The Columbian Exchange

- In this section, you will describe the influence of the Columbian Exchange on Europeans, Native Americans, and African peoples.
- In this section, you will differentiate between the positive effects and negative effects of the Columbian Exchange.

11. Early Exploration Day 1 Apply

- In this section, you will describe the effect of the printing press and computer on communication.

12. Early Exploration Day 2 Apply

- In this section, you will compare the importance of the printing press and the computer over time.

13. Early Exploration Review and Reflect

14. Early Exploration Unit Test

3. Early Settlements

1. Early Settlements Introduction

2. The Spanish Colony in the Americas

- In this section, you will describe effective and ineffective interactions among people.

3. The English Colonies in Virginia

4. Establishing a Colonial Government

5. Pilgrims and Puritans in New England

- In this section, you will analyze the differences between the Pilgrims and Puritans and the conflicts between the English colonists and Native Americans.

6. The French and Dutch in North America

7. Building a New Society

8. Locating the 13 Colonies

- In this section, you will describe characteristics of the New England, Middle, and Southern colonies.

9. Comparing the 13 Colonies

- In this section, you will compare how the New England, Middle, and Southern colonies were organized politically, socially, and economically.

10. Daily Life in the Colonies

- In this section, you will compare and contrast the different colonies in North America.

- In this section, you will compare and contrast how the economies of the different colonial regions were alike and different.

11. Slavery in the Colonies Day 1

- In this section, you will summarize early culture of enslaved Africans to get a better understanding of how this culture impacts our lives today.

12. Slavery in the Colonies Day 2

13. The French and Indian War

- In this section, you will analyze how Native, European, and African cultures were affected by conflict and compromise in our nation's early history.
- In this section, you will create a timeline of key events in the French and Indian War.

14. Early Settlements Day 1 Apply

- In this section, you will identify important individuals and events involved in setting up colonies in North America.

15. Early Settlements Day 2 Apply

- In this section, you will create an illustrated timeline showing when European colonies were set up in North America.

16. Early Settlements Review and Reflect

17. Early Settlements Unit Test

4. The American Revolution

1. The American Revolution Introduction

2. Tensions with Britain

3. Colonial Figures

- In this section, you will explain the difference between Patriots and Loyalists.
- In this section, you will identify how Sons of Liberty and Daughters of Liberty exercised their rights in the fight for independence and how you can become involved in civic issues you care about.

4. Colonists Rebel

- In this section, you will compare acts of rebellion, including the Boston Tea Party, individuals involved, and the results of these acts.
- In this section you will propose solutions for working creatively and effectively with others during a conflict.

5. Unity Among the Colonies

- In this section, you will define actions and events that united the colonies before the American Revolution.

6. Declaring Independence Day 1

- In this section, you will describe how and why the colonists declared independence.
- In this section, you will describe how and why the colonists declared independence. You will also identify leaders who helped and supported independence.

7. Declaring Independence Day 2

- In this section, you will explain how the Declaration of Independence reflected the views of the time.

8. On the Battlefield

- In this section, you will identify the major battles and contributions of key individuals during the American Revolution.

9. Diverse Perspectives

- In this section, you will identify the different viewpoints of women, free and enslaved African Americans, and Native Americans during the American Revolutionary period.

10. Winning Independence

- In this section, you will explain how help from other countries affected the United States during the American Revolution and how the Treaty of Paris of 1783 aided the growth of the country after the war.

11. The American Revolution Day 1 Apply

- In this section, you will identify social, political, and economic reasons colonists had for choosing to be a Loyalist or Patriot.

12. The American Revolution Day 2 Apply

- In this section, you will discuss the social, political, and economic reasons colonists had for deciding to be a Loyalist or Patriot.

13. The American Revolution Day 2 Apply Discussion

14. The American Revolution Online Practice

15. The American Revolution Review and Reflect

16. The American Revolution Unit Test

5. Building Our Nation

1. Building Our Nation Introduction

2. Articles of Confederation

- In this lesson, you will classify the strengths and weaknesses of the Articles of Confederation.
- In this section, you will describe the government's weaknesses under the Articles of Confederation.
- In this section, you will compose an argument to persuade others to change the Articles of Confederation.

3. Creating the Constitution

- In this section, you will identify the individual rights protected by the Pennsylvania Constitution.
- In this section, you will describe the basic purposes of government in the classroom, school, community, state, and nation.

4. Principles of Government

- In this lesson, you will describe how liberty helped to shape local, state, and national governments.
- In this lesson, you will describe how justice helped to shape local, state, and national governments.
- In this lesson, you will describe how equality helped to shape local, state, and national governments.
- In this lesson, you will describe how democracy helped to shape local, state, and national governments.

5. The Division of Power

- In this section, you will describe the difference between nation and country.

6. Federalist vs. Anti-Federalists

- In this section, you will compare the Federalists and the Anti-Federalists.
- In this section, you will explain why the struggle over the addition of the Bill of Rights was important.

7. The Bill of Rights

- In this section, you will explain the purpose of the Bill of Rights and how it protects individual freedoms.
- In this section, you will identify the individual rights protected by the United States Constitution.

8. Key Concepts of the Constitution

- In this section, you will explain what a representative democracy is and how it works.

9. Constitutional Protections

- In this section, you will interpret key ideas about government found in the Pennsylvania Constitution.
- In this section, you will identify rights and needs people have. You will also differentiate rights from needs.

10. Cooperation in the Community

- In this section, you will identify behaviors that encourage people to cooperate with each other.
- In this section, you will explain why people become leaders.
- In this section, you will define public service. You will also explain why people get involved with public service.
- In this section, you will identify ways people get involved in school and community activities.

11. National and State Symbols

- In this section, you will explain the meaning and importance of state symbols.
- In this section, you will explain the meaning and importance of national holidays.
- In this section, you will analyze historical documents and artifacts from the history of Pennsylvania. You will then illustrate what you learned by describing which is most important and supporting your answer.

12. The Young Nation Grows

- In this section, you will explain the reasons for and the importance of the Lewis and Clark Expedition and contributions made by individuals to the expedition.

13. Washington Takes Office

- In this section, you will analyze the role political parties had in presidential elections and how early presidents affected the development of the United States.

14. Jefferson and the Louisiana Purchase

- In this section, you will explain how the Louisiana Purchase affected the United States and the role key individuals had in contributing to westward expansion.

15. War of 1812

- In this section, you will describe why the War of 1812 began, how events led people to feel proud of the country, and the effect winning the war had on the United States.

16. Trouble for Native Americans

- In this section, you describe the impact of the Trail of Tears on Native Americans by completing a timeline of key dates and events.

17. African Americans Fight for Freedom

- In this section, you will analyze how the cotton gin and settling the West led to an increase in slavery.
- In this section, you will identify individuals and events that had to do with ending slavery.
- In this section, you will assess the extent to which individuals and groups used ideas from the nation's founding documents to create communities of respect and equality throughout American history.

18. Women Fight for Freedom

- In this section, you will discuss the contributions of different groups of Americans.

19. Building our Nation Day 1 Apply

- In this section, you will identify a person from the early United States and describe the person's accomplishments.

20. Building our Nation Day 2 Apply

- In this section, you will create an interview for a person from the early United States using questions that require detailed answers.

21. Building our Nation Review and Reflect

22. Building Our Nation Unit Test

Semester B Summary: In this course, the student will trace United States history from the era of westward expansion to the twenty-first century. Topics include the Civil War, the Depression, World Wars I and II, and the American civil rights era. The student will also examine a chosen topic and complete an American Research Report.

Semester B Outline

1. Course Overview

1. SS 5 B Course Overview

2. Westward Expansion and Civil War

1. Expansion and Civil War Introduction

2. Inventions, Roads, and Railroads

- In this section, you will describe changes that took place during the Industrial Revolution due to advances in technology and inventions.

3. The Lone Star State

- In this section, you will summarize the role of slavery in Texas, how Texas became a state, and important events of the Mexican-American War.

4. Trails to the West

- In this section, you will use maps to identify routes settlers took to travel to the West. You will also describe how individuals and geographic, economic, and social reasons influenced the location of trails and settlements.
- In this section, you will identify reasons that American settlers moved to the West.
- In this section, you will identify geographic, economic, and social factors that influenced the location of trails and settlements.

5. California Gold Rush

- In this section, you will identify the effects of the California Gold Rush, including the costs and benefits to individuals and groups.

6. Struggles Over Slavery

- In this section, you will describe the effect of slavery on the U.S. economy and explain how enslaved African Americans were treated.

7. The War Begins

- In this section, you will identify events and reasons that led to the Civil War.

8. Worth Fighting For

- In this section, you will describe the outcomes of major battles in the civil war and the effect of technology on the war.
- In this section, you will analyze media statements.

9. Life During the Civil War

- In this section, you will describe the effects of the Emancipation Proclamation and Civil War on American life as well as the role of women, African Americans, and Native Americans in the war.
- In this section you will describe the importance of Juneteenth and the freeing of slaves in Texas.
- In this section, you will describe the effects of the Emancipation Proclamation.

10. The War Ends

- In this section, you will document characteristics of military leaders of the Civil War.

11. Reconstruction Apply

- In this section, you will create a graphic organizer to summarize the goals, policies, successes, and failures of Reconstruction.

12. Expansion and Civil War Review

13. Westward Expansion and Civil War Unit Test

3. Good Times and Hardships

1. Good Times and Hardships Introduction

2. The Progressive Era

- In this section, you will describe reform efforts during the Progressive Era in the workplace, in cities, in prisons, for the mentally ill, and to protect nature.
- In this section, you will explain how unions and other diverse groups can work effectively.

3. Inequality for African Americans

- In this section, you will identify the effects of laws that kept African Americans from having the same rights and opportunities as white people as well as how influential African Americans worked for equal opportunities.

- In this section, you will analyze media.

4. Fight for Women's Rights

- In this section, you will describe how the United States has changed in the way it protects individual rights over time.
- In this section, you will prepare a speech regarding women's suffrage.
- In this section, you will describe the Harlem Renaissance and individual contributions to different areas of African American culture.

5. A Voice from the Harlem Renaissance

6. World War I

- In this section, you will summarize the rivalries and feelings that led to World War I and how the war affected Americans at home, especially women and African Americans.

7. World War I Comes to an End

- In this section, you will explain how the Treaty of Versailles ended World War I, formed the League of Nations, and made Germany pay fines.

8. The Roaring Twenties

- In this section, you will compare life and culture during the 1920s to life today, including the use of consumer products and technology.

9. The Great Depression

- In this section, you will analyze the problems caused by the dust storms in the Great Plains.
- In this section, you will describe how the stock market crash of 1929 and the Great Depression affected Americans.
- In this section, you will describe how the stock market crash of 1929 and the Great Depression affected Americans.

10. The New Deal

- In this section, you will examine what it meant to be an American for different groups of people in early American history.
- In this section, you will describe some of the reforms that were part of Franklin Delano Roosevelt's plans for economic recovery.
- In this section, you will identify how Franklin Delano Roosevelt's plans for economic recovery were creative solutions to problems.

11. Challenges and Opportunities Apply

- In this section, you will use the internet to research and create a presentation about an individual from the late 1800s and early 1900s who faced challenges and had a plan to overcome those challenges.

12. Good Times and Hardships Review and Reflect

13. Good Time and Hardships Unit Test

4. American Research Report Portfolio

1. American Research Portfolio Introduction

2. Using Questions to Guide Research

- In this section, you will identify a compelling question and supporting questions to research a topic.

3. Choosing Sources Day 1

- In this section, you will identify different types of sources.

4. Choosing Sources Day 2

- In this section, you will determine different types of historical sources and how they are used.

5. Making Sure Sources are Reliable

- In this section, you will use information about a historical source to determine whether the source is reliable and useful for a topic.

6. Gathering Sources

- In this section, you will use many sources to gather information connected to a topic.

7. Evaluating Sources

- In this section, you will determine whether a source can be believed and trusted by evaluating it for facts and opinions.

8. Answering the Compelling Question

- In this section, you will use the evidence to develop claims about the compelling question and supporting questions.

9. Putting it Together

- In this section, you will generate explanations using details with related information and facts.

10. Finalizing

- In this section, you will use the MLA style guide to name the sources used for research.

11. American Research Report Portfolio Reflect

5. Modern American History

1. Modern American History Introduction

2. World War II

- In this section, you will analyze why World War II began, what countries were at war with each other, and how the United States was involved.
- In this section you will evaluate information about World War II.

3. Theaters of War

- In this section, you will draw conclusions about the effects of World War II, including the mass killing of Jews and other people during the Holocaust, and the decision by the U.S. to use the atomic bomb against Japan.

4. A Dangerous World

- In this section, you will explain what the United States did to stop the spread of communism after World War II and what the "Iron Curtain" is and why it came to be.

5. Post War America

- In this section, you will identify some of the causes and effects that took place in post- World War II America.
- In this section, you will sequence events that took place in post WWII America.
- In this section, you will summarize changes that took place in the United States during the Cold War including changes to where people lived, how they spent money, and the jobs they performed.

6. The Cold War Continues

- In this section, you will analyze the effects of Cold War events in the United States, how American citizens reacted to these events and to the Vietnam War, and how citizens' reactions affected decisions the government made.

7. Civil Rights

- In this section, you will identify some decisions that affected the civil rights of African Americans and explain why individuals took risks to participate in civil rights protests.

8. Civil Rights Leaders

- In this section, you will identify the leaders of the civil rights movement and list events related to ending segregation of schools, athletics, the military, public transportation, and public places.

9. From the Great Society to Reagan

- In this section, you will use the central claim in a secondary source to explain President Lyndon Johnson's belief in the power of government to support social programs.
- In this section, you will describe President Johnson's solutions for supporting social programs and addressing the problems of minority groups.

10. Political Party

- In this section, you will determine the role Americans play in political parties and voting and explain how political parties affect elections.
- In this section, you will explain the role Americans play in political parties and how political parties affect elections.
- In this section, you will determine the role Americans play in political parties and voting and explain how political parties affect elections.

11. Characteristics of Groups Day 1

- In this section, you will compare and contrast characteristics of different groups of people from Pennsylvania.
- In this section, you will compare and contrast how different things in Pennsylvania history have stayed the same or changed over time. You will discuss belief systems, religions, social organizations, government, and business.

12. Characteristics of Groups Day 2

- In this section, you will compare and contrast characteristics of the social, political, cultural, and economic groups in United States history.
- In this section, you will discuss how voting rights in U.S. history have stayed the same or changed over time.

13. Elections and Voting

- In this section, you will describe how the elected government officials make laws at the local, state, and national levels.
- In this section, you will describe how the elected government officials make laws at the local, state, and national levels.
- In this section, you will describe how groups of people try to influence other people.
- In this section, you will define mass media. You will also identify different sources of mass media.

14. Looking Toward the Future Day 1 Portfolio Apply

- In this section, you will propose a plan people could follow to help solve a political, social, economic, or environmental challenge facing the United States.

15. Looking Toward the Future Day 2 Portfolio Apply

- In this section, you will explain a plan people could follow to manage a challenge faced by the United States.

16. Modern American History Review and Reflect

17. Modern American History Unit Test

6. Economics

1. Economics Introduction

2. Meeting Needs and Wants

- In this section, you will define scarcity. You will also explain how limited resources and unlimited wants cause scarcity.
- In this section, you will explain ways in which people meet their basic needs and wants.
- In this section, you will demonstrate how the amount of resources and how hard it is to get resources affect peoples' choices.
- In this section, you will identify ways the economy causes things to stay the same or changes things over time.

3. Sellers and Consumers

- In this section, you will identify how the price of something influences people or companies that sell products.
- In this section, you will identify the price of something influences people who buy products.
- In this section, you will explain how advertising causes people to change their behavior in predictable ways.
- In this section, you will explain how the economy causes things to stay the same or changes things over time.

4. Economic Institutions

- In this section, you will identify things that cause changes in the price of goods.
- In this section, you will describe how businesses opening and closing affects Pennsylvania's economy.
- In this section, you will explain what private economic institutions are. You will also compare and contrast types of private economic institutions.

5. Economic Systems

- In this section, you will describe economic systems that have been important to people throughout history.
- In this section, you will describe market economic systems.
- In this section, you will describe command economic systems.

6. Economic Decision Making

- In this section, you will describe the cost and benefits of government economic programs.
- In this section, you will describe things that affect the decisions the government makes about the economy.
- In this section, you will describe ways in which taxes are collected.

7. International Economics

- In this section, you will explain the growth in international trade.

- In this section, you will explain how and where companies located in many different countries operate.
- In this section, you will identify different groups that help different people and nations work together.

8. Goods, Services, and Assets

- In this section, you will describe how goods and services are available because of workers.
- In this section, you will explain different things that are required in different careers and jobs.
- In this section, you will explain the definition of tangible assets. You will also identify different tangible assets.
- In this section, you will explain the definition of intangible assets. You will also identify different intangible assets.

9. Entrepreneurship and Budgeting

- In this section, you will define entrepreneurship.
- In this section, you will describe entrepreneurship's role in local communities.
- In this section, you will identify the costs and benefits of saving.
- In this section, you will identify the costs and benefits of borrowing.

10. Economics Apply

11. Economics Review and Reflect

12. Economics Unit Test

Social Studies 6



Social Studies 6

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This course offers a broad survey of world history from the beginnings of civilization to the earliest river valley civilizations in Africa and Asia. It also includes a study of early cultures in the Americas. The course examines world political, economic, geographic, and social history from a hybrid regional and chronological point of view. Throughout the course, the student will make connections between geography, politics, and economics, and their impact on world events and the human progress. The student will enhance his social studies skills by completing activities that teach analysis of primary and secondary sources, reading graphs and maps, organizing information, and more. Lessons are designed to develop the student's ability to read, question, analyze, interpret, and evaluate different forms of information. Pearson's MyWorld Interactive World History provides the basis for instruction.

Semester A Outline

- **Constitution Day (L)**
 - Understand the importance and meaning of the Declaration of Independence
 - Understand and recite the beginning of the Declaration of Independence
 - Understand the importance and meaning of the U.S. Constitution and the Bill of Rights
- 1. **Course Overview**
 - 1. Middle School World History and Geography
- 2. **Origins of Civilization**
 - 1. The Distant Past
 - Identify ways that scientists study early humans
 - Locate the region where the earliest humans lived
 - Describe what life was like for the earliest humans
 - 2. Humans Spread Out
 - Identify the first modern humans
 - Identify the likely route of early human migration
 - Describe how early humans adapted to their environments
 - 3. Developing Complex Cultures
 - Identify the culture of Stone Age humans

- Identify what changed with the Neolithic Agricultural Revolution
- Identify the changes that resulted from domestication

4. New Ways of Life

- Identify the costs and benefits of farming for early humans
- Define how farming changed human culture
- Trace and analyze the development of early cities

5. The Rise of Civilizations

- Identify and describe the social classes of early civilizations
- Identify the importance of job specialization and resource management in the development of early civilizations
- Locate early river valley civilizations and identify how availability of resources shaped their development
- Identify and describe the role of agriculture in the development of early civilizations
- Identify the features of the earliest civilizations

6. Origins of Civilization Unit Review

- Identify and describe prehistoric social structures
- Identify the resources and skills early humans depended upon for survival
- Identify and describe the relationship of early humans to their environment
- Identify and analyze archaeological artifacts associated with prehistoric peoples

7. Origins of Civilization Unit Test

- Identify and describe prehistoric social structures
- Identify the resources and skills early humans depended upon for survival
- Identify and describe the relationship of early humans to their environment
- Identify and analyze archaeological artifacts associated with prehistoric peoples

3. **Origins of Civilization Discussion**

1. Origins of Civilization Discussion

- Evaluate the factors that contributed to the rise of civilization

4. **Mesopotamia**

1. Civilization Emerges in Mesopotamia

- Identify and describe the relationship between government and religion in ancient Sumeria
- Identify and describe the characteristics of Sumerian society
- Identify the climate and geography of Mesopotamia
- Identify the causes and effects of technological advancements

2. The First Empires

- Identify the conditions that allowed the first Mesopotamian empire to form
- Identify how the Akkadians and Babylonians ruled large empires
- Describe the significance of Hammurabi's Code
- Describe life in the Babylonian Empire

3. The Assyrian and Persian Empires

- Describe how the Assyrians controlled a large empire
- Identify important characteristics of Persia's government and religion
- Identify what ancient Mesopotamian art reveals about daily life

4. The Phoenicians

- Describe how the geography of Phoenicia influenced their development and economy
- Identify the importance of the sea to Phoenicia
- Identify reasons for the collapse of the Phoenician Empire
- Identify the cultural legacy of Phoenicia

5. Origins of Judaism

- Compare the early Israelites to other peoples in the Fertile Crescent
- Identify the importance of the Torah to Judaism
- Identify critical events in Jewish history
- Identify the role of the ten commandments in Judaism

6. Beliefs of Judaism

- Identify the three parts of the Hebrew Bible
- Identify how the Talmud shows the Jewish religion values learning
- Identify important teachings of Judaism

7. Early History of the Jewish People

- Identify important events during the time of the judges and the kingdom of Israel
- Identify the extent of the Jewish Diaspora
- Identify and analyze the effect of the Diaspora
- Identify how Judaism influences modern society

8. Mesopotamia Unit Review

- Identify the characteristics of ancient Mesopotamian civilizations
- Identify and describe how trade spread Phoenician culture throughout the Mediterranean Sea
- Identify the climate and geography of Mesopotamia
- Identify the origins of the Abrahamic religions

9. Mesopotamia Unit Test

- Identify the characteristics of ancient Mesopotamian civilizations
- Identify and describe how trade spread Phoenician culture throughout the Mediterranean Sea
- Identify the climate and geography of Mesopotamia
- Identify the origins of the Abrahamic religions

5. **Ancient Egypt and Kush**

1. Egypt Under the Pharaohs

- Identify how the Nile River supported civilization
- Differentiate between the social classes of ancient Egyptian society
- Identify and describe what role religion played in the lives of ancient Egyptians
- Identify accomplishments of the great ancient Egyptian rulers

2. Achievements of Egyptian Civilization

- Identify the writing inventions and cultural developments of the ancient Egyptians
- Describe why and how the ancient Egyptians built the pyramids
- Identify the scientific and technical achievements of the ancient Egyptians

3. Egypt and Kush

- Identify materials traded between Egypt and Kush
- Explain the impact that geography had on Kush
- Describe how the relationship between Egypt and Kush changed over time
- Identify the achievements of the Kushites

4. Ancient Egypt and Kush Unit Review

- Identify and describe the role of the pharaoh in the government of ancient Egypt
- Identify major Egyptian cultural and scientific achievements
- Identify and describe the importance of the Nile River to ancient Egyptian culture
- Identify ancient Egypt's cultural and political power
- Compare and contrast the civilizations of ancient Egypt and Kush

5. Ancient Egypt and Kush Unit Test

- Identify and describe the role of the pharaoh in the government of ancient Egypt
- Identify major ancient Egyptian cultural and scientific achievements
- Identify and describe the importance of the Nile River to ancient Egyptian culture
- Identify ancient Egypt's cultural and political power
- Compare and contrast the civilizations of ancient Egypt and Kush

6. Early Civilizations of India

1. The Indus Valley Civilization

- Describe the geography and climate of the Indian subcontinent
- Identify the achievements of early Indus Valley civilizations
- Identify which aspects of Indus Valley civilizations remain a mystery

2. India's Vedic Age

- Identify the history of the Indo-Aryans
- Identify the significance of the Vedas
- Describe the Indian caste system

3. Origins and Beliefs of Hinduism

- Identify the texts that are important to Hinduism
- Explain Hindu core and basic beliefs
- Identify the factors that helped Hinduism's growth

4. Origins and Beliefs of Buddhism

- Identify key events in the life of the Buddha
- Summarize the basic teachings of Buddhism and Jainism
- Identify how Buddhism spread and developed

5. The Maurya Empire Begins

- Identify how Chandragupta Maurya united India
- Identify how Chandragupta Maurya faced the problems of ruling a large empire

6. Asoka's Rule

- Identify how Asoka changed after the Battle of Kalinga
- Identify Asoka's achievements and their effects on India

7. The Gupta Empire

- Identify how the Gupta empire grew and ruled
- Describe Gupta culture
- Identify advancements made in math and science during the Gupta empire

8. Early Civilizations of India Unit Review

- Identify and describe the social castes and associated social roles in ancient India
- Identify the economic factors that spurred ancient Indian mathematical advancements
- Identify how geography influenced the development of civilizations on the Indian subcontinent
- Identify and describe the core beliefs of Hinduism and Buddhism
- Compare and contrast the teachings of Hinduism and Buddhism

9. Early Civilizations of India Unit Test

- Identify and describe the social castes and associated social roles in ancient India
- Identify the economic factors that spurred ancient Indian mathematical advancements
- Identify how geography influenced the development of civilizations on the Indian subcontinent
- Identify and describe the core beliefs of Hinduism and Buddhism
- Compare and contrast the teachings of Hinduism and Buddhism

7. River Valley Civilizations Portfolio

1. River Valley Civilizations Portfolio

- Compare and contrast two ancient river civilizations

8. Early Civilizations of China

1. The Huang River Valley

- Identify how the geography of China impacted settlement
- Identify the achievements of the Shang dynasty

2. The Zhou Dynasty

- Identify how the Zhou rose to power and ruled
- Identify the structure and achievements of Zhou society
- Identify how the Mandate of Heaven functioned in Chinese government

3. Chinese Belief Systems

- Identify and describe the spiritual traditions followed by the ancient Chinese
- Identify the main idea of Confucianism and the five Confucian relationships
- Identify the beliefs of Daoism

4. The Unification of China

- Identify how Shi Huangdi defended the empire
- Identify how Shi Huangdi standardized aspects of Chinese daily life
- Identify and describe how Legalism both helped and hurt the empire

5. The Han Dynasty Expands

- Describe how the Han government was organized
- Identify how the civil service benefitted the Han dynasty
- Identify the significance of the growth and establishment of the Silk Road

6. Han Society and Achievements

- Describe Han society
- Identify the reasons China prospered economically under the Han dynasty
- Identify Han cultural and technological achievements

7. Early Civilizations of China Unit Review

- Analyze the dynastic monarchic cycle of China
- Identify Chinese innovations that spread to other civilizations
- Identify how the geography of China affected its development
- Identify and describe the core beliefs of Chinese religious philosophies
- Compare and contrast ancient Chinese religious philosophies

8. Early Civilizations of China Unit Test

- Analyze the dynastic monarchic cycle of China
- Identify Chinese innovations that spread to other civilizations
- Identify how the geography of China affected its development
- Identify and describe the core beliefs of Chinese religious philosophies
- Compare and contrast ancient Chinese religious philosophies

9. **Civilizations of the Americas**

1. The Maya

- Identify the ways in which the diverse environments of the Americas affected Mayan culture
- Identify key characteristics of Olmec and Mayan cultures
- Identify and describe the major achievements of the Maya

2. The Aztecs

- Identify and describe the roles that the environment played in the development of the Aztec empire
- Identify the Aztec class structure
- Identify key characteristics of Aztec culture
- Identify the relationship between religion and warfare in Aztec society
- Identify and describe the major achievements of the Aztecs

3. The Incas

- Identify the ways in which the environment of the Andes affected Incan culture and development

- Identify and describe the methods used by the Incan empire to expand its rule over land and people
 - Identify key characteristics of Incan culture
 - Identify the achievements of the Incans in architecture, arts and crafts, and science
 - Identify the Incan class structure
4. North American Cultures
- Identify ways in which the environment and climate affected the culture of various Native American civilizations
 - Identify the earliest known North American inhabitants and characteristics of their cultures
 - Compare and contrast arctic and subarctic cultures
 - Compare and contrast the types of housing in which various North American people lived
5. Civilizations of the Americas Unit Review
- Identify and describe the major civilizations that developed in North, Central, and South America
 - Identify scientific and technological advancements that developed in the Americas and compare them to similar advancements that developed elsewhere
 - Identify and describe how American cultures modified or adapted to their environment
 - Identify and describe the rise and fall of various Native American civilizations
6. Civilizations of the Americas Unit Test
- Identify and describe the major civilizations that developed in North, Central, and South America
 - Identify scientific and technological advancements that developed in the Americas and compare them to similar advancements that developed elsewhere
 - Identify and describe how American cultures modified or adapted to their environment
 - Identify and describe the rise and fall of various Native American civilizations

Semester B Summary:

This course offers a broad survey of world history from classical Greece and Rome to Feudalism in Europe and the Enlightenment. The course examines world political, economic, geographic, and social history from a hybrid regional and chronological point of view. Throughout the course, the student will make connections between geography, politics, and economics, and their impact on world events and the human progress. The student will enhance his social studies skills by completing activities that teach analysis of primary and secondary sources, reading graphs and maps, organizing information, and more. Lessons are designed to develop the student's ability to read, question, analyze, interpret, and evaluate different forms of information. Pearson's MyWorld Interactive World History provides the basis for instruction.

Semester B Outline

- **Constitution Day (L)**
 - Understand the importance and meaning of the Declaration of Independence
 - Understand and recite the beginning of the Declaration of Independence
 - Understand the importance and meaning of the U.S. Constitution and the Bill of Rights
1. **Course Overview**
1. Middle School World History and Geography

2. **Ancient Greece**

1. The Early Years of Greek Civilization

- Identify the influence of geography on the development of ancient Greek city-states
- Identify the influence of the Minoans and Mycenaeans on the early Greeks

2. Democracy in Athens

- Identify the key components of democracy and its evolution in ancient Athens
- Compare and contrast American democracy to Athenian democracy

3. Oligarchy in Sparta

- Identify the components of Spartan life
- Contrast life in Sparta and Athens
- Identify the components of Spartan government

4. Ancient Greek Society and Economic Expansion

- Identify the ways the ancient Greeks obtained needed resources
- Identify the different social divisions in ancient Greek society
- Identify goods that were traded throughout the ancient Greek world

5. Warfare in Ancient Greece

- Identify the major events of the Persian Wars
- Identify the causes and effects of the Peloponnesian War

6. Ancient Greek Beliefs and Arts

- Identify the characteristics of ancient Greek religious beliefs
- Identify the ways that ancient Greek beliefs and arts influence life today
- Identify characteristics of ancient Greek arts and architecture

7. Ancient Greek Learning

- Identify the contributions of Greek philosophers, historians, mathematicians, and scientists
- Identify the promise made by doctors in the Hippocratic oath

8. Alexander and the Hellenistic World

- Identify the impact Alexander the Great had on the world
- Identify events of Alexander the Great's life

9. Ancient Greece Unit Review

- Identify and describe ancient Greek forms of government, including Athenian democracy
- Identify how Greek architecture was both functional and artistic
- Describe the influence of Greek culture on the Eurasian region at the time
- Identify the contributions of notable Greeks to thought, science, art, and culture

10. Ancient Greece Unit Test

- Identify and describe ancient Greek forms of government, including Athenian democracy
- Identify how Greek architecture was both functional and artistic
- Describe the influence of Greek culture on the Eurasian region at the time
- Identify the contributions of notable Greeks to thought, science, art, and culture

3. **The Roman Republic**

1. The Roman Republic Rises

- Identify the geographic factors that helped the Roman republic to flourish
- Describe the influence other cultures had on the development of the Roman republic
- Identify the reasons why Rome became a republic
- Identify the ways the Roman republic was able to expand

2. Government of the Republic

- Identify the reasons why power was divided among different groups in the Roman republic
- Identify the rights and responsibilities of Roman citizens
- Identify the roles of each branch of the Roman republic's government
- Compare and contrast government in the Roman republic with government in the United States

3. Society in the Roman Republic

- Identify the roles of men and women in Roman society
- Identify the reasons why Romans tried to please their gods
- Contrast the lives of the wealthy, the free poor, and the slaves in Roman society

4. The Republic Struggles

- Identify the factors that led the Roman republic to crumble
- Identify the characteristics of Julius Caesar's rule
- Identify the characteristics of Augustus Caesar's rule

5. The Roman Republic Unit Review

- Identify and describe the traits of Roman democracy
- Compare and contrast Greek and Roman democracy
- Identify and describe the role of trade in advancing Rome from local republic to empire
- Identify the influence of geography on Roman history and culture
- Identify and distinguish between fact and fiction in describing the beginnings of Rome

6. The Roman Republic Unit Test

- Identify and describe the traits of Roman democracy
- Compare and contrast Greek and Roman democracy
- Identify and describe the role of trade in advancing Rome from local republic to empire
- Identify the influence of geography on Roman history and culture
- Identify and distinguish between fact and fiction in describing the beginnings of Rome

4. **The Roman Republic Discussion**

1. The Roman Republic Discussion

- Evaluate the lasting influence of the Roman republic

5. **The Roman and Byzantine Empires**

1. The Roman Empire Begins

- Identify Rome's greatest engineering achievements

- Identify important Roman emperors and their accomplishments
 - Identify and describe causes and effects of expanded trade throughout the Roman empire
2. Origins of Christianity
- Identify and describe the teachings of Jesus
 - Identify the reasons why Christianity developed as a religion
 - Identify the reasons for the rapid growth of Christianity
 - Identify and describe the Roman government's stance on Christianity
3. Beliefs of Christianity
- Identify and describe the holy writings of the Christian religion
 - Identify and summarize the core Christian beliefs
 - Identify and describe the practice of Christianity today
 - Compare and contrast Judaism and Christianity
4. Roman Culture and Its Legacy
- Explain how Rome was a site of encounter and how that affected the culture and economy of the region
 - Identify and describe Roman achievements in science, medicine, technology, art, and philosophy
 - Identify and explain how Roman government influenced the governments of many modern countries
 - Identify popular means of entertainment in the Roman empire
5. The Decline of the Roman Empire
- Identify and describe the various challenges to protecting the Roman empire from invasion
 - Identify the origins of foreign invaders that attacked the Roman empire
 - Identify and describe the effects of the Imperial Crisis on the Roman empire
 - Identify the factors that led to the fall of Rome
6. The Byzantine Empire Rises
- Compare and contrast the Roman and Byzantine empires
 - Identify the factors that led to the decline of the Byzantine empire
 - Identify areas that at one point were part of the Byzantine empire
 - Identify the influences the Byzantine empire had on early Russia
7. Byzantine Religion and Culture
- Identify and describe the factors that led to the division of the Christian church
 - Compare and contrast the Roman Catholic Church to Eastern Orthodox Church
 - Identify ways Byzantine culture was unique
8. The Roman and Byzantine Empires Unit Review
- Identify and describe the relationship of the Roman empire to civilizations it conquered
 - Identify and describe how Rome benefitted from trade and the exchange of ideas within its empire
 - Identify and describe the origins, beliefs, and spread of Christianity

- Identify and describe the contributions of Romans and other ancient civilizations to thought, science, art, religion, and culture
- Identify and describe the development of the Byzantine empire and its legacy

9. The Roman and Byzantine Empires Unit Test

- Identify and describe the relationship of the Roman empire to civilizations it conquered
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- Identify and describe the origins, beliefs, and spread of Christianity
- Identify and describe the contributions of Romans and other ancient civilizations to thought, science, art, religion, and culture
- Identify and describe the development of the Byzantine empire and its legacy

6. **Ancient Civilizations Portfolio**

1. Ancient Civilizations Portfolio

- Compare and contrast the ancient Greek and Roman civilizations

7. **Feudal Europe**

1. The Early and Middle Ages in Europe

- Predict how the geography of Europe affected settlement patterns
- Identify the new kingdoms that formed in Europe from the 300s to the 700s
- Identify the results of Charlemagne's rule

2. Christianity Spreads

- Identify the factors that caused Christianity to spread in Europe
- Identify the purposes of monasteries and convents
- Identify and describe the power of the medieval Catholic Church

3. Feudalism and the Manor Economy

- Contrast the invasions of Europe between 800 and 1000
- Identify the elements of feudal society and how it provided protection
- Classify individual roles on medieval manors

4. Revival of Towns and Trade

- Identify and describe how improvements in agriculture affected medieval Christendom
- Identify why trade revived during the Middle Ages
- Predict what led to the growth of towns during the Middle Ages

5. The Church and Medieval Culture

- Identify how the Christian community had changed by the 1200s
- Identify how the Church shaped medieval culture
- Identify why education expanded during the High Middle Ages

6. Conflicts Between Popes and Monarchs

- Compare the empire of Otto the Great with the state of the region before his rule
- Identify why Pope Gregory and Henry IV came into conflict
- Identify why power shifted to the monarch in France in the Middle Ages

7. England Takes Shape

- Identify how the land known as England became unified
- Predict how the conflict between church and state affected England in the 1100s
- Identify why the power of English kings was limited in the 1200s

8. The Crusades

- Identify why Europeans led the First Crusade
- Categorize later crusades
- Identify why Crusaders targeted people who held beliefs other than their own
- Predict the effects of the Crusades

9. The Reconquista

- Identify and describe the Muslim dynasty that controlled Spain from the 700s to the early 1000s
- Identify and describe the Reconquista

10. The Decline of Medieval Society

- Identify the causes of famine in Europe during the 1300s
- Identify and analyze the Hundred Years' War and new weaponry used
- Identify and explain the Black Death and its effects

11. Feudal Europe Unit Review

- Identify the characteristics of feudalism and manorialism
- Identify and analyze the impact of the Crusades on European culture and trade
- Identify and describe the expanding influence of Christianity and Islam over time on a world map
- Identify and evaluate the impact of the bubonic plague on Europe and the world

12. Feudal Europe Unit Test

- Identify the characteristics of feudalism and manorialism
- Identify and analyze the impact of the Crusades on European culture and trade
- Identify and describe the expanding influence of Christianity and Islam over time on a world map
- Identify and evaluate the impact of the bubonic plague on Europe and the world

8. Absolutism and Enlightenment

1. Absolute Monarchy in Spain and France

- Identify how Spanish power increased under Charles V and Philip II
- Identify why 1550 to 1650 is called Spain's golden age
- Contrast the rule of France by Henry IV with that of Cardinal Richelieu
- Identify how a belief in the divine right of kings affected French rule
- Identify and describe the support that Louis XIV gave to the arts

2. Absolutism in Russia and Central Europe

- Identify how Peter the Great reformed Russia
- Compare expansion of Russia under Peter the Great and Catherine the Great

- Compare the leadership of Austria and Prussia in the 1700s
3. Rise of Parliament in England
 - Contrast the rule of the Tudors with that of James I and Charles I
 - Identify the causes and effects of the English Civil War
 - Identify how English government changed during the Glorious Revolution
 4. The Enlightenment
 - Identify the reasons for the development of the Enlightenment
 - Identify and describe how political ideas changed as a result of the Enlightenment
 - Identify and describe Enlightenment thinkers' ideas about social and economic systems
 - Identify and describe how Enlightenment ideas influenced American leaders
 5. Absolutism and Enlightenment Unit Review
 - Identify and describe how Enlightenment thought changed European culture and government
 - Identify the differences between mercantilism and free market economies
 - Identify and describe the impact of absolute monarchs on their nation's cultures and governments
 - Identify nations in Europe that rose to prominence and declined during the 1600s and 1700s
 6. Absolutism and Enlightenment Unit Test
 - Identify and describe how Enlightenment thought changed European culture and government
 - Identify the differences between mercantilism and free market economies
 - Identify and describe the impact of absolute monarchs on their nation's cultures and governments
 - Identify nations in Europe that rose to prominence and declined during the 1600s and 1700s

Social Studies 7



Social Studies 7

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This course offers a broad survey of Western Hemisphere world geography, including North and South America and an overview of social studies as an academic discipline. It also includes a study of modern world history. The course examines world political, economic, geographic, and social history from a hybrid regional and chronological point of view. Throughout the course, the student will make connections between geography, politics, and economics, and their impact on world events and the human progress. The student will enhance her social studies skills by completing activities that teach analysis of primary and secondary sources, reading graphs and maps, organizing information, and more. Lessons are designed to develop the student's ability to read, question, analyze, interpret, and evaluate different forms of information. Pearson's MyWorld Interactive World History and Interactive World Geography provide the basis for instruction.

Semester A Outline

- **Constitution Day (L)**
 - Understand the importance and meaning of the Declaration of Independence
 - Understand and recite the beginning of the Declaration of Independence
 - Understand the importance and meaning of the U.S. Constitution and the Bill of Rights
- 1. **Course Overview**
 - 1. Middle School World History and Geography
- 2. **Introduction to Geography**
 - 1. Geography Basics
 - Identify the five themes of geography
 - Locate places on the global grid using latitude and longitude
 - Identify and compare different methods of showing Earth's surface
 - 2. Our Planet, Earth
 - Identify and explain how the cycle of day and night and the seasons are related to Earth's rotation and position in space
 - Identify the elements of Earth's structure
 - Identify how internal and external forces shape and reshape Earth

3. Climate and Ecosystems

- Identify the forces that create differing weather conditions on Earth
- Identify the role of water in Earth's climate
- Predict the influence of geography on weather and climate
- Identify and compare types of climates, biomes, and ecosystems

4. People and the Environment

- Identify the ways in which people impact the environment, both positively and negatively
- Identify the causes and effects of population growth, migration, and urbanization
- Compare and contrast renewable and nonrenewable resources

5. Culture and Society

- Identify ways in which geography can affect the culture of a region
- Identify different kinds of families and societies based on how they are structured
- Identify the ways different language groups develop
- Identify characteristics of cultural diffusion
- Identify how religion, science, technology, and the arts affect culture

6. Economics Basics

- Identify how wants and needs are a factor in opportunity cost
- Identify the relationship between supply and demand
- Identify and describe the effects of economic activity
- Identify characteristics of economic systems
- Identify recommended ways to manage personal finances

7. Trade and Development

- Identify how and why trade takes place
- Identify how the geography of a region affects trade
- Identify different types of trade
- Identify and compare characteristics of free trade and trade with barriers
- Identify ways in which countries increase economic development and productivity

8. Government

- Identify the purpose of government
- Compare and contrast forms of government
- Compare and contrast systems of government
- Identify the powers of the three branches of the U.S. government
- Identify ways in which conflict and cooperation occur between countries

9. Citizenship

- Identify the rights and responsibilities of a citizen
- Identify the requirements for becoming a U.S. citizen
- Identify ways in which ideas about citizenship have changed over time
- Identify ways in which citizenship differs between democratic and nondemocratic countries

10. History Basics

- Identify ways in which historians measure time
- Classify the types of sources historians use
- Identify ways to evaluate historical sources
- Infer the importance of learning about history
- Identify how archaeology and anthropology are related to the study of history

11. Introduction to Geography Unit Review

- Locate specific pieces of information using various types of maps, charts, and timelines
- Identify ways in which the geography of Earth affects weather, climate, and seasons
- Identify the causes and effects of population growth, migration, trade, and urbanization
- Identify different types of governments and systems of economics based on their characteristics
- Identify how historians use historical artifacts, archaeology, and primary and secondary sources to measure time and discover the characteristics of a particular society or era

12. Introduction to Geography Unit Test

- Locate specific pieces of information using various types of maps, charts, and timelines
- Identify ways in which the geography of Earth affects weather, climate, and seasons
- Identify the causes and effects of population growth, migration, trade, and urbanization
- Identify different types of governments and systems of economics based on their characteristics
- Identify how historians use historical artifacts, archeology, and primary and secondary sources to measure time and discover the characteristics of a particular society or era

3. The Modern World

1. World War I and the Russian Revolution

- Identify the causes of World War
- Identify and describe the major events of and locations involved in World War I
- Predict the outcomes of the Treaty of Versailles
- Identify the events of the Russian Revolution

2. Depression and the Rise of Totalitarianism

- Identify causes of unrest around the world during the early
- Identify and describe the causes and effects of the Great
- Contrast extremists who took power in the Soviet Union, Italy, Germany, and Japan during the Great Depression

3. World War II

- Identify the aggressive nations whose actions caused World War II
- Identify and describe the entry of the United States into the war
- Identify and explain the Holocaust
- Identify the steps toward Allied victory in Europe and the Pacific

4. The Cold War

- Identify the reasons for conflict between the superpowers

- Identify how the Cold War spread to Asia
- Identify and describe the various conflicts of the Cold War
- Identify how the Cold War ended

5. New Nations Emerge

- Identify and explain reasons that colonial empires dissolved after World War II
- Contrast and describe independence movements in Africa and Asia

6. The Middle East

- Identify the nations of the Middle East
- Identify and describe the sources of conflict in the Middle East
- Classify events in the War on Terror

7. Continuing Conflicts

- Identify ethnic and national conflicts in Eastern Europe, the former Soviet Union, Africa, and India
- Identify the leaders and groups around the world who have fought for human rights

8. Living in Our Interdependent World

- Identify the differences between developed and developing countries
- Identify and describe how globalization has changed the world economy
- Classify advances in information technology and modern medicine
- Identify how competition for resources affects the world's people and nations
- Identify and analyze threats to the global environment

9. The Modern World Unit Review

- Identify the characteristics of governments in the modern era and evaluate their impact on global society
- Identify and describe the characteristics of command and market economies
- Compare and contrast command and market economies
- Identify the role of religion in modern global conflicts
- Identify and describe the impact of the Cold War and evaluate its consequences

10. The Modern World Unit Test

- Identify the characteristics of governments in the modern era and evaluate their impact on global society
- Identify and describe the characteristics of command and market economies
- Compare and contrast command and market economies
- Identify the role of religion in modern global conflicts
- Identify and describe the impact of the Cold War and evaluate its consequences

4. The United States and Canada

1. North American Indian Culture Regions

- Identify theories of how the first people reached North America
- Describe how culture is connected to environment
- Identify and describe the early cultures of North America

2. Three American Indian Cultures

- Identify the achievements of the Ancestral Puebloans
- Compare and contrast the cultures of the Ancestral Puebloans and the Mississippians
- Describe the cultures of the Ancestral Puebloans and the Mississippians
- Describe the government of the Iroquois League

3. European Colonization

- Identify the locations of European colonies in North America
- Identify ways in which European colonization affected American Indians
- Identify the relationship between the triangular trade and slavery

4. Building Nations

- Sequence events leading up to the American Revolution
- Identify methods of expansion and their effects the United States
- Identify and describe historical events and movements in Canada and the US
- Compare and contrast the paths to independence of Canada and the United States

5. Living in the United States and Canada

- Identify where people live in the United States and Canada
- Differentiate between interior migration and immigration

6. The United States and Canada at Work

- Compare and contrast the workforce of the United States with that of Canada
- Identify the economic role of government in the United States and Canada
- Compare and contrast the systems of government in the United States and Canada

7. Challenges Facing the United States and Canada

- Identify the economic challenges faced by the United States and Canada
- Identify how immigration impacts the United States and Canada
- Identify the environmental challenges faced by the United States and Canada

8. The United States and Canada Unit Review

- Identify and compare the governments of the United States and Canada
- Identify the effect that trade agreements have had on the economies of the United States and Canada
- Identify and compare ways that Native Americans used and adapted to their environments
- Identify the effects of European colonization in North America

9. The United States and Canada Unit Test

- Identify and compare the governments of the United States and Canada
- Identify the effect that trade agreements have had on the economies of the United States and Canada
- Identify and compare ways that Native Americans used and adapted to their environments
- Identify the effects of European colonization in North America

5. The United States and Canada Portfolio

1. Moving to Canada Portfolio

- Identify how geographic features affect human settlement
- Summarize research on the provinces and territories of Canada
- Classify aspects of Canadian provinces and territories

6. Middle America

1. The Olmec and Maya Civilizations
 - Identify the causes and effects of the Agricultural Revolution in Mesoamerica
 - Identify the accomplishments of the Olmec, Zapotec, and Maya
2. Aztec Civilization
 - Identify ways in which the Aztec built a large empire
 - Identify the social classes within the class structure of the Aztec empire
 - Identify the Aztec accomplishments found in Tenochtitlán
3. Spanish Colonization
 - Identify how the Spanish conquered Middle America
 - Identify the ways in which the Spanish colonization of Middle America affected the people already in that region
 - Identify aspects of life for settlers living in New Spain
4. Independence for Mexico and Central America
 - Identify reasons why the people of Mesoamerica sought independence from Spanish rule
 - List the challenges faced by the people of Mesoamerica following independence from Spanish rule
 - List the ways in which democracy has impacted Central America
5. History of the Caribbean
 - Identify the relationships between colonization, the slave trade, and the diversity of the Caribbean
 - Identify the causes and effects of the Cuban Revolution
6. Living in Mexico and Central America
 - Identify where people live in Mexico and Central America
 - Identify reasons why some people leave Mexico and Central America
 - Identify ways in which the diverse heritage of Mexico and Central America has affected the culture of the region
7. Mexico and Central America at Work
 - Compare and contrast the governments of nations in Central America
 - Compare and contrast the economies of nations in Central America
 - Identify how trade is important for Central America
8. The Caribbean Today
 - Identify the environmental issues faced by the Caribbean region
 - Name the various cultures existing in the Caribbean region
 - List the ways in which Cuba's government and economy differs from others in the Caribbean region
9. Challenges Facing Middle America

- Identify the environmental challenges of nations in Middle America
- Identify the social challenges of nations in Middle America
- Identify the economic challenges of nations in Middle America

10. Middle America Unit Review

- Identify and compare the types of governments found in Middle America
- Identify products and industries that are essential to economies in Middle America
- Identify geographic challenges that affect Middle America
- Identify and compare the rights of different social classes in the Spanish colonies

11. Middle America Unit Test

- Identify and compare the types of governments found in Middle America
- Identify products and industries that are essential to economies in Middle America
- Identify geographic challenges that affect Middle America
- Identify and compare the rights of different social classes in the Spanish colonies

7. Middle America Discussion

1. Middle America Discussion

- Develop a solution to a problem in Middle America

8. South America

1. Early South American Culture

- Identify ways that early people in each region of South America adapted to survive
- List the ways in which agriculture changed the lives of early South American people
- Identify the civilizations that originated in South America

2. Incan Civilization

- Identify methods the Inca used to govern their empire
- Identify the major achievements of the Inca

3. European Colonization of South America

- Identify the way that European colonization divided South America
- Identify the effects of Spanish colonization of South America
- Compare and contrast Spanish and Portuguese colonization areas

4. Independence for South America

- List the ways in which South American nations gained independence from European nations
- Identify the ways in which independence from European nations affected South Americans
- Identify the economic changes brought about by democracy in South America

5. Living in South America

- Compare and contrast the cultures found in South America
- Identify the unique features of Brazilian culture

6. South America at Work

- Identify the different economies in South America
- Compare and contrast the governments of Brazil and the United States

- Compare and contrast the economies in South America
7. Challenges Facing South America
 - Identify the political, economic, and environmental challenges faced by South America
 - Identify the effects of income inequality and poverty on nations of South America
 8. South America Unit Review
 - Identify how governments in South America have changed since gaining independence from European nations
 - Identify factors that have helped and hindered economic growth in South America
 - Identify civilizations and cultural expressions that originated in South America
 9. South America Unit Test
 - Identify how governments in South America have changed since gaining independence from European nations
 - Identify factors that have helped and hindered economic growth in South America
 - Identify civilizations and cultural expressions that originated in South America

Semester B Summary:

This course offers a broad survey of Eastern Hemisphere world geography, including Europe, Asia, Africa, and the island nations of the Pacific. The course examines world political, economic, geographic, and social history from a hybrid regional and chronological point of view. Throughout the course, the student will make connections between geography, politics, and economics, and their impact on world events and the human progress. The student will enhance her social studies skills by completing activities that teach analysis of primary and secondary sources, reading graphs and maps, organizing information, and more. Lessons are designed to develop the student’s ability to read, question, analyze, interpret, and evaluate different forms of information. Pearson’s MyWorld Interactive World Geography provides the basis for instruction.

Semester B Outline

- **Constitution Day (L)**
 - Understand the importance and meaning of the Declaration of Independence
 - Understand and recite the beginning of the Declaration of Independence
 - Understand the importance and meaning of the U.S. Constitution and the Bill of Rights
1. **Course Overview**
 1. Middle School World History and Geography
 2. **Europe Today**
 1. Europe's Cultural Diversity
 - Explain why there are so many languages spoken in Europe
 - Identify the languages and religions of Europe
 - Explain how history has affected the religions practiced in Europe
 - Identify migration patterns in Europe and issues associated with them
 2. Living and Working in Europe
 - List the factors that impact where people decide to live in Europe
 - Identify how Europe's mixed economies function

- Identify the effects of the establishment of the European Union
 - Analyze the German and British economies
3. Government in Europe
 - Identify the forms of government that exist in European nations
 - Identify how the European Union government functions
 - Analyze the governments of Germany and Great Britain
 - Identify challenges to the European Union
 4. Challenges Facing Europe
 - Identify the three main environmental challenges faced by Europe
 - Identify the demographic challenge that Europe is currently experiencing
 - List the various issues facing the European Union
 5. Europe Today Unit Review
 - Identify, compare, and contrast presidential and parliamentary styles of government
 - Identify the goals of and challenges to the European Union
 - Explain why Europe is so culturally diverse
 - Identify and analyze the causes and effects of environmental and demographic challenges facing Europe
 6. Europe Today Unit Test

3. Northern Eurasia

1. Russia Emerges
 - Identify and describe the Silk Road
 - Identify the ways in which Russia emerged and rose to power
 - Identify how Russia lost power in the early 1900s
2. The Soviet Union and its Breakup
 - Identify the causes and effects of the rise of communism in Russia
 - Identify the reasons why the Soviet Union collapsed
 - Identify the various types of government Russia has had over time
3. Living in Northern Eurasia
 - Identify the populous parts of Northern Eurasia and explain why people live in those areas and not others
 - Identify the different races and religions of Northern Eurasian people
4. Northern Eurasia at Work
 - Define an authoritarian government and where it can be found in Northern Eurasia
 - Identify the economic structures of the Northern Eurasian nations
 - Identify the natural resources of Northern Eurasia
5. Challenges Facing Northern Eurasia
 - Identify the environmental challenges existing in Northern Eurasia
 - Identify the political challenges existing in Northern Eurasia
6. Northern Eurasia Unit Review

- Identify, compare, and contrast communism and democracy
- Identify and describe factors that promote or hinder economic development in Northern Eurasia
- Identify factors that promote or inhibit human settlement in regions of Northern Eurasia
- Identify causes and effects of the breakup of the Soviet Union

7. Northern Eurasia Unit Test

- Identify, compare, and contrast communism and democracy
- Identify and describe factors that promote or hinder economic development in Northern Eurasia
- Identify factors that promote or inhibit human settlement in regions of Northern Eurasia
- Identify causes and effects of the breakup of the Soviet Union

4. Africa

1. Human Origins

- Identify how scientists study prehistory
- Identify characteristics of the hunter-gatherers

2. Later African Civilizations

- Identify why empires rise and fall
- Identify how culture spread in East and Southern Africa

3. Colonization and Independence in Africa

- Identify reasons why European powers colonized Africa
- Identify African independence movements
- Identify the issues African nations faced after colonialism

4. Living in Africa

- Identify the settlement patterns of modern Africa
- Identify and describe the relationship between the land and the population
- Identify and describe the Africa's ethnic and religious diversity

5. Africa at Work

- Identify the different economies in Africa
- Identify the different types of government in Africa
- Compare the different economies in Africa

6. Challenges Facing Africa

- Identify the environmental challenges Africa experiences today
- identify the economic challenges Africa experiences today
- Identify the political challenges Africa experiences today
- Identify the health challenges Africa experiences today

7. Africa Unit Review

- Categorize Africa's political and economic problems
- Illustrate the connections between Africa's geography and its economic history
- Analyze the effect colonialism had on Africa

- Describe how early humans overcame challenges to their survival

8. Africa Unit Test

- Categorize Africa's political and economic problems
- Illustrate the connections between Africa's geography and its economic history
- Analyze the effect colonialism had on Africa
- Describe how early humans overcame challenges to their survival

5. Africa Discussion

1. Africa Discussion

- Evaluate the benefit of reforms in Africa

6. Southwest and South Asia Today

1. Cultural Diversity in Southwest Asia

- Identify and compare the major religions practiced in Southwest Asia
- Identify the major ethnic groups that reside in Southwest Asia
- Identify and describe the tensions among ethnic and religious groups in Southwest Asia
- Identify and describe the effect of cultural diffusion in Southwest Asia
- Identify how modern life has affected Southwest Asia

2. Where People Live and Work in Southwest Asia

- Classify the geography regions of Southwest Asia
- Identify the ways in which the geography of the region affects the way people live
- Identify and describe the economies of Southwest Asia

3. Governments in Southwest Asia

- Compare and contrast the governments of Southwest Asian countries
- Identify the democracies that exist in Southwest Asian countries
- Identify the monarchies that exist in Southwest Asian countries
- Identify the events that resulted in the development of democracies, monarchies, theocracies, and failed states in Southwest Asia
- Identify and describe how various forms of government affect the lives of citizens

4. Conflicts in Southwest Asia

- Identify the causes of the Palestinian-Israeli conflict
- Compare and contrast the various conflicts in Southwest Asia
- Identify and describe the conflict in Iraq
- Identify and describe the conflicts in Syria and Yemen

5. Later History of South Asia

- Identify and describe how the spread of Islam affected the religious landscape in South Asia
- Identify and describe the movement for independence in India
- Identify and describe the effect of independence on the countries of South Asia
- Identify the factors that have prevented stable governments in South Asia

6. Living in South Asia

- Identify and describe the factors that have affected settlement patterns in South Asia
- Identify and compare the major religions practiced in South Asia
- Identify the major ethnic groups that reside in South Asia

7. South Asia at Work

- Differentiate the types of democracies and other forms of government in South Asia
- Identify the challenges in India's economy
- Identify main factors that have shaped South Asia's economy
- Infer why South Asia still has high poverty and illiteracy

8. Challenges Facing South Asia

- Identify and describe the causes and effects of the economic challenges faced by South Asia
- Identify the social, political, and religious conflicts in South Asia
- Identify the causes and effects of environmental challenges faced by South Asia

9. Southwest and South Asia Today Unit Review

- Analyze the role that religion plays in government in Southwest and South Asia
- Identify major resources in Southwest and South Asia and economies that rely on them
- Compare and contrast cultures found in Southwest and South Asia
- Analyze the role that conflict has played in the history of Southwest and South Asia

10. Southwest and South Asia Today Unit Test

- Analyze the role that religion plays in government in Southwest and South Asia
- Identify major resources in Southwest and South Asia and economies that rely on them
- Compare and contrast cultures found in Southwest and South Asia
- Analyze the role that conflict has played in the history of Southwest and South Asia

7. Southwest and South Asia Today Portfolio

1. Southwest and South Asia Today Portfolio

- Create a business proposal to solve a problem or challenge in Southwest Asia and South Asia

8. East and Southeast Asia Today

1. Later History of East Asia

- Identify ways in which China, Korea, and Japan established civilizations prior to Western contact
- Identify and explain how European exploration and expansion affected East Asian countries
- Identify and describe development and change that occurred in East Asia in the post-World War II era
- Compare and contrast command and market economies, and identify examples of each
- Identify and describe the roles of communism and nationalism in East Asia

2. Living in East Asia

- Classify the geographic regions of East Asia
- Compare and contrast Buddhism, Daoism, and Shinto
- Identify and describe various ethnic groups in East Asia

3. East Asia at Work

- Compare and contrast the economies of East Asian countries
 - Compare and contrast the governments of East Asian countries
 - Identify and describe the political and social challenges faced by East Asia
4. Challenges Facing East Asia
- Identify the causes and effects of major environmental, political, and economic challenges in East Asia
 - Identify ways in which trade barriers have affected the economy in East Asia
 - Identify and describe ways in which North Korea contributes to the political challenges East Asia faces
 - Identify ways in which East Asian geography poses environmental threats to the region
 - Identify possible solutions to environmental, political, and economic challenges in East Asia
5. Early History of Southeast Asia
- Identify various contributions made by the earliest civilizations in Southeast Asia
 - Identify the impact of geography on the cultural development of Southeast Asia
 - Identify the major religions in Southeast Asia
 - Identify and describe the effect Western colonization in Southeast Asia
6. Independent Southeast Asia
- Identify the events that led to the independence of Southeast Asian countries
 - Identify the causes and effects of the Vietnam War
 - Describe the types of governments in Southeast Asian countries
7. Living in Southeast Asia
- Identify and describe how various geographic characteristics of the region help determine the population density across Southeast Asia
 - Distinguish the major religions practiced in Southeast Asia
 - Identify various ethnicities found throughout Southeast Asia
8. Southeast Asia at Work
- Contrast the differing degrees of democracy in Southeast Asia
 - Identify the critical components of Southeast Asian economies
 - Identify how and why some economies in Southeast Asia are so successful
9. Challenges Facing Southeast Asia
- Identify the causes and effects of major environmental, political, and economic challenges in Southeast Asia
 - Identify the effects of climate change and deforestation in Southeast Asia
 - Explain the effect of population growth in Southeast Asia
10. East and Southeast Asia Today Unit Review
- Identify and compare types of governments and economies found in East and Southeast Asia
 - Identify East and Southeast Asia's role in the world economy
 - Identify and describe the ethnic diversity of East and Southeast Asian nations
 - Identify and describe the role of religion in East and Southeast Asia

11. East and Southeast Asia Today Unit Test

- Identify and compare types of governments and economies found in East and Southeast Asia
- Identify East and Southeast Asia's role in the world economy
- Identify and describe the ethnic diversity of East and Southeast Asian nations
- Identify and describe the role of religion in East and Southeast Asia

9. Australia and the Pacific

1. Early Cultures of Australia and the Pacific

- Identify the characteristics of Aboriginal culture and lifestyle
- Identify and describe the ways in which geography affected how cultures developed in the Pacific island nations
- Identify the effects of long-distance navigation skills on the settlement patterns of Pacific island nations

2. Modern History of Australia and the Pacific

- Identify the factors that led to British settlement in the Pacific
- Identify and describe how the Aborigines reacted to British settlement in the Pacific
- Identify the factors that led to independence in the Pacific Island nations

3. Living in Australia and the Pacific

- Identify the difference in population density throughout Australia and the Pacific
- Compare and contrast the cultures of the Pacific islands
- Infer the effects of British rule on Pacific cultures

4. Australia and the Pacific at Work

- Compare and contrast the types of government in Australia and the Pacific
- Compare and contrast the types of economies in Australia and the Pacific
- Compare and contrast the roles of the monarchy and the prime minister in Australia and New Zealand

5. Challenges Facing Australia and the Pacific

- Predict the possible effects climate change will have on the Pacific region
- Identify and describe the environmental challenges faced by Australia and the Pacific
- Identify the effect rising sea levels has on Australia and New Zealand

6. Antarctica

- Identify Antarctica's geographic characteristics
- Identify and describe the goals of Antarctic research and exploration

7. Australia and the Pacific Unit Review

- Identify and compare the rights of Aboriginal Australians over time
- Identify and analyze the extent to which small Pacific island nations rely on foreign economies
- Identify longstanding and new geographical challenges that Pacific island nations face
- Describe early cultures of Pacific island nations

8. Australia and the Pacific Unit Test

- Identify and compare the rights of Aboriginal Australians over time

- Identify and analyze the extent to which small Pacific island nations rely on foreign economies
- Identify longstanding and new geographical challenges that Pacific island nations face
- Describe early cultures of Pacific island nations

Social Studies 8



Social Studies 8

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This course offers a broad survey of United States history from the Revolutionary Era through the years before the Civil War. The course examines U.S. political, economic, and social history from a chronological point of view. Throughout the course, the student will make connections between historical events and their impact on the American people and landscape. The student will enhance social studies skills by completing activities that teach understanding primary sources, reading time lines and graphs, comparing and contrasting, recognizing bias, and more. Lessons are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information. The student will also practice geography skills by exploring the evolution of America's geography and its historical impact. Pearson's *American History* provides the basis for instruction. The course also includes a civics unit where students will learn the basics of the United States' governmental structure and the way that the federal, state, and local governments interact together.

SEMESTER B

This course offers a broad survey of United States history from the Civil War through the Progressive Era. The course examines U.S. political, economic, and social history from a chronological point of view. Throughout the course, the student will make connections between historical events and their impact on the American people and landscape. The student will enhance social studies skills by completing activities that teach understanding primary sources, reading time lines and graphs, comparing and contrasting, recognizing bias, and more. Lessons are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information. The student will also practice geography skills by exploring the evolution of America's geography and its historical impact. Pearson's *American History* provides the basis for instruction. The course also includes two units on economics. In these units, students will learn concepts such as scarcity, supply and demand, government involvement, and personal financial literacy.

Course Outline:

SEMESTER A

- **Constitution Day (L)**
 - Understand the importance and meaning of the Declaration of Independence
 - Understand and recite the beginning of the Declaration of Independence
 - Understand the importance and meaning of the U.S. Constitution and the Bill of Rights

1. Course Overview

1. Getting Started in Middle School American History

There are no objectives for this lesson.

2. **The Revolutionary Era**

1. The French and Indian War

- Describe causes and outcomes of the French and Indian War
- Identify significant events and historical figures of the French and Indian War and analyze their impact on the colonists
- Analyze the reasons for Native American involvement in the French and Indian War

2. Tensions with Britain

- Identify and research key figures who played a role in the decline of the relationship between English rulers and colonists, including colonial leaders who emerged as conflicts escalated
- Analyze reasons for colonists' unrest
- Describe conflicts that followed the French and Indian War that contributed to the decline of the relationship between English rulers and colonists and were ultimately causes of the American Revolution

3. Taking Up Arms

- Analyze events that led to tension between colonists and the British government
- Compare and contrast advantages and disadvantages of the British Army and the Continental Army during the early days of the Revolution
- Identify and describe key battles and events from the Revolutionary War
- Identify and describe notable figures and their role in the Revolutionary War

4. Declaring Independence

- Summarize the purpose and main ideas of the Declaration of Independence
- Describe the impact of Thomas Paine's pamphlet, Common Sense
- Explain the steps Congress took to declare independence

5. Winning Independence

- Analyze how the Continental Army overcame their disadvantages over the course of the Revolutionary War
- Explain factors that contributed to the patriots' winning the war
- Identify and describe key battles and events of the war, including battles that marked turning points and ultimate victory
- Describe the contributions of women and African Americans to the war

6. Unit Review

- Explain the events surrounding the American Revolution from the point of view of both the English Parliament and the American patriots
- Identify key people, events, and battles in the events leading up to and during the Revolutionary War
- Analyze the Declaration of Independence, and identify ideas and documents that influenced it

7. Unit Test

- Explain the events surrounding the American Revolution from the point of view of both the English Parliament and the American patriots

- Identify key people, events, and battles in the events leading up to and during the Revolutionary War
- Analyze the Declaration of Independence, and identify ideas and documents that influenced it

3. A Constitution for the United States

1. A Weak Confederation

- Analyze how and why the government was set up under the Articles of Confederation
- Identify strengths and weaknesses of the Articles of Confederation
- Analyze problems with the Articles of Confederation and the effect of those problems
- Describe how the Northwest Ordinance established a method for settlement

2. Drafting a Constitution

- Describe the organizational structure of the government under the Constitution
- Align weaknesses of the Articles of Confederation with their solutions in the Constitution
- Summarize the conflicts and compromises of the Great Compromise and the Three-Fifths Compromise
- Identify key people and describe their roles during the Constitutional Convention

3. Ideas that Influenced the Constitution

- Identify and analyze what American leaders learned from other forms of government and how the principles shaped the Constitution

4. Federalists, Antifederalists, the Bill of Rights

- Identify key issues in the constitutional debate
- Explain how the Constitution was ratified
- Describe how the Bill of Rights was added to the Constitution

5. Understanding the Constitution

- Identify the framework of government that the Constitution established
- Summarize the seven basic principles of American government
- Identify the powers and duties of the legislative branch, executive branch, and judicial branch of the American government

6. Amending the Constitution

- Explain how the Constitution can be amended
- Identify the rights that the Bill of Rights protects
- Summarize how later amendments expanded democratic rights

7. Citizens' Rights and Responsibilities

- Describe the responsibilities of citizenship
- Summarize what makes a person a citizen of the United States
- Identify how Americans can develop democratic values

8. Unit Review

- Explain the major weaknesses of the Articles of Confederation and how those issues were fixed in the Constitution
- Analyze the Constitution, including the issues that arose during its writing, the arguments and events surrounding its ratification, and the Bill of Rights

- Identify key people, locations, and events involved in the writing and ratification of the Constitution
- Describe the characteristics of a good citizen

9. Unit Test

- Explain the major weaknesses of the Articles of Confederation and how those issues were fixed in the Constitution
- Analyze the Constitution, including the issues that arose during its writing, the arguments and events surrounding its ratification, and the Bill of Rights
- Identify key people, locations, and events involved in the writing and ratification of the Constitution
- Describe the characteristics of a good citizen

4. Civics

1. The United States and the World

- Describe the political organization of the world into countries
- Identify ways in which countries, including the United States, interact with one another
- Explain the role of international organizations in world affairs
- Analyze ways that the United States has both influenced and been influenced by the rest of the world

2. Civics, Politics, and Government

- Explain the separation of and the interaction between civic and private life
- Describe the purpose of government and politics
- Identify political figures from the local, state, and national levels
- Describe how political parties have changed over time
- Contrast limited and unlimited government

3. Constitutions and Government

- Identify the characteristics of a country
- Explain why states and nations have constitutions
- Compare and contrast forms of constitutional government
- Summarize features of U.S. constitutional government

4. American Political Identity

- List factors that have shaped the distinctive American identity and political culture
- Analyze conflicts between U.S. political ideals and reality

5. Influential Ideas and Events

- Evaluate the basic principles and democratic ideals in historical documents and legislation at the federal and state level
- Explain the role of law in limiting U.S. government, protecting citizens, and promoting the common good
- Explain the significance of specific events at the federal and state level

6. Structure of the Government

- Explain how the U.S. Constitution distributes power throughout the federal government

- Compare and contrast the responsibilities and powers of the three branches of government
 - Compare the judicial processes at the national, state, and local level
7. National, State, and Local Government
- Contrast the functions of national, state, and local government
 - Identify local, state, and national leaders
8. The Electoral Process
- Describe the elements of the electoral process
 - Explain the difference between plurality and majority
 - Describe the line of presidential succession as stated in the 25th Amendment
9. Rights and Responsibilities of Citizenship
- Define citizenship
 - Explain the purpose of citizens' rights and responsibilities
 - Explain the importance of the protection of individual rights
 - Compare and contrast the rights and responsibilities of citizenship
10. Participating in a Democracy
- Identify character traits needed for people to effectively participate in a democracy
 - Describe ways that citizens can participate in democracy
 - Evaluate the effectiveness of citizens' efforts used to effect change at the federal, state, and local level
11. Public Opinion in a Democratic Society
- Identify the influence of mass media on the understanding of national and international events
 - Describe the functions and responsibilities of a free press
 - Identify examples of how the media influences the political process
 - Analyze how political symbols, propaganda, and persuasion are used by the media to influence public opinion
12. Civics Unit Review
- Explain how nations, including the United States, interact and form governments
 - Describe ideas relating to civic life, politics, and government
 - Identify the core ideas underlying the U.S. political system
 - Analyze ways that the U.S. government shows democratic ideals
 - Summarize ways that citizens can participate in a democracy
13. Civics Unit Test
- Explain how nations, including the United States, interact and form governments
 - Describe ideas relating to civic life, politics, and government
 - Identify the core ideas underlying the U.S. political system
 - Analyze ways that the U.S. government shows democratic ideals
 - Summarize ways that citizens can participate in a democracy

5. The Early Republic

1. Washington's Presidency

- Identify the political challenges that Washington faced as the first president, and the precedents he set to respond to those challenges
- Describe arguments around Hamilton's tax plan and the causes and effects of the Whiskey Rebellion
- Analyze Washington's major foreign policy decisions
- Explain Hamilton's plan to create a stable economic system
- Analyze a key passage from Washington's farewell address

2. The Origin of Political Parties

- Compare and contrast the views of Federalist and Democratic Republican parties
- Explain the origin of the first political parties
- Describe the cause of the political tension that began after the election of 1796
- Analyze a key passage from Washington's farewell address

3. John Adams's Presidency

- Explain Adams's foreign policy
- Describe the controversy over the Alien and Sedition Acts
- Explain why Congress decided the election of 1800 and how that election set a precedent

4. Jefferson's Presidency

- Explain ways that Jefferson limited the size of the federal government
- Identify the issues surrounding the Louisiana Purchase, and the immediate benefits it brought
- Identify contributions of the Lewis and Clark expeditions
- Describe Jefferson's foreign policy

5. Madison and the War of 1812

- Explain the reasons for conflict between white settlers and Native Americans during the early 1800s
- Identify the causes of the War of 1812
- Explain the challenges that the United States faced in preparing for war
- Describe the important events and effects of the War of 1812

6. Monroe's Presidency

- Explain the significance of regional differences during the Era of Good Feelings
- Explain U.S. foreign policy under Monroe, including the Monroe Doctrine and policies toward Florida
- Explain how the Supreme Court under John Marshall expanded federal power

7. Unit Review

- Evaluate Washington's legacy as the first president
- Compare and contrast the platforms of the first political parties
- Summarize and analyze the administrations of the first five presidents of the United States in terms of foreign issues, domestic issues, and political challenges

8. Unit Test

- Evaluate Washington's legacy as the first president

- Compare and contrast the platforms of the first political parties
- Summarize and analyze the administrations of the first five presidents of the United States in terms of foreign issues, domestic issues, and political challenges

6. The Age of Jackson and Westward Expansion

1. Jackson Wins the Presidency
 - Compare and contrast the political and personal differences of Adams and Jackson
 - Analyze Jackson's early style of government and its lasting impact
2. Political Conflict and Economic Crisis
 - Explain the issues of nullification and states' rights
 - Summarize arguments regarding the banking system
3. Native Americans on the Frontier
 - Explain the conflict over land occupied by Native Americans between the Appalachians and Mississippi
 - Describe the forced removal of Native Americans
 - Describe the cultures of Native Americans between the Appalachians and Mississippi
4. Westward Movement
 - Describe how settlers traveled west
 - Explain how transportation such as roads, steamboats, and canals improved
5. Settling Oregon Country
 - Summarize what life was like for pioneers
 - Identify the hardships faced on wagon trains to the West
 - Explain the appeal of Oregon Country and the significance of the Oregon Trail
6. Independence for Texas
 - Summarize the cooperation and conflict between American settlers in Texas and the Mexican government
 - Describe how the events at the Alamo affected Texans
 - Explain how Texas gained independence
7. Manifest Destiny in California and the Southwest
 - Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation
 - List the causes and effects of the Mexican-American War
 - Describe life for the Spanish and Native Americans on the missions and ranches of California and New Mexico
8. Unit Review
 - Describe the presidency of Andrew Jackson and analyze his impact on that office
 - Examine the changing relationship between the white Americans and the Native Americans
 - Describe the idea of Manifest Destiny and explain the impact it had on politics and the expanding borders of the United States

9. Unit Test

There are no objectives for this lesson.

7. **Society and Culture Before the Civil War**

1. The Industrial Revolution and Life in the North

- Explain the impact of technology and the Industrial Revolution on the economy
- Analyze the impact that the Industrial Revolution had on daily life
- Describe the impact of immigration and attitudes toward immigrants and African Americans in the North

2. King Cotton and Life in the South

- Analyze the economic, social, and political conditions of free and enslaved African Americans
- Explain the impact of slavery and how it shaped Southern life
- Describe the agricultural economy of the South and how the cotton gin affected both the Northern and Southern economy

3. Reform Movements

- Analyze how political issues and religious influences, including the Second Great Awakening, inspired reform movements
- Describe the impact of social reform movements on American society in the 1800s

4. Abolitionism

- Analyze the effectiveness of the abolitionist movement including the Underground Railroad and its impact on African Americans
- Identify key people who fought for the abolitionist movement

5. Women's Rights

- Describe the origins and effectiveness of the women's rights movement
- Describe the impact of the women's rights movement on opportunities for women
- Explain the impact of the Seneca Falls Convention, including the roles of Elizabeth Cady Stanton and Susan B. Anthony

6. Arts and Literature

- Describe and analyze the emergence of art, literature, and music in the early to mid-1800s and its impact on American culture and society
- Explain how transcendentalism reflected American society

7. Unit Review

- Analyze the impact that new technology had on the culture and economy of the United States
- Identify the various social movements that began in the early 1800s and describe their impact on the culture of the United States
- Compare and contrast the economies of the Northern and Southern states

8. Unit Test

There are no objectives for this lesson.

SEMESTER B

1. **Course Overview**

1. Getting Started in Middle School American History

There are no objectives for this lesson.

2. The Civil War

1. Conflicts and Compromises

- Analyze conflicts over the issue of slavery
- Explain the impact of the Fugitive Slave Act
- Describe how Uncle Tom’s Cabin shifted attitudes about slavery
- Analyze the impact the Compromise of 1850 and the Missouri Compromise on the issue of slavery

2. Growing Tensions

- Analyze the impact of the Kansas-Nebraska Act
- Explain how the issue of slavery continued to lead the nation toward civil war
- Summarize the impact of the Dred Scott case
- Analyze the influence of third parties on the emergence and growth of the Republican Party

3. Division and the Outbreak of War

- Describe the issue of states’ rights relative to the cause of the Civil War
- Explain the impact of the election of 1860
- Analyze the advantages and disadvantages of the North and South leading up to and during the outbreak of the war
- Compare and contrast Davis’s and Lincoln’s ideals and leadership qualities
- Describe the significance of the attack on Fort Sumter

4. The Course of War

- Identify the roles of key military people during the Civil War
- Analyze the strategies used by both the North and South
- Identify battles and the victories of both Confederates and the Union in the early years of the war

5. Emancipation and Life in Wartime

- Explain the contributions of African Americans and women to the Civil War effort
- Describe the conditions endured by soldiers during the Civil War
- Analyze how the war impacted both Northern and Southern economies
- Explain the purpose and effects of the Emancipation Proclamation, and describe Lincoln’s timing for its release

6. The War’s End

- Identify ways in which Union victories at Gettysburg and Vicksburg became turning points in the war
- Analyze Lincoln’s ideas as stated in the Gettysburg Address
- Describe Grant’s plan for ending the war
- Describe the terms of surrender of the Confederacy

7. Unit Review

- Analyze the impact that slavery played on American politics between 1820–1861
- Identify the major political parties that existed in the years prior to the Civil War and describe their stance on various issues

- Describe political events leading up to and during the Civil War, and identify key battles, people, and turning points
- Describe the impact that the expansion of slavery and the Civil War itself had on the culture of the United States before, during, and just after the war

8. Unit Test

There are no objectives for this lesson.

3. Reconstruction and Economic Growth

1. Early Reconstruction

- Compare and contrast the political, economic, and social problems in the North and South following the Civil War
- Analyze the causes and effects of Reconstruction after the Civil War
- Explain the events surrounding and effects of the assassination of Abraham Lincoln
- Describe how President Johnson’s Reconstruction Plan was received by the nation

2. Radical Reconstruction

- Compare and contrast the plans for reconstruction of Lincoln and the Radical Republicans
- Analyze the reasons for and reactions to the Fourteenth and Fifteenth Amendments
- Describe the reasons for and outcome of the impeachment of President Johnson
- Evaluate the effects of legislation on the life of African Americans after the Civil War
- Analyze the portrayal of President Johnson in a political cartoon

3. Reconstruction and Southern Society

- Identify new forces in Southern politics
- Describe how southern conservatives resisted Reconstruction
- Analyze the economic, political, and social challenges facing Reconstruction governments
- Explain why sharecropping led to a cycle of poverty

4. The Aftermath of Reconstruction

- Describe the political and social effects of the Civil War
- Describe the events surrounding the end of Reconstruction
- Analyze how new legislation at the end of Reconstruction affected the lives of African Americans
- Compare and contrast the decision in Plessy v. Ferguson with the real state of life for African Americans

5. Mining, Railroads, and the Economy

- Describe how the boom in gold and silver changed the West
- Identify problems that arose on the mining frontier
- Explain how railroads helped the West develop
- Analyze how railroad services became more efficient over time
- Describe how railroads encouraged economic growth

6. Western Agriculture

- Describe settlement patterns and life on the plains for various groups in America, including Anglos, Mexicanos, and women
- Explain the development of the Populist Party
- Analyze the development and effects of the Cattle Kingdom and the rise of ranching
- Analyze the effects of the Homestead and Morrill Acts

7. Hardship for Native Americans

- Describe the life of the Plains Indians and their uses of buffalo
- Summarize promises made to Native Americans
- Explain why the Plains Indian way of life ended
- Identify why reforms in favor of Native Americans failed

8. Industry and Corporations

- Describe how the steel and oil industries grew
- Analyze arguments surrounding trusts and monopolies
- Analyze the rise of corporations and banks
- Explain Rockefeller's and Carnegie's achievements as titans of industry

9. The Labor Movement

- Describe the problems associated with the use of child labor in industry
- Analyze the rise of labor unions and support for workers' rights
- Evaluate the efforts of labor organizations

10. New Technologies

- Describe new technologies of the late 1800s
- Describe the role of patents in innovation
- Analyze the effects of technology on American lives

11. Unit Review

- Compare and contrast the various plans for reconstruction
- Evaluate the ways people or groups tried to help or hinder the integration of former slaves into society as a whole
- Describe life for various groups of people in different regions of the U.S., including midwestern farmers, industrial titans and their workers, and Native Americans
- Evaluate the impact of new technologies and industrial innovations on the American landscape, culture, and economy

12. Unit Test

- Compare and contrast the various plans for reconstruction
- Evaluate the ways that people or groups tried to help or hinder the integration of former slaves into society as a whole
- Describe life for various groups of people in different regions of the U.S., including Midwestern farmers, industrial titans and their workers, and Native Americans
- Evaluate the impact of new technologies and industrial innovations on the American landscape, culture, and economy

4. The Progressive Era

1. A New Wave of Immigration

- Analyze reasons for immigration to the United States between 1865 and 1915
- Describe the immigrant experience in America
- Explain causes and effects of nativist opposition to immigration

2. Urbanization

- Explain how immigration and domestic migration contributed to changes in cities
- Compare and contrast the lives of the poor, the middle class, and the wealthy
- Analyze the effects of rapid urbanization and interventions
- Describe the settlement house movement

3. The Rise of Progressivism

- Describe politics during the Gilded Age and efforts at political reform
- Identify efforts to regulate big business
- Explain how the muckrakers inspired reform
- Identify the Progressives and explain their reforms

4. The Progressive Presidents

- Analyze the efforts of the Progressive presidents
- Describe the role of the Bull Moose party
- Analyze the impact of the Square Deal

5. Progress and Setbacks for Social Justice

- Analyze efforts to gain women's suffrage and other rights
- Describe the temperance movement and prohibition
- Explain discrimination against various groups during the Progressive Era
- Synthesize information from primary sources into a portfolio project that explains how immigration affected immigrants and Americans in the early 20th century

6. A Changing American Culture

- Describe how city life changed during the Progressive Era
- Identify forms of entertainment that Americans enjoyed during this period
- Describe how public education grew during the Progressive Era
- Identify changes in reading habits
- Explain the interest of Progressive Era writers and painters in subjects from everyday life

7. Unit Review

- Explain the causes and effects of urbanization and mass immigration on society and government around the turn of the century
- Describe the goals of the Progressive movement in the United States, and identify some of the ways in which key people worked toward those goals
- Identify specific victories for the Progressive movement and describe how those victories improved the lives of Americans

8. Unit Test

- Explain the causes and effects of urbanization and mass immigration on society and government around the turn of the century

- Describe the goals of the Progressive movement in the United States, and identify some of the ways in which key people worked toward those goals
- Identify specific victories for the Progressive movement and describe how those victories improved the lives of Americans

5. Economics Basics

1. Scarcity and Choice

- Define the three types of productive resources and give examples of each type
- Differentiate between economic wants and needs
- Explain how choices involve trade-offs
- Describe how scarcity causes people to make choices

2. Economic Decision Making

- Define cost and benefit
- Explain that individuals, governments, and businesses deal with scarcity and opportunity costs
- Describe how choices lead to consequences
- Explain that evaluation and choice may vary from person to person

3. Distributing Goods and Services

- Describe different ways that people distribute scarce goods and services
- Contrast market and command economies
- List the three basic economic questions
- Explain how resources can be used to make different goods and services

4. Incentives

- Describe the difference between positive and negative incentives
- Explain that changes in incentives cause people to change their behavior
- Contrast monetary and non-monetary incentives

5. Trade

- Define exchange, barter, imports, and exports
- Explain why people choose to trade and how trade benefits people who engage in it
- Describe free trade and trade barriers

6. Specialization

- Contrast producers and consumers
- Explain how specialization and division of labor benefit producers and consumers
- Describe how trade infrastructure contributes to interdependence
- Describe how the availability and distribution of resources affects the economy

7. Market and Prices

- Explain the interaction of markets and prices
- Describe market prices, relative prices, and equilibrium prices

8. Role of Prices

- Describe the relationship between price and quantity purchased
- Explain the law of demand and the law of supply

- Give examples of how one price change can cause the price changes of other goods and services to change

9. Competition in Markets

- Explain how sellers compete for buyers
- State results of competition among sellers
- State results of competition among buyers
- Demonstrate how a market economy applies to different situations
- Identify positive and negative effects of competition

10. Economic Institutions

- Describe the functions of banks in the economy
- Explain how personal savings contribute to the overall economy
- Describe the roles of labor unions in the economy
- Describe the roles of non-profit organizations in the economy
- Identify the rewards and risks associated with the use of financial institutions

11. Economics Basics Unit Review

- Explain how the existence of unlimited wants and scarce resources influence actions by consumers, producers, and governments
- Describe the interactions of markets and prices on a local and global level
- Identify the influence of incentives on prices and consumer actions
- Describe how competition functions in the market
- Compare and contrast the roles of individuals, businesses, organizations, government, and other institutions in the economy

12. Economics Basics Unit Test

- Explain how the existence of unlimited wants and scarce resources influence actions by consumers, producers, and governments
- Describe the interactions of markets and prices on a local and global level
- Identify the influence of incentives on prices and consumer actions
- Describe how competition functions in the market
- Compare and contrast the roles of individuals, businesses, organizations, government, and other institutions in the economy

6. Building on Economics Basics

1. Money and Inflation

- Identify characteristics of money
- List the functions of money
- Contrast inflation and deflation

2. Interest Rates

- Define interest rate
- Analyze how supply and demand determine interest rates
- Analyze how risk determines interest rates

3. Income

- Describe how people earn income
 - Explain different factors that determine peoples' income
4. Entrepreneurship
- Explain characteristics of entrepreneurs
 - Describe how entrepreneurs earn profits and take losses
 - Differentiate the pros and cons of entrepreneurship
5. Productivity and Growth
- Explain how workers can improve their productivity
 - Analyze the relationship between productivity and economic growth
6. Government's Role in the Economy
- Explain how government provides certain goods and services in a market economy
 - Describe how government brings in money to pay for public goods and services
 - Describe the function of the Federal Reserve System
 - Identify the role of the government in a market economy
 - Compare and contrast the effects of different taxation policies
7. Economic Changes
- Define and explain the components of gross domestic product
 - Explain the circular flow diagram
 - Explain how changes in spending affect others
 - Identify U.S. recessions
 - Calculate and use per capita GDP
8. Unemployment and Inflation
- Explain the terms unemployed and unemployment rate
 - Identify factors that are often associated with unemployment
 - Identify effects of unemployment on the economy as a whole
 - Determine how inflation affects what people can afford to buy
 - Compare standards of living across different times and places
9. Business and Investing
- Identify different types of investments
 - Describe how the stock market works
 - Differentiate between different types of businesses based on how they are organized
 - Explain how large corporations influence the economy
10. Personal Finance
- Identify and distinguish among different forms of credit
 - Analyze the advantages and disadvantages to using credit for purchases
 - Create a personal budget
 - Identify the costs and benefits associated with using financial tools
11. Building on Economics Basics Unit Review

- Explain how people make and use money in a market economy
- Discuss the factors that contribute to economic growth at the individual and national levels
- Describe the role of government in the economy
- Identify and analyze economic indicators, including gross domestic product and unemployment rates
- Predict consequences of economic choices and changes over time

12. Building on Economics Basics Unit Test

- Explain how people make and use money in a market economy
- Discuss the factors that contribute to economic growth at the individual and national levels
- Describe the role of government in the economy
- Identify and analyze economic indicators, including gross domestic product and unemployment rates
- Predict consequences of economic choices and changes over time

American Government



American Government

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This is the first of two courses that comprise American Government. *Magruder’s American Government* provides the basis for instruction. In this course, the student will explore the foundations of American government and its fundamental principles and organization. The student will examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances. The branches of government—legislative, executive, and judicial—are studied in depth. This course promotes understanding and participation in government by presenting information in a context that is relevant to the student. Activities in this course are designed to develop the student’s abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate ideas to others.

This is the second of two courses that comprise American Government. *Magruder’s American Government* provides the basis for instruction. In this course, the student will examine the basic rights and responsibilities of U.S. citizens and the foundations of American government. In addition, the student will explore constitutional freedoms, citizen requirements, and aspects of American law. Other topics covered include political parties, interest groups, ways to affect the government, and the influence of the media. Finally, the student will learn about local and state government structures, and compare political systems and economies from around the world.

Course Outline

SEMESTER A

1. Course Overview

1. Course Overview

2. Foundations of American Government

1. Foundations of American Government Overview

- Define the powers every government holds
- Differentiate between primary and secondary sources

2. Natural Law, Government, and the State

- Apply the characteristics of a state to the United States
- Compare and contrast different theories and governments that influenced the structure of American government

3. President or King? Different Forms of Government

- Differentiate between forms of government based on the distribution of power between the executive and legislative branch
- Classify governments into one of three systems

- Differentiate between a dictatorship and democracy
 - Compare and contrast presidential and parliamentary styles of government
4. Concepts of Democracy
- Identify the foundations and principles of democracy
 - Apply the concepts of democracy to current society
 - Analyze European philosophical influences on American government
5. A Special Relationship – Colonies and the Crown
- Organize the progression of colonial resistance to the British monarchy
 - Explain the concepts of power, legitimacy, authority, and sovereignty
 - Evaluate the democratic concepts of popular sovereignty, division of power, and natural rights
 - Differentiate between three types of colonies
6. The Road to Revolution
- Evaluate the democratic concepts of popular sovereignty, division of power, and natural rights
 - Analyze the historical events leading to American founding documents
 - Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government
7. The Declaration of Independence
- Analyze the relationship between the Declaration of Independence and European political theories
 - Describe the main ideas of the Declaration of Independence
 - Interpret the meaning of the Pledge of Allegiance to the flag of the United States
 - Summarize the debates and compromises leading to the Declaration of Independence
8. The Articles of Confederation
- Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution
 - Evaluate the democratic concepts of popular sovereignty, division of power, and natural rights
 - Organize the sequence of events leading to the creation of the Articles of Confederation
9. Debate and Compromise – Framing the Constitution
- Summarize the debates and compromises leading to the creation of the U.S. Constitution
 - Compare the political ideologies of the Federalists and the Anti-Federalists
 - Describe the events leading to the creation of the U.S. Constitution
 - Identify four Framers of the Constitution
10. Principles of the Constitution
- Define the six main principles in the U.S. Constitution
 - Analyze the purpose and functions of government as outlined by the U.S. Constitution
 - Evaluate constitutional provisions for limiting the role of government, checks and balances, and separation of powers
11. Constitutional Change and the Formal Amendment
- Explain the formal amendment process for the Constitution

- Analyze the political principles of popular sovereignty, separation of powers, and federalism
- Evaluate constitutional provisions for limiting government

12. States' Rights and the Division of Powers

- Classify the division of powers as outlined by the U.S. Constitution
- Evaluate the role of limited government and the rule of law in American government
- Describe the role and powers of state and local governments
- Define the Supremacy Clause

13. More Than a Label – American Citizenship

- Explain the process of becoming an American citizen
- Outline the role of citizens in a democracy
- Evaluate citizen rights versus responsibilities

14. Citizenship and the Constitution

- Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text-based information, and other forms of political communication
- Make a persuasive, reasoned argument on a public issue and support it using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

15. Foundations of American Government Unit Review

- Read, analyze, and interpret historical documents and events that led to the establishment of a central American government
- Define the basic responsibilities held by every government
- Outline the distribution of power within an organized state
- Compare and contrast different theories and governments that influenced the structure of American government
- Examine and explain how checks and balances impact American government

16. Foundations of American Government Unit Test

- Read, analyze, and interpret historical documents and events that led to the establishment of a central American government
- Define the basic responsibilities held by every government
- Outline the distribution of power within an organized state
- Compare and contrast different theories and governments that influenced the structure of American government
- Examine and explain how checks and balances impact American government

3. The Legislative Branch

1. The Legislative Branch Overview

- Analyze the structure and functions of the legislative branch as outlined by the Constitution
- Explain the roles and duties of the legislative branch
- Evaluate the powers of the legislative branch in relation to the other branches of government

2. Congress – A Separation of Powers

- Analyze the structure and functions of the legislative branch as outlined by the Constitution

- Describe congressional sessions and terms
3. The House of Representatives – The Lower Chamber
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 - Explain the roles and duties of the House of Representatives
 4. The Senate – The Upper Chamber
 - Explain the roles and duties of the Senate
 - Evaluate the powers of the House of Representatives in relation to the Senate
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 5. Congressional Committees at Work
 - Explain the roles and duties of the legislative branch
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 6. Powers of Congress – An Overview
 - Determine the extent of congressional power
 - Compare and contrast the ideas of strict constructionists and liberal constructionists
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 7. Expressed Powers – Money and Commerce
 - Define the expressed powers of the legislative branch as outlined by the Constitution
 - Explain the scope of legislative powers as it relates to lawmaking and economic regulations
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 8. Expressed Powers – Foreign and Domestic Affairs
 - Define the expressed powers of the legislative branch as outlined by the Constitution
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 9. The Implied Powers of Congress
 - Define the implied powers of the legislative branch as outlined by the Constitution
 - Explain the importance of the Elastic Clause
 - Differentiate between expressed and implied powers
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 10. Nonlegislative Powers of Congress
 - Define the nonlegislative powers of the legislative branch as outlined by the Constitution
 - Explain the scope of legislative powers as it relates to amending the constitution, appointments, investigations, and impeachments
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 11. How a Bill Becomes Law
 - Explain the formal process of how a bill becomes a law
 - Compare the processes of lawmaking in the two houses of Congress
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 - Analyze how the executive branch interacts with the legislative branch in the lawmaking process

12. Taking Civic Action

- Evaluate how Congress represents the will and interests of the people
- Make a persuasive, reasoned argument on a public issue and support it using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position
- Analyze the committee system in Congress and its role in government

13. Unit Review

- Define the powers provided to Congress by the Constitution
- Evaluate how Congress represents the will and interests of the people
- Identify the qualifications for election to the House of Representatives and Senate
- Analyze the committee system in Congress and its role in government
- Describe the legislative development process

14. Unit Test

- Define the powers provided to Congress by the Constitution
- Evaluate how Congress represents the will and interests of the people
- Identify the qualifications for election to the House of Representatives and Senate
- Analyze the committee system in Congress and its role in government
- Describe the legislative development process

4. The Executive Branch

1. The Executive Branch – An Overview

- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Explain the roles and duties of the executive branch

2. The American Presidency

- Explain the written qualifications for president of the United States
- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Differentiate the role of the president from the vice president
- Explain the rules and process of presidential succession

3. Choosing a Side – The Political Machine

- Describe the nomination and electoral process as outlined by the Constitution
- Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections

4. Choosing a Leader – The Electoral College

- Describe the nomination and electoral process as outlined by the Constitution
- Evaluate the fairness and effectiveness of the United States electoral processes, including the Electoral College

5. Executive Powers

- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy
- Evaluate the powers of the executive branch in relation to the other branches of government

6. The Federal Bureaucracy

- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy

7. The Executive Office of the President

- Explain the purpose and role of the many parts in the Executive Office of the President
- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy

8. Executive Departments

- Describe and explain the roles of the main executive departments
- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Evaluate the powers of the executive branch in relation to the other branches of government

9. Independent Agencies

- Evaluate how government agencies create, amend, and enforce regulations
- Identify the role of independent regulatory agencies in the federal bureaucracy
- Define the role of independent agencies in the federal bureaucracy

10. American Foreign Policy

- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy
- Describe the characteristics of United States foreign policy and how it has been created and implemented over time

11. National Security and Defense

- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy
- Evaluate the powers of the executive branch in relation to the other branches of government

12. Diplomacy and the State Department

- Identify and analyze U.S. foreign policy in dealing with international issues with diplomacy and humanitarian aid
- Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues

13. Memo to the President

- Write a five-paragraph essay that includes a persuasive, reasoned argument on the assigned public issue and support your argument evidence, constitutional principles, and fundamental values of American constitutional democracy
- Evaluate the roles of the president in international affairs
- Examine the issues of social justice and human rights as expressed in the United Nations Declaration of Human Rights

14. Unit Review

- Classify the responsibilities of the executive branch and its parts
- Identify, explain, and evaluate the constitutional powers of the president

- Explain the bureaucratic structure of federal government
- Describe various roles of the president in international affairs
- Analyze historic elections and candidacies

15. The Executive Branch Unit Test

- Classify the responsibilities of the executive branch and its parts.
- Identify, explain, and evaluate the constitutional powers of the President.
- Explain the bureaucratic structure of federal government.
- Describe various roles of the President in international affairs.
- Analyze historic elections (and candidacies).

5. The Judicial Branch

1. The Judicial Branch Overview

- Explain the purposes and function of law and the judicial branch as outlined by the Constitution
- Analyze the role of the judicial branch in maintaining the Constitution
- Evaluate the powers of the judicial branch in relation to the other branches of government

2. The Federal Court System

- Explain the purposes and function of law and the judicial branch as outlined by the Constitution
- Analyze the role of the judicial branch in maintaining the Constitution
- Evaluate the powers of the judicial branch in relation to the other branches of government
- Analyze how the courts interpret laws

3. The Supreme Court

- Explain the purposes and function of law and the judicial branch as outlined by the Constitution
- Analyze the role of the judicial branch in maintaining the Constitution
- Analyze how the courts interpret laws by using landmark Supreme Court cases

4. Inferior and Special Courts – The Lower Courts

- Differentiate the roles and jurisdictions of the inferior and special courts from the Supreme Court
- Explain the powers of the inferior and special courts as outlined by the Constitution
- Analyze how the courts interpret laws

5. Supreme Court's Protections

- Differentiate between civil rights and civil liberties
- Explain why rights are relative
- Explain how the Constitution protects life, liberty, and property

6. Supreme Court on Religious Freedom

- Explain the concept of separation of church and state
- Explain the rights afforded to citizens by the First Amendment
- Evaluate the effectiveness of the U.S. justice system in protecting life, liberty, and property

- Analyze how the courts interpret laws by using landmark Supreme Court cases

7. Supreme Court on Speech and Press

- Differentiate between protected and unprotected speech
- Explain the rights afforded to citizens by the First Amendment
- Evaluate the effectiveness of the U.S. justice system in protecting life, liberty, and property
- Analyze how the courts interpret laws by using landmark Supreme Court cases

8. Supreme Court on Petition and Assembly

- Evaluate the effectiveness of the U.S. justice system in protecting life, liberty, and property
- Analyze how the courts interpret laws by using landmark Supreme Court cases
- Explain the rights afforded to citizens by the First Amendment

9. A Judicial Opinion

- Evaluate the process for appointing federal judges and Supreme Court justices
- Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text-based information, and other forms of political communication
- Make a persuasive, reasoned argument on a public issue and support it using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

10. Unit Review

- Identify the roles and responsibilities of the judicial branch given by the Constitution
- Discuss and critique judicial review and how it impacts public policy by examining historical court cases
- Evaluate the process for appointing federal judges and Supreme Court justices
- Describe the jurisdiction of federal and Supreme Court and how a case is moved to these courts

11. Unit Test

- Identify the roles and responsibilities of the judicial branch given by the Constitution
- Discuss and critique judicial review and how it impacts public policy by examining historical court cases.
- Evaluate the process for appointing federal judges and Supreme Court justices
- Describe the jurisdiction of federal and Supreme Court and how a case is moved to these courts.

6. Semester Review and Exam

1. Semester Review

- Examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances
- Analyze the roles, responsibilities, and structures of the legislative, executive, and judicial branches of government
- Analyze and interpret historical documents and events that led to the establishment of a central American government

2. Semester Exam

- Examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances
- Analyze the roles, responsibilities, and structures of the legislative, executive, and judicial branches of government
- Analyze and interpret historical documents and events that led to the establishment of a central American government

SEMESTER B

1. Course Overview

1. Course Overview

2. Comparative Government and Economic Systems

1. Introduction to Capitalism

- Explain the economic system of capitalism and examine the relationship between supply and demand
- Recognize the influence of U.S. government policies in regulating production and competition for scarce resources
- Describe the four fundamental factors in a free enterprise system, and assess how the federal government fosters competition and entrepreneurship

2. Fiscal and Monetary Policy

- Explain the major responsibilities, goals, and actions of the federal government for domestic economic policy
- Analyze how government fiscal and monetary policy influence the economy at the national level
- Describe the regulatory functions of the government and their impact on the economy

3. Spending and Borrowing

- Identify the sources of U.S. expenditures, and define controllable and uncontrollable spending
- Analyze the executive branch's function of proposing the federal budget, working in conjunction with the U.S. Congress in executing policy goals
- Describe the federal government's sources of revenue, and evaluate the impact of its expenditures and debt on the U.S. economy

4. U.S. Global Economy and Trade

- Explain the causes of globalization, including recent scientific discoveries and technological innovations, and its effects on the American economy
- Examine the roles of the executive and legislative branches in setting international trade and fiscal policies
- Recognize the benefits and drawbacks of the global economy, including the significance to the United States of the location and key natural resources of selected global places or regions

5. Socialism and Communism

- Summarize Karl Marx's theories and identify important characteristics of socialist and communist economies
- Evaluate the strengths and weaknesses of free enterprise versus socialism and communism

6. Governmental Systems

- Explain the differences in the governmental systems of autocracy, democracy, aristocracy, and theocracy

- Compare the advantages and disadvantages of federal, confederal, and unitary systems of government
 - Evaluate the outcomes of democratization in the world today
7. United Kingdom – History and Government
- Outline the United Kingdom’s structure of government
 - Describe the United Kingdom’s electoral and public policy-making processes
8. United Kingdom – Comparison to the United States
- Compare and contrast the governmental systems of the United States and the United Kingdom
 - Evaluate the nature of the relationship between the United States and the United Kingdom
9. Russia – History and Government
- Examine Russia’s political history after the Bolshevik Revolution
 - Understand the Russian Federation’s structure of government
 - Describe the Russian Federation’s election and public policy-making processes
10. Russia – Comparison to the United States
- Compare and contrast the governmental systems of the United States and the Russian Federation
 - Examine the nature of the U.S. relationship with Russia since the fall of the Soviet Union
11. China – History and Government
- Examine China’s political background and the emergence of communist rule
 - Outline China’s structure of government
 - Describe China’s election and public policy-making processes
 - Compare and contrast the structure and reforms of China and Russia
12. China – Comparison to the United States
- Compare and contrast the governmental systems of the United States and China
 - Examine the conflict between capitalism and democracy as it relates to China’s modern economy
13. U.S. Foreign Policy Goals
- Identify U.S. foreign policy goals and explain how they are rooted in American political culture, values, and traditions
 - Review the powers of the presidency in shaping foreign policy
 - Differentiate between soft and hard power
 - Discuss the benefits and drawbacks of U.S. efforts to promote democracy in other parts of the world
14. Unit Review
- Identify and explain the role of the government in the U.S. economy
 - Evaluate and critique the strengths and weaknesses of capitalism in comparison to other economic systems
 - Analyze and define public debt and its impact on the system and citizens
 - Identify choices nations and individuals make in managing economic resources
 - Understand costs and benefits of personal saving, investment, credit, and insurance strategies

15. Unit Test

- Identify and explain the role of the government in the U.S. economy
- Evaluate and critique the strengths and weaknesses of capitalism in comparison to other economic systems
- Analyze and define public debt and its impact on the system and citizens
- Apply the principles of government to other country's political structures
- Identify U.S. foreign policy goals and approaches, and analyze the nature of contemporary global issues

3. The Constitution and Civil Liberties

1. The Constitution and Civil Liberties Overview

- Evaluate how the rule of law, as embodied in a constitution, limits government and protects individual rights
- Define "constitutionalism" and explain how the rule of law protects individual rights and promotes the common good
- Interpret the claim that a constitutional democracy requires the participation of an attentive, knowledgeable, and informed citizenry
- State a claim and develop a logical argument using reasons, examples, and/or evidence

2. The Need for a Constitution

- Examine how the philosophical ideas of Thomas Hobbes and John Locke influenced the Founding Fathers in the creation of a government with limited power and that protected individual rights
- Analyze the concept of a social contract
- Compare historical and contemporary examples of constitutional governments that succeeded in limiting power
- Use a variety of literacy strategies to determine the meanings of words and phrases as they are used in a text

3. Rationale of the Constitutional Structure

- Describe the origins, purposes, and limitations of government through the viewpoints of key philosophers and the authors of the Federalist Papers
- Deconstruct the Preamble and the seven articles of the U.S. Constitution
- Identify how the principles of republicanism, separation of powers, bicameralism, enumerated powers, and federalism serve to limit the power of government
- Evaluate the key issues of conflict during the Constitutional Convention: the question of congressional representation and the extent of executive authority
- Analyze the structure of the Constitution

4. The Six Organizing Principles of the Constitution

- Analyze how the principles of separation of power, checks and balances, and federalism serve to limit governmental power and promote popular sovereignty
- Examine how the power of judicial review allows the judiciary to protect constitutional principles
- Summarize the key benefits the Founding Fathers saw in a federal structure of government
- Use precise language and domain-specific vocabulary to manage the complexity of the six organizing principles of the Constitution in short written pieces

5. The Amendment Process (27 Amendments)

- Summarize how the U.S. Constitution is often referred to as a “living” document
- Outline the constitutionally prescribed procedures by which the U.S. Constitution can be formally changed
- Identify the 27 amendments that have been added to the Constitution and those that have been proposed but not ratified
- Examine how basic legislation has clarified the Constitution over time
- Analyze how interpretation of the Constitution has changed over the years through the actions of the executive and judicial branches, and by party practices and customs

6. The Unalienable Rights

- Interpret the meaning of an unalienable right
- Explain the importance of unalienable rights in limiting the powers of government
- Evaluate the relationship between rights and responsibilities, and how exercise of your right may infringe on another’s right
- Classify personal rights, political rights, and economic rights

7. The Supreme Court and Competing Rights

- Evaluate the U.S. Supreme Court’s role in defining constitutional principles
- Recognize the common reasons why judicial interpretations of the U.S. Constitution may change over time
- Define the meaning of “competing rights”
- Conduct a short research task by finding a current event example of a civil liberty issue that is a competing right

8. Freedom of Speech

- Describe the right to free speech by using historical and contemporary examples
- Explain why the Founding Fathers felt that protection of free speech was crucial in the functioning of a democracy
- Evaluate the scope and appropriate limits to the right of free speech

9. Freedom of Religion

- Consider the historical role of religion and religious diversity
- Explain why the Founding Fathers felt religion was an important issue to single out for protection in the Bill of Rights
- Distinguish between the concepts of the free exercise of religion and the Establishment Clause
- Determine the scope and limitations of the free exercise of religion

10. Freedom of the Press

- Judge the meaning and importance of a free and responsible press to the healthy functioning of a democracy
- Evaluate the scope and appropriate limits of the rights of a free press
- Cite evidence in support of a position regarding freedom of the press

11. Freedom of Petition and Assembly

- Summarize how people, individually or in association with others, can bring their influence to bear on government in ways other than voting and elections

- Explain why the Founding Fathers felt that protection of the right to petition and assemble was crucial to the functioning of democracy
- Determine the scope and appropriate limits of the right to petition and freely assemble
- Evaluate the difference between state constitutions and the U.S. Constitution in terms of government structure and rights protected

12. Due Process of Law

- Explain the meaning of due process of law as set out in the Fifth and Fourteenth Amendments
- Differentiate between procedural and substantive due process
- Evaluate police power through examining appropriate use of search and seizure tactics
- Discuss the implied right to privacy

13. Rights of the Accused

- Define the writ of habeas corpus, bills of attainder, and ex post facto laws
- Summarize how the right to a grand jury and the guarantee against double jeopardy help to protect the rights of the accused
- Judge what constitutes a fair trial by jury according to the rights given by the Constitution and Bill of Rights

14. Comparing State and U.S. Constitutions

- Compare and contrast the functions and protections of state constitutions versus the U.S. Constitution
- Analyze the privacy protections provided under the U.S. Constitution versus those provided by your state of residence
- Assess the merits of general versus explicit language in constitutional civil liberties protections

15. The Constitution and Civil Liberties Unit Review

- Analyze and explain why rights are not absolute
- Analyze and interpret the Bill of Rights
- Interpret and defend Supreme Court interpretations of rights guaranteed by the Constitution
- Compare and contrast your state's constitution to the U.S. Constitution

16. The Constitution and Civil Liberties Unit Test

- Analyze and explain why rights are not absolute
- Analyze and interpret the Bill of Rights
- Interpret and defend Supreme Court interpretations of rights guaranteed by the Constitution
- Compare and contrast your state's constitution to the U.S. Constitution

4. **Civil Rights and Citizenship**

1. American Diversity

- Recognize how the United States is a nation of immigrants
- Evaluate what it means to live in a heterogeneous society
- Judge the arguments for and against assimilation

2. Racial Discrimination

- Describe the struggles for equality, past and present, faced by African Americans
- Analyze the challenges of assimilation for Native Americans

- Identify the varying countries of origin among Hispanic Americans
 - Summarize the history of discrimination against Asian Americans
3. Discrimination Against Women
- Describe the political and economic achievements of women in America over time and identify some barriers to equality that still remain
 - Analyze the disparity between the promises and protections of the U.S. Constitution and the reality of women’s experience
4. Equal Protection Under the Law
- Deconstruct the language of the Fourteenth Amendment and interpret how it safeguards all groups’ civil liberties
 - Define the meaning of “reasonable classification,” and explain how the rational basis and strict scrutiny tests clarify its meaning
5. Segregation and Jim Crow Laws
- Analyze the U.S. Supreme Court’s changing interpretations of the Equal Protection Clause over time
 - Identify the objective of Jim Crow laws, and evaluate how they deprived minorities of equal protection under the law
 - Describe the difficulty in ordering integration, identify the difference between de jure and de facto segregation, and identify de facto segregation that still exists today
 - Analyze charts and graphs for information
6. Federal Civil Rights Laws
- Outline the history of civil rights legislation from the post-Civil War Reconstruction to today
 - Define the meaning of “affirmative action” and evaluate why it has been controversial in the United States
7. American Citizenship
- Explain how people become American citizens by birth and by naturalization
 - Describe how an American can lose his citizenship
 - Assess the meaning and responsibilities of citizenship in the United States
8. A Nation of Immigrants
- Describe how the United States is a nation of immigrants
 - Evaluate past and present legislative efforts to regulate immigration
 - Recognize the complexities of the current debate regarding undocumented aliens
9. Good Citizenship
- Interpret the fundamental value and principles of citizenship and the American identity
 - Recognize that with the benefits of citizenship come important responsibilities that help promote the stability and health of American democracy
 - Identify the characteristics of a good citizen
10. Civil Discourse and Argument Literacy
- Identify the purpose of discussion and debate, and recognize their importance in promoting the civic values of truth, compromise, respect, and fairness
 - Research a current public issue and apply the necessary steps to effectively construct and deliver an argument

- Participate in a discussion to defend a position on a current public issue

11. Can One Person Make a Difference?

- Identify the constitutional restrictions on states' powers to set voting qualifications
- Evaluate the reasoning behind voter registration requirements
- Describe controversial historical and current barriers to voting rights
- Judge the impact and importance of an individual's efforts to influence government and political decision-making

12. Collective Action and Interest Groups

- Identify how collective action holds influence in America's system of majoritarian politics
- Analyze the role and strategies of interest groups in influencing public policy
- Describe how interest groups are both good and bad for American politics

13. Political Party Influence

- Differentiate between the collective goals of interest groups versus those of political parties
- Describe the major functions of political parties and evaluate their effectiveness in meeting the country's needs
- Recognize how individuals can participate in political parties to help determine the public agenda

14. The Power of the Media

- Interpret the role of the mass media within a democracy in terms of providing citizens with accurate and complete information
- Evaluate the ways the American media is effective and ineffective in influencing politics
- Discriminate among information sources for logical validity, and identify whether appeals are based on complete factual evidence versus emotions, prejudice, or bias

15. Civil Rights and Citizenship Unit Review

- Use primary sources to identify and define common causes for civil movements
- Evaluate and discuss the impact of assimilation and diversity on American society
- Define good citizenship and examine the ways citizens can influence governmental decision making
- Summarize what makes the United States a nation of immigrants and how the government handles immigration

16. Civil Rights and Citizenship Unit Test

- Use primary sources to identify and define common causes for civil movements
- Evaluate and discuss the impact of assimilation and diversity on American society
- Define good citizenship and examine the ways citizens can influence governmental decision making
- Summarize what makes the United States a nation of immigrants and how the government handles immigration

5. State and Local Governments

1. The 50 States – Sovereignty and Culture

- Recognize that each of the 50 U.S. states has its own rich heritage and culture, which is reflected in its government structures and laws

- Evaluate the constitutional structure of federalism
 - Identify the reserved powers of the states as outlined in the Tenth Amendment
2. States' Rights
- Deconstruct the ambiguous language of federalism in the U.S. Constitution
 - Judge differing viewpoints on the appropriate balance of power between the states and the federal government
 - Analyze the ongoing struggle between the states and the federal government, using relevant judicial decisions and pieces of legislation
3. State Constitutions
- Identify the history, content, and importance of the first state constitutions
 - Describe the role and common features of state constitutions in defining the relationship between state and local governments
 - Evaluate the procedures used to change state constitutions
4. State Legislatures
- Outline the size and general structure of most state legislatures
 - Describe the election process, terms of office, and compensation of state legislators
 - Identify the powers and organization that drive how state legislatures operate
 - Summarize the state-level legislative process, and identify ways that state voters can influence decision making
5. The Governor and State Administration
- Identify the qualifications and term, as well as the selection, succession, and removal processes, for state governors
 - Analyze the executive, legislative, and judicial roles and powers of state governors
 - Describe other key executive officers who play a role in state government
6. The State Judiciary
- Identify the organization of the state court systems, and define the kinds of law applied
 - Compare and contrast criminal law and civil law
 - Evaluate the purposes and types of juries used in state courts, and describe the process of juror selection
7. State Courts and Judges
- Describe the organization and function of each kind of court in the state judicial system
 - Identify the methods used to select judges, and evaluate the arguments for and against judicial elections
8. Counties, Towns, and Townships
- Describe the governmental structure and key functions of a typical state county, and explain how it is an extension of state government
 - Identify the organization of tribal governments and the nature of their relationship to state and federal government
 - Evaluate the governments of towns and townships, and identify common special districts
9. Cities and Metropolitan Areas
- Examine the reasons for America's shift from a rural to an urban society

- Explain the process of incorporation and the function of city charters
- Differentiate among the forms of city government
- Assess the need for city planning and outline the common functions of municipal and suburban governments

10. Education and Public Welfare

- Recognize that the education of the state's residents is one of the most important responsibilities of state and local government
- Identify challenges for the state in funding schools and public welfare programs
- Analyze why public services can vary greatly from one state to another

11. Public Safety, Highways, and Other Services

- Evaluate the state responsibility of providing public law enforcement and corrections systems
- Describe the state responsibility of roadway safety and maintenance
- Analyze why public services can vary greatly from one state to another

12. Sound Taxation

- Identify the need for taxes, and the main federal and state limits on taxing powers
- Summarize the key concepts of sound taxation

13. Financing State and Local Government

- Identify the main sources of revenue for state and local governments
- Evaluate the state budget process

14. Create an Action Plan

- Identify a local problem and use knowledge of local government structure to create a proposed action plan to address the issue
- Demonstrate how to responsibly participate in government and use government to resolve issues or concerns

15. State and Local Governments Unit Review

- Organize and summarize the structure and power of state legislation
- Compare and contrast the state court system to the federal court system
- Examine and define the roles and responsibilities of a governor
- Assess and rate the services your state and local governments provide to their citizens
- Identify the primary tax and nontax sources of state and local revenue

16. State and Local Governments Unit Test

- Organize and summarize the structure and power of state legislation
- Compare and contrast the state court system and the federal court system
- Examine and define the roles and responsibilities of a governor
- Assess and rate the services your state and local governments provide to their citizens
- Identify the primary tax and nontax sources of state and local revenue

6. Semester Review and Exam

1. Semester Review

- Analyze and interpret Supreme Court decisions and the U.S. Constitution

- Define good citizenship, and examine the ways citizens can influence governmental decision making
- Analyze the roles, responsibilities, and structures of state and local government
- Identify and explain the role of the government in the U.S. economy
- Apply the principles of government to other countries' political structures

2. Semester Exam

- Analyze and interpret Supreme Court decisions and the U.S. Constitution
- Define good citizenship, and examine the ways citizens can influence governmental decision making
- Analyze the roles, responsibilities, and structures of state and local government
- Identify and explain the role of the government in the U.S. economy
- Apply the principles of government to other countries' political structures

American Government (Honors)



Honors American Government

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This is the first of two courses that comprise Honors American Government. *Magruder's American Government* provides the basis for instruction. In this rigorous course, the student will explore the foundations of American government and its fundamental principles and organization. The student will examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances. The branches of government—legislative, executive, and judicial—are studied in depth. This course promotes understanding and participation in government by presenting information in a context that is relevant to the student. The challenging activities in this course are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate ideas to others.

1. Course Overview

1. Course Overview

2. Foundations of American Government

1. Foundations of American Government Overview
 - Define the powers every government holds
 - Differentiate between primary and secondary sources
 - Analyze an article by identifying facts and opinions and recognizing bias
2. Natural Law, Government, and the State
 - Apply the characteristics of a state to the United States
 - Compare and contrast different theories and governments that influenced the structure of American government
3. President or King? Different Forms of Government
 - Differentiate between forms of government based on the distribution of power between the executive and legislative branch
 - Classify governments into one of three systems
 - Differentiate between a dictatorship and democracy
 - Evaluate the presidential and parliamentary styles of government
4. Concepts of Democracy
 - Identify the foundations and principles of democracy

- Apply the concepts of democracy to current society
 - Analyze European philosophical influences on American government
5. A Special Relationship – Colonies and the Crown
- Organize the progression of colonial resistance to the British monarchy
 - Explain the concepts of power, legitimacy, authority, and sovereignty
 - Evaluate the democratic concepts of popular sovereignty, division of power, and natural rights
 - Differentiate between three types of colonies
6. The Road to Revolution
- Evaluate the democratic concepts of popular sovereignty, division of power, and natural rights
 - Analyze the historical events leading to American founding documents
 - Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government
 - Deconstruct the motivations leading to the colonial revolution
7. The Declaration of Independence
- Analyze the relationship between the Declaration of Independence and European political theories
 - Describe the main ideas of the Declaration of Independence
 - Interpret the meaning of the Pledge of Allegiance to the flag of the United States
 - Summarize the debates and compromises leading to the Declaration of Independence
 - Determine whether historical documents are primary or secondary sources and evaluate them
8. The Articles of Confederation
- Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution
 - Evaluate the democratic concepts of popular sovereignty, division of power, and natural rights
 - Organize the sequence of events leading to the creation of the Articles of Confederation
 - Assess the strengths and weaknesses of the Articles of Confederation
9. Debate and Compromise – Framing the Constitution
- Summarize the debates and compromises leading to the creation of the U.S. Constitution
 - Compare the political ideologies and arguments of the Federalists and the Anti-Federalists
 - Describe the events leading to the creation of the U.S. Constitution
 - Identify four Framers of the Constitution
10. Principles of the Constitution
- Define the six main principles in the U.S. Constitution
 - Analyze the purpose and functions of government as outlined by the U.S. Constitution
 - Evaluate constitutional provisions for limiting the role of government, checks and balances, and separation of powers
11. Constitutional Change and the Formal Amendment
- Explain the formal and informal amendment process for the Constitution
 - Analyze the political principles of popular sovereignty, separation of powers, and federalism

- Evaluate constitutional provisions for limiting government

12. States' Rights and the Division of Powers

- Classify the division of powers as outlined by the U.S. Constitution
- Evaluate the role of limited government and the rule of law in American government
- Describe the role and powers of state and local governments
- Explain the significance of the Supremacy Clause

13. More Than a Label – American Citizenship

- Explain the process of becoming an American citizen
- Outline the role of citizens in a democracy
- Evaluate citizen rights versus responsibilities

14. Historical Influences on the Constitution

- Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text-based information, and other forms of political communication
- Write an essay which includes a persuasive, reasoned argument on issues surrounding the writing of the Constitution and support it using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance

15. Foundations of American Government Unit Review

- Read, analyze, and interpret historical documents and events that led to the establishment of a central American government
- Define the basic responsibilities held by every government
- Outline the distribution of power within an organized state
- Compare and contrast different theories and governments that influenced the structure of American government
- Examine and explain how checks and balances impact American government

16. Foundations of American Government Unit Test

- Read, analyze, and interpret historical documents and events that led to the establishment of a central American government
- Define the basic responsibilities held by every government
- Outline the distribution of power within an organized state
- Compare and contrast different theories and governments that influenced the structure of American government
- Examine and explain how checks and balances impact American government

3. The Legislative Branch

1. The Legislative Branch Overview

- Analyze the structure and functions of the legislative branch as outlined by the Constitution
- Explain the roles and duties of the legislative branch
- Evaluate the powers of the legislative branch in relation to the other branches of government
- Critique the compensation received by members of Congress

2. Congress – A Separation of Powers

- Analyze the structure and functions of the legislative branch as outlined by the Constitution

- Describe congressional sessions and terms
 - Identify the factors that impact the voting decisions of members of Congress
3. The House of Representatives – The Lower Chamber
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 - Explain the roles and duties of the House of Representatives
 - Analyze the effect of gerrymandering on Congress
 4. The Senate – The Upper Chamber
 - Explain the roles and duties of the Senate
 - Evaluate the powers of the House of Representatives in relation to the Senate
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 - Use available resources to write an organized argumentative paragraph
 5. Congressional Committees at Work
 - Explain the roles and duties of the legislative branch
 - Analyze the structure and functions of the legislative branch as outlined by the Constitution
 - Analyze the powers of the leadership of Congress
 6. Powers of Congress – An Overview
 - Determine the extent of congressional power
 - Compare and contrast the ideas of strict constructionists and liberal constructionists
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 7. Expressed Powers – Money and Commerce
 - Define the expressed powers of the legislative branch as outlined by the Constitution
 - Explain the scope of legislative powers as it relates to lawmaking and economic regulations
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 8. Expressed Powers – Foreign and Domestic Affairs
 - Define the expressed powers of the legislative branch as outlined by the Constitution
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 - Examine the reasoning behind establishing patents
 9. The Implied Powers of Congress
 - Define the implied powers of the legislative branch as outlined by the Constitution
 - Explain the importance of the Elastic Clause
 - Differentiate between expressed and implied powers
 - Evaluate the powers of the legislative branch in relation to the other branches of government
 - Assess the effect of a liberal interpretation of the Constitution as established by *McCulloch v. Maryland*
 10. Nonlegislative Powers of Congress
 - Define the nonlegislative powers of the legislative branch as outlined by the Constitution
 - Explain the scope of legislative powers as it relates to amending the constitution, appointments, investigations, and impeachments
 - Evaluate the powers of the legislative branch in relation to the other branches of government

11. How a Bill Becomes Law

- Explain the formal and unorthodox processes by which a bill becomes a law
- Compare the processes of lawmaking in the two houses of Congress
- Analyze the structure and functions of the legislative branch as outlined by the Constitution
- Evaluate the powers of the legislative branch in relation to the other branches of government
- Analyze how the executive branch interacts with the legislative branch in the lawmaking process

12. Taking Civic Action

- Evaluate how Congress represents the will and interests of the people
- Make a persuasive, reasoned argument on a public issue and support it using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position
- Analyze arguments businesses can make for laws that benefit them

13. The Legislative Branch Unit Review

- Define the powers provided to Congress by the Constitution
- Evaluate how Congress represents the will and interests of the people
- Identify the qualifications for election to the House of Representatives and Senate
- Analyze the committee system in Congress and its role in government
- Describe the legislative development process

14. The Legislative Branch Unit Test

- Define the powers provided to Congress by the Constitution
- Evaluate how Congress represents the will and interests of the people
- Identify the qualifications for election to the House of Representatives and Senate
- Analyze the committee system in Congress and its role in government
- Describe the legislative development process

4. The Executive Branch

1. The Executive Branch Overview

- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Explain the roles and duties of the executive branch

2. The American Presidency

- Explain the written qualifications for president of the United States
- Analyze the structure and functions of the executive branch as outlined by the Constitution
- Differentiate the role of the president from the vice president
- Explain the rules and process of presidential succession
- Determine the reasoning behind setting term limits for the president
- Evaluate qualities that make a historically notable president

3. Choosing a Side – The Political Machine

- Describe the nomination and electoral process as outlined by the Constitution

- Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections
 - Analyze why current political parties try to avoid contested conventions
4. Choosing a Leader – The Electoral College
- Describe the nomination and electoral process as outlined by the Constitution
 - Evaluate the fairness and effectiveness of the United States electoral processes, including the Electoral College
5. Executive Powers
- Analyze the structure and functions of the executive branch as outlined by the Constitution
 - Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy
 - Evaluate the powers of the executive branch in relation to the other branches of government
 - Determine whether it is justifiable for the president to violate checks and balances in severe cases
6. The Federal Bureaucracy
- Analyze the structure and functions of the executive branch as outlined by the Constitution
 - Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy
 - Evaluate how effective your local bureaucracy is
7. The Executive Office of the President
- Explain the purpose and role of the many parts in the Executive Office of the President
 - Analyze the structure and functions of the executive branch as outlined by the Constitution
 - Categorize the Executive Offices of the President to understand the focus of the EOP
8. Executive Departments
- Describe and explain the roles of the main executive departments
 - Analyze the structure and functions of the executive branch as outlined by the Constitution
 - Evaluate the powers of the executive branch in relation to the other branches of government
 - Determine how the cabinet has evolved over time
9. Independent Agencies
- Evaluate how government agencies create, amend, and enforce regulations
 - Identify the role of independent regulatory agencies in the federal bureaucracy
 - Define the role of independent agencies in the federal bureaucracy
10. American Foreign Policy
- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy
 - Describe the characteristics of United States foreign policy and how it has been created and implemented over time
 - Analyze recent foreign policies regarding nuclear nonproliferation
11. National Security and Defense
- Explain the scope of executive powers as it relates to revenue, regulatory functions, domestic and foreign policy

- Evaluate the powers of the executive branch in relation to the other branches of government
- Analyze the locations of the armed forces around the world

12. Diplomacy and the State Department

- Identify and analyze U.S. foreign policy in dealing with international issues with diplomacy and humanitarian aid
- Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues

13. Memo to the President

- Write a five-paragraph essay which includes a persuasive, reasoned argument on the assigned public issue and support using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position
- Evaluate the roles of the president in international affairs
- Examine the issues of social justice and human rights as expressed in the United Nations Declaration of Human Rights

14. The Executive Branch Unit Review

- Classify the responsibilities of the executive branch and its parts
- Identify, explain, and evaluate the constitutional powers of the president
- Explain the bureaucratic structure of federal government
- Describe various roles of the president in international affairs
- Analyze historic elections and candidacies

15. The Executive Branch Unit Test

- Classify the responsibilities of the executive branch and its parts.
- Identify, explain, and evaluate the constitutional powers of the President.
- Explain the bureaucratic structure of federal government.
- Describe various roles of the President in international affairs.
- Analyze historic elections (and candidacies).

5. The Judicial Branch

1. The Judicial Branch Overview

- Explain the purposes and function of law and the judicial branch as outlined by the Constitution
- Analyze the role of the judicial branch in maintaining the Constitution
- Evaluate the powers of the judicial branch in relation to the other branches of government
- Identify the limits of judicial power

2. The Federal Court System

- Explain the purposes and function of law and the judicial branch as outlined by the Constitution
- Analyze the role of the judicial branch in maintaining the Constitution
- Evaluate the powers of the judicial branch in relation to the other branches of government
- Analyze how the courts interpret laws
- Evaluate the merits of judicial restraint and judicial activism using case studies

3. The Supreme Court

- Explain the purposes and function of law and the judicial branch as outlined by the Constitution
- Analyze the role of the judicial branch in maintaining the Constitution
- Analyze how the courts interpret laws by using landmark Supreme Court cases

4. Inferior and Special Courts – The Lower Courts

- Differentiate the roles and jurisdictions of the inferior and special courts from the Supreme Court
- Explain the powers of the inferior and special courts as outlined by the Constitution
- Analyze how the courts interpret laws
- Analyze the purpose of the military court system

5. Supreme Court's Protections

- Differentiate between civil rights and civil liberties
- Explain why rights are relative
- Explain how the Constitution protects life, liberty, and property
- Analyze how the Supreme Court has interpreted the Second Amendment through history

6. Supreme Court on Religious Freedom

- Explain the concept of separation of church and state
- Explain the rights afforded to citizens by the First Amendment
- Evaluate the effectiveness of the U.S. justice system in protecting life, liberty, and property
- Analyze how the courts interpret laws by using landmark Supreme Court cases
- Analyze the difference between separation of church and state and a ban on religion in the public sphere

7. Supreme Court on Speech and Press

- Differentiate between protected and unprotected speech
- Explain the rights afforded to citizens by the First Amendment
- Evaluate the effectiveness of the U.S. justice system in protecting life, liberty, and property
- Analyze how the courts interpret laws by using landmark Supreme Court cases

8. Supreme Court on Petition and Assembly

- Evaluate the effectiveness of the U.S. justice system in protecting life, liberty, and property
- Analyze how the courts interpret laws by using landmark Supreme Court cases
- Explain the rights afforded to citizens by the First Amendment

9. A Judicial Opinion

- Evaluate the process for appointing federal judges and Supreme Court justices
- Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text based information, and other forms of political communication
- Make a persuasive, reasoned argument on a public issue and support it using evidence, constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position

10. The Judicial Branch Unit Review

- Identify the roles and responsibilities of the judicial branch given by the Constitution
- Discuss and critique judicial review and how it impacts public policy by examining historical court cases
- Evaluate the process for appointing federal judges and Supreme Court justices
- Describe the jurisdiction of federal and Supreme Court and how a case is moved to these courts

11. The Judicial Branch Unit Test

- Identify the roles and responsibilities of the judicial branch given by the Constitution
- Discuss and critique judicial review and how it impacts public policy by examining historical court cases.
- Evaluate the process for appointing federal judges and Supreme Court justices
- Describe the jurisdiction of federal and Supreme Court and how a case is moved to these courts.

6. Semester Review and Exam

1. Semester Review

- Examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances
- Analyze the roles, responsibilities, and structures of the legislative, executive, and judicial branches of government
- Analyze and interpret historical documents and events that led to the establishment of a central American government

2. Semester Exam

- Examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances
- Analyze the roles, responsibilities, and structures of the legislative, executive, and judicial branches of government
- Analyze and interpret historical documents and events that led to the establishment of a central American government

This is the second of two courses that comprise Honors American Government. *Magruder's American Government* provides the basis for instruction. In this rigorous course, the student will examine the basic rights and responsibilities of U.S. citizens and the foundations of American government. In addition, the student will explore constitutional freedoms, citizen requirements, and aspects of American law. Other topics covered include political parties, interest groups, ways to affect the government, and the influence of the media. Finally, the student will learn about local and state government structures, and compare political systems and economies from around the world.

1. Course Overview

1. Course Overview

2. The Constitution and Civil Liberties

1. The Constitution and Civil Liberties Overview

- Evaluate how the rule of law, as embodied in a constitution, limits government and protects individual rights
- Define “constitutionalism” and explain how the rule of law protects individual rights and promotes the common good

- Interpret the claim that a constitutional democracy requires the participation of an attentive, knowledgeable, and informed citizenry
 - State a claim and develop a logical argument using reasons, examples, and/or evidence
2. The Need for a Constitution
- Examine how the philosophical ideas of Thomas Hobbes and John Locke influenced the Founding Fathers in the creation of a government with limited power and that protected individual rights
 - Analyze the concept of a social contract
 - Compare historical and contemporary examples of constitutional governments that succeeded in limiting power
 - Use a variety of literacy strategies to determine the meanings of words and phrases as they are used in a text
 - Deconstruct the rationale for martial law
3. Rationale of the Constitutional Structure
- Describe the origins, purposes, and limitations of government through the viewpoints of key philosophers and the authors of the Federalist Papers
 - Deconstruct the Preamble and the seven articles of the U.S. Constitution
 - Identify how the principles of republicanism, separation of powers, bicameralism, enumerated powers, and federalism serve to limit the power of government
 - Evaluate the key issues of conflict during the Constitutional Convention: the question of congressional representation and the extent of executive authority
 - Analyze the structure of the Constitution
4. The Six Organizing Principles of the Constitution
- Analyze how the principles of separation of power, checks and balances, and federalism serve to limit governmental power and promote popular sovereignty
 - Examine how the power of judicial review allows the judiciary to protect constitutional principles
 - Summarize the key benefits the Founding Fathers saw in a federal structure of government
 - Use precise language and domain-specific vocabulary to manage the complexity of the six organizing principles of the Constitution in short written pieces
5. The Amendment Process (27 Amendments)
- Summarize how the U.S. Constitution is often referred to as a “living” document
 - Outline the constitutionally prescribed procedures by which the U.S. Constitution can be formally changed
 - Identify the 27 amendments that have been added to the Constitution and those that have been proposed but not ratified
 - Examine how basic legislation has clarified the Constitution over time
 - Analyze how interpretation of the Constitution has changed over the years through the actions of the executive and judicial branches, and by party practices and customs
6. The Unalienable Rights
- Interpret the meaning of an unalienable right
 - Explain the importance of unalienable rights in limiting the powers of government

- Evaluate the relationship between rights and responsibilities, and how exercise of your right may infringe on another's right
 - Explore and classify personal rights, political rights, and economic rights
7. The Supreme Court and Competing Rights
- Evaluate the U.S. Supreme Court's role in defining constitutional principles
 - Recognize the common reasons why judicial interpretations of the U.S. Constitution may change over time
 - Define the meaning of "competing rights"
 - Conduct a short research task by finding a current event example of a civil liberty issue that is a competing right
 - Use primary sources to understand logical legal arguments in a Supreme Court case
8. Freedom of Speech
- Describe the right to free speech by using historical and contemporary examples
 - Explain why the Founding Fathers felt that protection of free speech was crucial in the functioning of a democracy
 - Evaluate the scope and appropriate limits to the right of free speech
 - Integrate evidence to present a case for or against extending Supreme Court rulings on free speech
9. Freedom of Religion
- Consider the historical role of religion and religious diversity
 - Explain why the Founding Fathers felt religion was an important issue to single out for protection in the Bill of Rights
 - Distinguish between the concepts of the free exercise of religion and the Establishment Clause
 - Determine the scope and limitations of the free exercise of religion
 - Integrate evidence to present a concise piece of writing supporting or opposing a current event issue
10. Freedom of the Press
- Judge the meaning and importance of a free and responsible press to the healthy functioning of a democracy
 - Evaluate the scope and appropriate limits of the rights of a free press
 - Cite evidence in support of a position regarding freedom of the press
 - Write an argumentative thesis on a controversial topic
11. Freedom of Petition and Assembly
- Summarize how people, individually or in association with others, can bring their influence to bear on government in ways other than voting and elections
 - Explain why the Founding Fathers felt that protection of the right to petition and assemble was crucial to the functioning of democracy
 - Determine the scope and appropriate limits of the right to petition and freely assemble
 - Evaluate the difference between state constitutions and the U.S. Constitution in terms of government structure and rights protected
12. Due Process of Law
- Explain the meaning of due process of law as set out in the Fifth and Fourteenth Amendments

- Differentiate between procedural and substantive due process
- Evaluate police power through examining appropriate use of search and seizure tactics
- Discuss the implied right to privacy

13. Rights of the Accused

- Define the writ of habeas corpus, bills of attainder, and ex post facto laws
- Summarize how the right to a grand jury and the guarantee against double jeopardy help to protect the rights of the accused
- Judge what constitutes a fair trial by jury according to the rights given by the Constitution and Bill of Rights

14. Comparing State and U.S. Constitutions

- Compare and contrast the functions and protections of state constitutions versus the U.S. Constitution
- Analyze the privacy protections provided under the U.S. Constitution versus those provided by your state of residence
- Assess the merits of general versus explicit language in constitutional civil liberties protections

15. The Constitution and Civil Liberties Unit Review

- Analyze and explain why rights are not absolute
- Analyze and interpret the Bill of Rights
- Interpret and defend Supreme Court interpretations of rights guaranteed by the Constitution
- Compare and contrast your state's constitution to the U.S. Constitution

16. The Constitution and Civil Liberties Unit Test

- Analyze and explain why rights are not absolute
- Analyze and interpret the Bill of Rights
- Interpret and defend Supreme Court interpretations of rights guaranteed by the Constitution
- Compare and contrast your state's constitution to the U.S. Constitution

3. **Civil Rights and Citizenship**

1. American Diversity

- Recognize how the United States is a nation of immigrants
- Evaluate what it means to live in a heterogeneous society.
- Judge the arguments for and against assimilation

2. Racial Discrimination

- Describe the struggles for equality, past and present, faced by African Americans
- Analyze the challenges of assimilation for Native Americans
- Identify the varying countries of origin among Hispanic Americans
- Summarize the history of discrimination against Asian Americans
- Differentiate the essential nature of the discrimination faced by African Americans, Native Americans, Hispanic Americans, and Asian Americans

3. Discrimination Against Women

- Describe the political and economic achievements of women in America over time and identify some barriers to equality that still remain

- Analyze the disparity between the promises and protections of the U.S. Constitution and the reality of women’s experience
 - Deconstruct the difference between women’s equality and women’s equity
4. Equal Protection Under the Law
- Deconstruct the language of the Fourteenth Amendment and interpret how it safeguards all groups’ civil liberties
 - Define the meaning of “reasonable classification,” and explain how the rational basis and strict scrutiny tests clarify its meaning
 - Analyze how the Fourteenth Amendment protections are evolving in today’s world
5. Segregation and Jim Crow Laws
- Analyze the U.S. Supreme Court’s changing interpretations of the Equal Protection Clause over time
 - Identify the objective of Jim Crow laws, and evaluate how they deprived minorities of equal protection under the law
 - Describe the difficulty in ordering integration, identify the difference between de jure and de facto segregation, and identify de facto segregation that still exists today
 - Analyze charts and graphs for information
 - Deconstruct the persistent problem of de facto school segregation
6. Federal Civil Rights Laws
- Outline the history of civil rights legislation from the post-Civil War Reconstruction to today
 - Define the meaning of “affirmative action” and evaluate why it has been controversial in the United States
 - Assess current public opinions on affirmative action
7. American Citizenship
- Explain how people become American citizens by birth and by naturalization
 - Describe how an American can lose his citizenship
 - Assess the meaning and responsibilities of citizenship in the United States
8. A Nation of Immigrants
- Describe how the United States is a nation of immigrants
 - Evaluate past and present legislative efforts to regulate immigration
 - Examine the complexities of the current debate regarding undocumented aliens
9. Good Citizenship
- Interpret the fundamental value and principles of citizenship and the American identity
 - Recognize that with the benefits of citizenship come important responsibilities that help promote the stability and health of American democracy
 - Identify the characteristics of a good citizen
10. Civil Discourse and Argument Literacy
- Identify the purpose of discussion and debate, and recognize their importance in promoting the civic values of truth, compromise, respect, and fairness
 - Research a current public issue and apply the necessary steps to effectively construct and deliver an argument

- Participate in a discussion to defend a position on a current public issue

11. Can One Person Make a Difference?

- Identify the constitutional restrictions on states' powers to set voting qualifications
- Evaluate the reasoning behind voter registration requirements
- Describe controversial historical and current barriers to voting rights
- Judge the impact and importance of an individual's efforts to influence government and political decision-making

12. Collective Action and Interest Groups

- Identify how collective action holds influence in America's system of majoritarian politics
- Analyze the role and strategies of interest groups in influencing public policy
- Describe how interest groups are both good and bad for American politics

13. Political Party Influence

- Differentiate between the collective goals of interest groups versus those of political parties
- Describe the major functions of political parties and evaluate their effectiveness in meeting the country's needs
- Recognize how individuals can participate in political parties to help determine the public agenda
- Analyze the power and effect of third parties in the American political system

14. The Power of the Media

- Interpret the role of the mass media within a democracy in terms of providing citizens with accurate and complete information
- Evaluate the ways the American media is effective and ineffective in influencing politics
- Discriminate among information sources for logical validity, and identify whether appeals are based on complete factual evidence versus emotions, prejudice, or bias

15. Civil Rights and Citizenship Unit Review

- Use primary sources to identify and define common causes for civil movements
- Evaluate and discuss the impact of assimilation and diversity on American society
- Define good citizenship and examine the ways citizens can influence governmental decision making
- Summarize what makes the United States a nation of immigrants and how the government handles immigration

16. Civil Rights and Citizenship Unit Test

- Use primary sources to identify and define common causes for civil movements
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- Summarize what makes the United States a nation of immigrants and how the government handles immigration

4. State and Local Governments

1. The 50 States – Sovereignty and Culture

- Recognize that each of the 50 U.S. states has its own rich heritage and culture, which is reflected in its government structures and laws
 - Evaluate the constitutional structure of federalism
 - Identify the reserved powers of the states as outlined in the Tenth Amendment
2. States' Rights
- Deconstruct the ambiguous language of federalism in the U.S. Constitution
 - Judge differing viewpoints on the appropriate balance of power between the states and the federal government
 - Analyze the ongoing struggle between the states and the federal government, using relevant judicial decisions and pieces of legislation
 - Analyze the debate in the nullification crisis
3. State Constitutions
- Identify the history, content, and importance of the first state constitutions
 - Describe the role and common features of state constitutions in defining the relationship between state and local governments
 - Evaluate the procedures used to change state constitutions
 - Assess your state constitution and propose appropriate changes
4. State Legislatures
- Outline the size and general structure of most state legislatures
 - Describe the election process, terms of office, and compensation of state legislators
 - Identify the powers and organization that drive how state legislatures operate
 - Summarize the state-level legislative process, and identify ways that state voters can influence decision making
5. The Governor and State Administration
- Identify the qualifications and term, as well as the selection, succession, and removal processes, for state governors
 - Analyze the executive, legislative, and judicial roles and powers of state governors
 - Describe other key executive officers who play a role in state government
6. The State Judiciary
- Identify the organization of the state court systems, and define the kinds of law applied
 - Compare and contrast criminal law and civil law
 - Evaluate the purposes and types of juries used in state courts, and describe the process of juror selection
 - Construct arguments supporting the jury system
7. State Courts and Judges
- Describe the organization and function of each kind of court in the state judicial system
 - Identify the methods used to select judges, and evaluate the arguments for and against judicial elections
 - Write a balanced discussion of the arguments for and against judicial elections
8. Counties, Towns, and Townships

- Describe the governmental structure and key functions of a typical state county, and explain how it is an extension of state government
 - Identify the organization of tribal governments and the nature of their relationship to state and federal government
 - Evaluate the governments of towns and townships, and identify common special districts
 - Compare and contrast state and local governments
9. Cities and Metropolitan Areas
- Examine the reasons for America’s shift from a rural to an urban society
 - Explain the process of incorporation and the function of city charters
 - Differentiate among the forms of city government
 - Assess the need for city planning and outline the common functions of municipal and suburban governments
10. Education and Public Welfare
- Recognize that the education of the state’s residents is one of the most important responsibilities of state and local government
 - Identify challenges for the state in funding schools and public welfare programs
 - Analyze why public services can vary greatly from one state to another
 - Participate in a formal debate online
11. Public Safety, Highways, and Other Services
- Evaluate the state responsibility of providing public law enforcement and corrections systems
 - Describe the state responsibility of roadway safety and maintenance
 - Analyze why public services can vary greatly from one state to another
 - Deconstruct the issues facing police and communities in maintaining good relationships and public safety
12. Sound Taxation
- Identify the need for taxes, and the main federal and state limits on taxing powers
 - Summarize the key concepts of sound taxation
 - Apply Adam Smith’s key ideas to current taxation policies
13. Financing State and Local Government
- Identify the main sources of revenue for state and local governments
 - Evaluate the state budget process
14. Create an Action Plan
- Identify a local problem that is connected to a civil rights violation and use knowledge of local government structure to create a proposed action plan to address the issue
 - Demonstrate how to responsibly participate in government and use government to resolve issues or concerns
15. State and Local Governments Unit Review
- Organize and summarize the structure and power of state legislation
 - Compare and contrast the state court system to the federal court system
 - Examine and define the roles and responsibilities of a governor

- Assess and rate the services your state and local governments provide to their citizens
- Identify the primary tax and nontax sources of state and local revenue

16. State and Local Governments Unit Test

- Organize and summarize the structure and power of state legislation
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5. **Comparative Government and Economic Systems**

1. Introduction to Capitalism

- Explain the economic system of capitalism and examine the relationship between supply and demand
- Recognize the influence of U.S. government policies in regulating production and competition for scarce resources
- Describe the four fundamental factors in a free enterprise system, and assess how the federal government fosters competition and entrepreneurship

2. Fiscal and Monetary Policy

- Explain the major responsibilities, goals, and actions of the federal government for domestic economic policy
- Analyze how government fiscal and monetary policy influence the economy at the national level
- Describe the regulatory functions of the government and their impact on the economy
- Summarize the Republican and Democratic Parties' economic policies

3. Spending and Borrowing

- Identify the sources of U.S. expenditures, and define controllable and uncontrollable spending
- Analyze the executive branch's function of proposing the federal budget, working in conjunction with the U.S. Congress in executing policy goals
- Describe the federal government's sources of revenue, and evaluate the impact of its expenditures and debt on the U.S. economy

4. U.S. Global Economy and Trade

- Explain the causes of globalization, including recent scientific discoveries and technological innovations, and its effects on the American economy
- Examine the roles of the executive and legislative branches in setting international trade and fiscal policies
- Recognize the benefits and drawbacks of the global economy, including the significance to the United States of the location and key natural resources of selected global places or regions
- Write a letter in formal business format that takes a position on the pros and cons of free trade and the global economy

5. Socialism and Communism

- Summarize Karl Marx's theories and identify important characteristics of socialist and communist economies
- Evaluate the strengths and weaknesses of free enterprise versus socialism and communism

- Analyze a selection from *The Communist Manifesto*
6. Governmental Systems
 - Explain the differences in the governmental systems of autocracy, democracy, aristocracy, and theocracy
 - Compare the advantages and disadvantages of federal, confederal, and unitary systems of government
 - Evaluate the outcomes of democratization in the world today
 - Identify the factors that contribute to a successful transition to democracy
 7. United Kingdom – History and Government
 - Outline the United Kingdom’s structure of government
 - Describe the United Kingdom’s electoral and public policy-making processes
 - Assess the benefits and drawbacks of the British political system
 8. United Kingdom – Comparison to the United States
 - Compare and contrast the governmental systems of the United States and the United Kingdom
 - Evaluate the nature of the relationship between the United States and the United Kingdom
 9. Russia – History and Government
 - Examine Russia’s political history after the Bolshevik Revolution
 - Understand the Russian Federation’s structure of government
 - Describe the Russian Federation’s election and public policy-making processes
 - Trace the rights and freedoms available to the Russian people from 1917 to the present
 10. Russia – Comparison to the United States
 - Compare and contrast the governmental systems of the United States and the Russian Federation
 - Examine the nature of the U.S. relationship with Russia since the fall of the Soviet Union
 - Analyze how the government systems of Russia, the United Kingdom, and the United States influence their reaction to a global crisis
 11. China – History and Government
 - Examine China’s political background and the emergence of communist rule
 - Outline China’s structure of government
 - Describe China’s election and public policy-making processes
 - Compare and contrast the structure and reforms of China and Russia
 - Compare the demonstration in Tiananmen Square in 1989 with a demonstration in the United States
 12. China – Comparison to the United States
 - Compare and contrast the governmental systems of the United States and China
 - Examine the conflict between capitalism and democracy as it relates to China’s modern economy
 13. U.S. Foreign Policy Goals
 - Identify U.S. foreign policy goals and explain how they are rooted in American political culture, values, and traditions

- Review the powers of the presidency in shaping foreign policy
- Differentiate between soft and hard power and analyze the effectiveness of each
- Discuss the benefits and drawbacks of U.S. efforts to promote democracy in other parts of the world

14. Unit Review

- Identify and explain the role of the government in the U.S. economy
- Evaluate and critique the strengths and weaknesses of capitalism in comparison to other economic systems
- Analyze and define public debt and its impact on the system and citizens
- Apply the principles of government to other countries' political structures
- Identify U.S. foreign policy goals and approaches, and analyze the nature of contemporary global issues

15. Unit Test

- Identify and explain the role of the government in the U.S. economy
- Evaluate and critique the strengths and weaknesses of capitalism in comparison to other economic systems
- Analyze and define public debt and its impact on the system and citizens
- Apply the principles of government to other country's political structures
- Identify U.S. foreign policy goals and approaches, and analyze the nature of contemporary global issues

6. Semester Review and Exam

1. Semester Review

- Analyze and interpret Supreme Court decisions and the U.S. Constitution
- Define good citizenship, and examine the ways citizens can influence governmental decision making
- Analyze the roles, responsibilities, and structures of state and local government
- Identify and explain the role of the government in the U.S. economy
- Apply the principles of government to other countries' political structures

2. Semester Exam

- Analyze and interpret Supreme Court decisions and the U.S. Constitution
- Define good citizenship, and examine the ways citizens can influence governmental decision making
- Analyze the roles, responsibilities, and structures of state and local government
- Identify and explain the role of the government in the U.S. economy
- Apply the principles of government to other countries' political structures

Economics



Economics

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Economics provides an introduction to the concepts of both macro- and microeconomics. Students explore topics such as scarcity, opportunity cost, and supply and demand. The course provides an overview of the free market and centrally planned economies, as well as how government influences economics. Students will also explore business and labor, money, banking, and finance. Economics introduces students to economic growth, development, and challenges in both the U.S. and the global economies.

Course Outline

1. **Course Overview**

1. Economics Course Overview

2. **Introduction to Economics**

1. Economics Introduction
2. Scarce Resources and Opportunity Cost
 - In this section, you will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses and government. Additionally, you will explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.
3. Applying Scarcity and Opportunity Cost
 - In this section, you will apply the concept of scarcity and opportunity cost when making economic decisions.
4. Applying Scarcity and Opportunity Cost Discussion
5. Production Possibilities Curve
 - In this section, you will explain the concept of scarcity, opportunity cost, tradeoffs, unemployment, and growth using a production possibilities curve.
6. The Three Economic Questions
 - In this section, you will identify the three economic questions and compare and contrast how the various economic systems (traditional, market, command, and mixed) try to answer these questions.
7. U.S. Free Enterprise System

- In this section, you will explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities and the creation of wealth.

8. The Role of Government in the Economy

- In this section, you will explain why the government provides public goods and services, resolves market failures, and their role in addressing externalities.

9. Introduction to Economics Apply

10. Introduction to Economics Review

11. Introduction to Economics Unit Test

3. How Markets Work

1. How Markets Work Introduction

2. Circular Flow Diagrams

- In this section you will illustrate and interpret a circular flow diagram that includes the product market, resource (factor) market, households and firms.

3. Law of Demand

- In this section you will identify the determinants of demand (e.g., changes in related goods, income, consumer expectations, preferences/tastes, and number of consumers) and analyze the impact they have on the demand curve.

4. Law of Supply

- In this section you will explain the law of supply and elasticity of supply.

5. Production Costs of a Firm

- In this section you will analyze the production cost of a firm and how it impacts the business and consumer.

6. Determinants of Supply

- In this section you will identify the determinants (shifters) of supply (e.g., changes in cost of productive resources, government regulations, number of sellers, producer expectations, technology, and education) and analyze the effect they have on supply.

7. Market Equilibrium

- In this section you will demonstrate how supply and demand determine equilibrium price and quantity and how changes in supply and demand influence equilibrium price and quantity.

8. Price Ceilings and Floors

- In this section you will analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

9. The Role of Price in a Free Market

- In this section, you will predict and evaluate how media affects markets.
- In this section, you will analyze the role of profits and losses in the allocation of resources in a market economy.

10. Market Structures

- In this section you will compare and contrast the characteristics of the four market structures (e.g., monopoly, oligopoly, monopolistic competition, and perfect competition)

11. U.S. Laws that Promote Competition

- In this section you will identify laws and regulations adopted in the U.S. to promote competition among firms and explain the costs and benefits of government regulations on competition.

12. How Markets Work Apply

13. How Markets Work Review

14. How Markets Work Unit Test

4. **Business and Labor**

1. Business and Labor Introduction

2. Sole Proprietorships

- In this section, you will explain the characteristics of sole proprietorship and analyze the advantages and disadvantages of organizing a business as a sole proprietorship.
- In this section, you will assess the impact of entrepreneurs on the economy.

3. Partnerships

- In this section you will explain the characteristics of partnerships and analyze the advantages and disadvantages of partnerships.

4. Corporations

- In this section, you will explain the characteristics of corporations and analyze the advantages and disadvantages of incorporation.

5. Three Forms of Business Organization

- In this section you will compare and contrast three forms of business organization - sole proprietorship, partnership, and corporation with regard to number of owners, liability, lifespan, decision-making, and taxation.

6. Franchises and Nonprofit Organizations

- In this section you will describe the role of franchises and nonprofit organizations in market economies.

7. The Labor Market

- In this section you will explain labor markets, how they work, and their impact on the United States' economy.

8. Supply and Demand of Labor

- In this section you will explain how supply of and demand for labor affect wages and understand the connection between wages and skill levels.

9. Role of Labor Unions

- In this section you will describe the role of labor unions in market economies and summarize the history of labor unions and methods of contract negotiation by labor and management.

10. Investments in Human Capital

- In this section you will critique how investments in human capital (e.g., education, job training, and healthcare) increase economic growth and standards of living.

11. Business and Labor Apply
12. Business and Labor Review
13. Business and Labor Unit Test

5. **Banking and Finance**

1. Banking and Finance Introduction
2. Properties of Money
 - In this section you will identify the characteristics and uses of money and analyze sources of money's value.
3. Banking in the U.S. Before 1900
 - In this section you will identify the shifts between centralized and decentralized banking before the Civil War and describe how the banking system was stabilized in the late 1800s.
4. U.S. Banking in the 20th Century
 - In this section you will identify developments in banking during the twentieth century and explain functions of different types of financial institutions.
 - In this section, you will evaluate benefits and costs of changes in interest rates for individuals and society.
5. Private Economic Institutions
 - In this section, you will evaluate the impact of private economic institutions on the individual.
 - In this section, you will evaluate the impact of private economic institutions on the national economy.
 - In this section, you will evaluate the impact of private economic institutions on the international economy.
6. The Free Enterprise System
 - In this section you will identify trade-offs among risk, liquidity, and return and analyze how investing contributes to the free enterprise system.
7. Bonds and Financial Assets
 - In this section you will identify and describe characteristics of different types of bonds and financial assets.
8. Financial Markets Channeling Funds
 - In this section you will identify the connections between capital, stock markets, banks, and the economy to explain how financial markets channel funds from savers to investors.
9. Banking and Finance Apply
10. Banking and Finance Review
11. Banking and Finance Unit Test

6. **Economic Performance**

1. Economic Performance Introduction
2. Gross Domestic Product
 - In this section you will define Gross Domestic Product and factors that influence it and explain how gross domestic product is calculated.

3. Stages of the Business Cycle

- In this section you will describe stages of the business cycle and analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle.

4. Change in Gross Domestic Product

- In this section you will measure and analyze economic growth in terms of percentage changes in Real Gross Domestic Product over time.

5. Impact of Unemployment

- In this section you will explain the different types of unemployment and determine how unemployment impacts economic conditions in the United States.

6. Causes and Impact of Inflation

- In this section you will define and calculate inflation and explain the causes and impacts of inflation.

7. Poverty and Resource Distribution

- In this section you will identify measures of poverty and analyze how resource distribution affects poverty.

8. Technology and Economic Growth

- In this section you will explain the effects of advancements in technology and training on economic growth on the standards of living.

9. Economic Performance Apply

10. Economic Performance Review

11. Economic Performance Unit Test

7. **Government and the Economy**

1. Government and the Economy Introduction

2. Types of Taxes

- In this section, you will identify different types of taxes and compare and contrast different types of taxes including who pays them.

3. Spending of Taxes

- In this section you will examine how money collected from taxes is spent by federal, state, and local government.

4. Effects of Changes in Taxation Policy

- In this section, you will evaluate the social costs and benefits of potential changes to taxation policies.
- In this section, you will evaluate the political costs and benefits of potential changes to taxation policies.
- Evaluate the economic costs and benefits of potential changes to taxation policies.

5. Fiscal Policy

- In this section you will define fiscal policy and describe the categories of revenues and expenditures in the U.S. federal budget and their respective proportions of federal budget.
- In this section, you will assess the government's role in regulating and stabilizing the state economy.

6. National Debt and the Federal Budget

- In this section you will identify the relationship between the national debt and the federal budget (e.g, balanced, surplus, deficit) and examine the federal budget and its implications on the economy.

7. Basics of the Federal Reserve

- In this section you will explain the structure, function, and role of the Federal Reserve.

8. Fed System Tools and Monetary Policy

- In this section you will explain and analyze the tools used by the Federal Reserve System to implement U.S. monetary policy including reserve requirements, the discount rate and the federal funds rate target, and open-market operations.
- In this section you will analyze how the Federal Reserve uses monetary policy to promote price stability, full employment, and economic growth.

9. Government and the Economy Apply 1

10. Government and the Economy Apply 2

11. Government and the Economy Review

12. Government and the Economy Unit Test

8. The Global Economy

1. The Global Economy Introduction

2. Comparative and Absolute Advantage

- In this section you will distinguish between absolute advantage and comparative advantage and analyze the role of comparative advantage to explain why goods and services are produced in one nation or locale versus another.
- In this section you will distinguish between absolute advantage and comparative advantage and analyze the role of comparative advantage to explain why goods and services are produced in one nation or locale versus another.

3. Trade Barriers

- In this section you will define trade barriers such as tariffs, quotas, embargoes, standards, and subsidies and explain the causes, benefits, and consequences of trade barriers on consumers and producers.

4. Multinational Organizations

- In this section you will analyze multinational entities (e.g., NAFTA, European Union, APEC) in economic and social terms.

5. Multinational Organizations Discussion

6. Exchange Rate and Purchasing Power

- In this section you will explain how changes in exchange rates can have an impact on the purchasing power of groups in the United States and in other countries.

7. Developed and Less Developed Nations

- In this section you will identify tools used to measure levels of development and describe the characteristic of developed nations and less developed countries.
- In this section, you will compare distribution of wealth across nations.

8. Role of Investments

- In this section you will explain the role investment plays in development and identify the purpose of foreign aid.

9. Globalization Trends

- In this section you will explain how current globalization trends and policies affect labor markets, resource, and income distribution in different nations.

10. Economic Interdependence

- In this section, you will analyze how changes in transportation affect economic interdependence around the world in the 21st century.
- In this section, you will analyze how changes in communication networks affect economic interdependence around the world in the 21st century.

11. Arguments on Free Trade Portfolio 1

12. The Global Economy Apply

13. The Global Economy Review

14. The Global Economy Unit Test

9. **Economics Semester Exam**

1. Economics Semester Online Practice
2. Economics Semester Exam

Geography (World Geography)



World Geography

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Geography develops students' comprehension of the geographical concepts and skills needed to acquire information and systematically apply decision-making processes to real-life situations. Students will acquire an understanding of multiculturalism and the relationships between people and their environment. Geography explores the world's cultural regions by examining location, physical characteristics, demographics, historical changes, economic activity, and land use.

1. People and Places

1. The Origins of Geography

- Learn the definition of geography and discover who is responsible for initiating the science
- Explore the history of geography and read excerpts from the travel writings of historians, navigators, and other travelers of the past
- Study a timeline of maps, noting how human perception of the planet's geographical layout has morphed from a vast unknown expanse to a world whose every square foot can be pinpointed

2. The Lay of the Land

- Gain a basic understanding of what the science of physical geography entails
- Familiarize yourself with the interior of the Earth, the science of plate tectonics, continents, and oceans
- Examine the concepts of the lines of latitude and longitude, hemisphere, and prime meridian
- Explain one theory of how Earth was formed
- Define climate and explain how it affects human populations
- Identify the composition of the earth's atmosphere

3. Defining Human Geography

- Distinguish the differences between physical geography and human geography
- Define culture and cultural traits
- Distinguish differences between ethnicity and race
- Explore cultural effects of major world religions
- Discuss pop culture, folk culture, and language

- Explore the numerous areas of study in human geography, focusing on the more intrinsic, people-centered topics

4. The World at Large

- Analyze population and its place in human geography
- Describe how economics define human culture
- Define political geography
- List some of the world's governing bodies
- Enumerate the countries of the world

2. Europe

1. Europe's Physical Landscape

- Review how to read a globe and maps
- Describe the terrain of Europe
- Examine the climate features of the continent
- Identify the native plants and animals
- Identify endangered species
- Explore the European landscape, flora, and fauna by taking a virtual hike through a selected country

2. Europe's Cultural Landscape

- Identify different elements of European culture
- Compare the main religions found on the continent of Europe
- Explore the various languages spoken in Europe
- Investigate the ethnic groups, languages, religions, and customs of a European country

3. Europe's Political Landscape

- Identify causes for the creation of the European Union
- Explore the beginnings of the European Union
- Examine the structure, membership, and goals of the European Union

4. Europe's Economic Landscape

- Identify the conditions that led to the creation of the European Union
- Describe the goals of the European Union

3. Africa

1. Africa's Physical Landscape

- Explore the terrain of Africa
- Study the various climatic zones of the continent
- Examine the native plants and animals, including some of those in danger of extinction
- Take a virtual nature trip to one particular region of Africa and learn more about its natural landscape

2. Africa's Cultural Landscape

- Describe the diverse characteristics of African culture
- Identify major African religions

- Identify the main languages of the African continent
- Describe village life on the African continent

3. Africa's Political Landscape

- Trace the political history of Africa
- Identify the causes and effects of European imperialism
- Identify examples of civil unrest in Africa since the independence movements

4. Africa's Economic Landscape

- Identify factors that create poverty in Africa
- Discuss the goals and efforts of the African Union to promote political and economic stability in the region

4. Asia

1. An Introduction to Asia

- Identify the various regions and countries of Asia
- Examine the national cultures and economies of the various regions and countries of Asia
- Describe the physical geography of Asia

2. The Cultural Landscape of India

- Describe the culture and people of India
- Distinguish between the major religions of India
- Examine the languages of India
- Distinguish between the five social classes in India's caste system
- Describe the importance of family and marriage in Indian society

3. The Political Landscape of China

- Explore the recent history of the People's Republic of China

4. China's Growing Economy

- Explain the cause and effects of China's rapid economic expansion.

5. North America

1. The Physical Landscape of North America

- Examine the terrain of North America
- Identify the climatic features of the continent of North America
- Describe the diverse variety of plants and animals in North America due to the variety of bioregions on the continent
- Identify the flora and fauna native to Mexico

2. The Cultural Landscape of North America

- Explore the cultural character of North America
- Investigate the major religions of the North American culture
- Examine the languages spoken in North America
- Discover the language and culture of Quebec

3. The Political Landscape of North America

- Compare the political systems of the continent

- Identify the issues regarding illegal immigration into the U.S.

4. The Economic Landscape of North America

- Examine North America's economic situation
- Describe the function of blocs in international trade

6. South America

1. The Physical Landscape of South America

- Explore the diverse physical features of South America
- Examine the climate of the continent of South America
- Identify the different types of flora and fauna on the continent of South America
- Analyze the biodiversity of the Galápagos Islands

2. The Cultural Landscape of South America

- Identify the cultures of South America
- Identify the predominant religions of the continent of South America
- Examine the native tongues of South America
- Predict the impact of ecotourism on an indigenous Ecuadoran village

3. South America's Political Landscape

- Explore the recent political history of South America
- Analyze South America's current political climate

4. South America's Economic Landscape

- Identify crucial commodities in the South American market
- Examine the continent's economic situation

7. Australia, New Zealand, and the Pacific Islands

1. An Introduction to Oceania

- Identify the physical features of Oceania
- Identify the region of Oceania on a map
- Explain the significance of the Ring of Fire

2. The Cultural Landscape of Oceania

- Identify the main ethnic groups that contribute to the diverse societies of Oceania
- Describe the cultural traits and accomplishments of the different cultures of Oceania
- Explain how the geography of the land has shaped cultural values and practices

3. The Other Land Down Under

- Analyze the unique geological features and landscape of New Zealand, a nation of Oceania
- Examine the various microclimates of New Zealand
- Give examples of New Zealand's exotic flora and fauna
- Complete activities to identify unique characteristics of New Zealand's Milford Trek

4. The Economic Landscape of Oceania

- Explain how geography shapes economic activities in different regions of Oceania
- Identify the natural and human resources found in the region of Oceania

- Compare three economies of Oceania

8. Current Issues

1. Strength in Numbers?

- Analyze human population
- Compare the distribution of human populations around the planet
- Ascertain what spurs population growth
- Recognize the model of demographic transition

2. The Clock Is Ticking

- Examine overpopulation and its effects on the natural world, cultures, and economies
- Discuss overpopulation in the context of the world population clock
- List measures that can be taken to control population growth

3. Climate Change and Pollution

- Examine the natural greenhouse effect and how it has been altered
- Analyze how human activity has caused this global climate change
- Examine the effects of global warming on the planet
- Propose measures to reverse the phenomenon of global warming

4. A Second Chance

- Define human geography
- Review environmental issues of the 21st century
- Explore the concept of sustainability as an umbrella approach to remedying global predicaments

9. Final Review and Exam

1. Geography Final Review
2. Geography Final Exam

Geography and Society



Geography and Society

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In Geography and Society, students will study the physical processes of the Earth, human systems such as culture, government, and economics, and develop skills to investigate regional conflicts around the world. Students will also begin to develop practical skills utilizing geographic concepts such as map reading and creation, as well as weather forecasting.

Course Outline

1. Geography Workshop

1. Introduction to Geography

- Define geography and explain the purpose of studying geography
- Identify and be able to give examples of the elements of geography
- Explain how geographers organize information

2. Introduction to Maps

- Define cartography
- Be able to use map scale to determine distances between objects

3. Mental Maps

- Generate and be able to utilize mental maps

4. Patrol Maps

- Create and be able to use a patrol map

5. Representing the Earth: History

- Understand what longitude and latitude are
- Be able to explain how they are used in navigation

6. Absolute Location

- Use longitude and latitude
- Identify absolute location of longitude and latitude

7. Regions

- Identify and be able to compare the differences among formal, functional, and perceptual regions

8. Shape of the World

- Identify the different types of map projections
- Be able to compare and contrast features of each projection

9. Map Maker

- Prepare maps that illustrate a variety of political entities, such as precincts, states, or countries

10. Careers in Geography

- Identify examples of careers that utilize geographic knowledge and skills
- Demonstrate the role that geographers play in society

11. Unit Review

- Review key terms from the unit

12. Geography Workshop Unit Test

2. Physical Systems

1. An Introduction to Physical Systems

- Identify the four main components of Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere
- Explain how Earth's physical systems interact

2. Forces of Change: The Lithosphere

- Describe Earth's internal structure
- Explain how plate tectonics affects Earth's structure
- Explain what causes earthquakes and volcanic eruptions

3. Water Cycle: The Hydrosphere

- Identify the stages of the water cycle
- Explain the differences between Earth's salt water and freshwater resources

4. The Skies Above: The Atmosphere

- Identify the different layers of the atmosphere
- Describe the main functions of the atmosphere

5. Life on Earth: The Biosphere

- Identify the different elements of the biosphere
- Recognize the interactions between the elements of the biosphere

6. Climate and Weather

- Identify five climatic factors that affect the weather in a given location
- List the five climatic regions that exist on Earth

7. The Earth-Sun Relationship

- Describe how weather and climate are affected by Earth's relationship to the sun
- Explain the greenhouse effect

8. Predicting the Weather

- Explain and be able to demonstrate how to predict the changes in weather
- Identify the different types of clouds
- Explain how to use various weather instruments

9. Natural Disasters

- Identify the different types of natural disasters
- Discuss how each type of natural disaster occurs

10. The Christmas Day Tsunami (2004)

- Identify reasons why the 2004 tsunami was so destructive
- Research steps that have been taken in the wake of the 2004 tsunami to prevent a similar disaster from occurring

11. Unit Review

- Identify and explain the main terms and concepts of the unit

12. Physical Systems Unit Test

3. Environmental Issues

1. Introduction to Environmental Issues

- Identify the broad economic, political, and cultural context of environmental issues
- Provide an example of each of these environmental issues
- Identify environmental issues that affect land, air, and water
- Identify different forms of pollution and be able to relate environmental threats to the loss of biodiversity
- Explain why preserving biodiversity is important and identify the first laws passed to address pollution

2. Population Growth

- Identify factors that contribute to population growth
- Understand how birthrates, death rates, and migration affect the rate at which populations change
- Identify how population growth can influence changes within the natural environment

3. Land Use

- Explain why land is considered a natural resource
- Identify different ways in which humans use land
- Explain how the overuse of land can lead to habitat destruction
- Identify methods of protecting land resources

4. Conservation

- Define land use and be able to differentiate between different types of land use
- Define conservation and preservation

5. Climate Change

- Describe the nature of conservation efforts and contrast them with the issues caused by land use
- Identify factors that affect climate and distinguish different types of climactic changes
- Recognize why climate change occurs and explain the greenhouse effect
- Define global warming and explain its consequences
- Identify ways in which human activities have influenced climate change

6. Energy

- Identify types of energy sources and be able to describe how each is transformed into electricity
- Distinguish between renewable and non-renewable energy resources
- Explain how fossil fuels form
- Identify alternative energy sources
- Evaluate the advantages of alternative energy sources

7. Investigating Energy Alternatives

- Investigate the Marcellus Shale
- Conduct research
- Create a multimedia presentation

8. Unit Review

- Identify the main ideas of the unit
- Define and provide examples of the main vocabulary terms from the unit

9. Environmental Issues Unit Test

4. Human Systems

1. Introduction to Culture

- Define culture
- Identify the components of culture
- Explain the history of anthropology
- Examine how definitions of culture have changed over time
- Explain how culture has been viewed by diverse civilizations and differing ideologies

2. How Geography Influences Culture

- Describe how geography can impact aspects of culture
- Identify how factors such as climate and naturally occurring resources can affect daily activities and values
- Discuss specific examples of cultures in which these geographical impacts are evident

3. Culture and Society

- Describe and be able to distinguish how culture and society mutually affect one another
- Describe various definitions of sociology
- Recognize key historical figures that shaped modern sociological thought
- Interpret the challenges of developing nations as opposed to wealthier and established nations

4. Introduction to Western Religions

- Identify the main beliefs of three main western religions
- Describe the unique practices of each religion
- Compare and contrast the similarities and differences between the religions

5. Introduction to Eastern Religions

- List and be able to categorize three eastern religions by their unique characteristics
- Describe the unique practices of each religion

- Compare and contrast the similarities and differences between them

6. Introduction to Government

- Identify the characteristics of government
- Be able to describe how the concept of government has changed over time

7. Modern Government

- Identify the development, features, and implementation of several types of modern governments
- Be able to discuss the differences between democracies, republics, and totalitarian governments
- Be able to draw conclusions about the quality of life for citizens under these governmental systems

8. Portfolio - Political Maps

- Compare maps of voting patterns or political boundaries
- Draw conclusions about the distribution of political power
- Understand the U.S. electoral process
- Identify current elected officials using maps

9. Economic Systems

- Describe and be able to analyze the evolution of economics from the Mercantile Age to the present day
- Describe the history of mercantilism and capitalism
- Identify relevant economic ideologies, theories, and founding economists
- Analyze the evolution of economics from the Mercantile Age, the Industrial Revolution, and present day

10. Cultural Change

- Recall foundational elements of culture and society
- Be able to hypothesize why cultures change over time
- Analyze how the manifestations of cultural change create lasting shifts either ideologically or materially

11. Unit Review

- Identify the main ideas of the unit
- Define and provide examples of main vocabulary terms from the unit

12. Human Systems Unit Test

5. **Migration and Cultural Exchange**

1. Population

- Identify uses for population pyramids and basic features of the three types of pyramids
- Construct and analyze population pyramids and be able to describe population characteristics of different societies

2. Future Trends

- Interpret past population growth
- Understand and examine population graphs

- Predict future population patterns
- Assess solutions for managing population carrying capacity based on a variety of factors

3. Migration

- Define migration
- Examples of push/pull factors
- Identify geographic regions with high percentages of immigrants and high percentages of emigration
- Analyze push/pull factors in the context of urban migration

4. Immigrants and Refugees

- Recognize and be able to discuss reasons why people willingly or unwillingly move from one country to another
- Describe the causes and effects of refugee migration
- Analyze the pros, cons, and controversy surrounding the topic of international migration

5. Stories from a Small World

- Investigate the stories of a Mexican migrant and a refugee in a Kabul women's shelter
- Evaluate the issues surrounding immigration and refugees
- Relate to the refugee experience in a simulation

6. Cultural Exchange

- Define cultural diffusion
- Understand what occurs during cultural exchanges
- Identify examples of cultural diffusion
- Assess how cultural diffusion has affected the concept of globalization

7. Multiculturalism

- Define multiculturalism
- Understand the historical role of ethnic minorities in society
- Assess and evaluate the complexities of life as experienced by mixed-race people

8. The Most Recognized Symbols on Earth

- Define and explain key terms relating to cultural diffusion
- Identify global brands that exemplify cultural diffusion
- Make conclusions about the reasons for global spread
- Hypothesize what global brands communicate about world values

9. Unit Review

- Identify the main ideas of the unit
- Define and provide examples of main vocabulary terms from the unit

10. Migration and Cultural Exchange Unit Test

6. Resources and Conflict

1. Introduction to Regional Conflict

- List and be able to describe the underlying causes to regional conflicts

2. Xinjiang

- Evaluate regional conflicts based on static criteria
 - Compare and contrast conflicts based on static criteria
3. Chechnya
 - Identify the role economic infrastructure plays in the Chechen conflict
 - Identify key players in the conflict
 4. Burma (Myanmar)
 - Describe the political environment in Burma
 - Compare it to the political environment in the United States
 5. Kashmir
 - Evaluate the role religion plays in the conflict in Kashmir
 - Evaluate how the creation of Pakistan and India affects the conflict in Kashmir
 6. Quebec
 - Describe the evolution of Quebec's separatist movement
 - Compare the conflict in Quebec with similar separatist movements
 7. Mexico
 - Evaluate the role that the drug trade and crime play in Mexican society
 - Describe how those issues affect the United States
 8. Somalia
 - Identify and evaluate the factors that contribute to the dire level of poverty in Somalia
 9. Sudan
 - Identify the factors underlying the conflict in Sudan
 10. Compare and Contrast Regional Conflicts
 - Choose and evaluate three regional conflicts from this unit
 - Compare and contrast each one against the other two
 11. Unit Review
 - Review key terms from the unit
 12. Resources and Conflict Unit Test
- 7. Geography and Society Final Exam**
1. Geography and Society Final Review
 - Review unit objectives and key words
 - Identify areas of strengths and weakness in preparation for the final exam
 2. Geography and Society Final Exam

Pennsylvania State History 4



Pennsylvania State History 4

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course offers an introduction to Pennsylvania state history. The student will trace the history of the state from its earliest inhabitants up through the present time. The course focuses on the state's geography, history, economy, culture, and government. Students will be introduced to skills such as recognizing change and continuity over time, comparing and contrasting, synthesizing information from multiple sources, and identifying cause and effect.

Course Outline

1. Geography

1. Introduction to the State of Pennsylvania

- Review prior knowledge of Pennsylvania history
- Identify state symbols
- Learn the basis for the founding of Pennsylvania

2. Geographic Tools

- Explore five themes of geography
- Describe how maps are used to learn about geography
- Identify different types of maps and explore how they are used in different contexts

3. Pennsylvania's Geography: Location, Regions, Places

- Identify the physical characteristics of Pennsylvania's regions and explain how these features affect the state
- Draw conclusions on state geography based on interpretation of various maps and regions (physical, resources, etc.)

4. Pennsylvania's Environment and Natural Resources

- Identify issues that show human interaction with the environment
- Explain how humans impact the environment in Pennsylvania
- Understand the importance of major water resources and other natural resources

5. Pennsylvania's Early People

- Compare and contrast the culture of two or more indigenous groups (prior to the arrival of Europeans).

- Synthesize information about the culture of the native inhabitants of the state through the use of multiple resources
- Explain how the Native Americans used natural resources
- Describe the relationship between Native Americans and the land

6. Unit Review and Quiz

- Review important facts about Pennsylvania's geography and early history
- Consider how geography affects daily life
- Take a unit quiz

2. History

1. Explorers and Settlers in Pennsylvania

- Identify the economic, geographic, and religious motives of migration to the Americas and settlement in the state
- Trace the course of events in the exploration and settlement of the state
- Describe the living conditions and daily life in the early settlements and cities of the state

2. Native Americans and European Settlers

- Explain how European settlements impacted Native American societies
- Describe the relationship between Native Americans and the colonists
- Identify different perspectives of the different cultural groups within the colonies

3. Pennsylvania in the Revolutionary War Era

- Trace the course of events that led to the establishment of Pennsylvania
- Identify key figures who contributed to the establishment and growth of Pennsylvania
- Learn more about how Pennsylvania shaped our nation and the role of the federal government
- Understand the role of Pennsylvania in helping United States gain independence from Great Britain

4. Pennsylvania and the Civil War

- Understand events that led up to the Civil War
- Describe the impact of the Civil War on the people of Pennsylvania
- Explain Pennsylvania's role before, during, and after the Civil War

5. Pennsylvania and World War II

- Describe the causes of World War II
- Explain how World War II affected Pennsylvanians

6. Unit Review and Quiz

- Review important facts about Pennsylvania's history
- Consider how many events in history affected the lives of people in Pennsylvania
- Take the unit quiz

3. Economy

1. An Introduction to Pennsylvania's Economy

- Identify the key economic industries in the state

- Describe the roles of producers and consumers
 - Describe the difference between goods and services
 - Evaluate the difference between basic needs and wants
2. Pennsylvania's Economic Changes
 - Discuss basic ways the economic system works
 - Describe factors that have changed the economy within Pennsylvania
 - Evaluate how Pennsylvania's economy has changed
 3. Railroads and Canals
 - Trace the course of technological change in the state during the second Industrial Revolution
 - Examine how canals and railroads changed the way of life for Pennsylvanians
 - Identify how canals and railroads affected Pennsylvania's economy
 4. Technological Change in Pennsylvania
 - Compare and contrast technology of the past and technology today
 - Explain how technological innovations changed life within Pennsylvania
 5. Unit Review and Quiz
 - Identify what factors affect the economy in Pennsylvania
 - Describe factors that bring about economic changes
 - Explain different industries in Pennsylvania and how have they changed over the years

4. Culture

1. Performing and Visual Arts in Pennsylvania
 - Describe the different arts found in Pennsylvania
 - Explain some of the key differences found in different forms of art
2. Cultural Diversity in Pennsylvania
 - Describe what it means to be culturally aware
 - Explain why having cultural awareness can help you be a better citizen
 - Identify practices that demonstrate cultural awareness
3. Pennsylvania's Traditions and Celebrations
 - Identify different Pennsylvania traditions and celebrations
4. Pennsylvania Landmarks
 - Explore some of the most famous landmarks in Pennsylvania
 - Describe what makes landmarks special or unique
 - Explain historical significance of Pennsylvania's landmarks
5. Unit Review and Quiz
 - Describe performing and visual arts in Pennsylvania
 - Explain some of the key differences found in different kinds of art
 - Identify different Pennsylvania traditions and celebrations
 - Identify and describe historical landmarks in Pennsylvania

- Explain the importance of cultural awareness

5. **Government**

1. Introduction to Pennsylvania Government

- Explain the structure of Pennsylvania's government
- Describe the different responsibilities of the three branches of government
- Explain how the three branches of government work together

2. State and Local Government in Pennsylvania

- Recognize how local government differs from the state government
- Explain the difference between rules and laws
- Describe how local government meets community needs

3. Influential People in State Government

- Identify positions of authority in state government
- Describe some of the services performed by different positions
- Explain the voting process

4. Becoming a Responsible Citizen

- Explain what it means to be a responsible citizen
- Describe the rights of citizens as they relate to freedom, democracy, justice, and equality

5. Unit Review and Quiz

- Identify the roles of the three branches of government
- Explain how the branches of government work together to serve the needs of citizens
- Describe some key positions of authority within the state government
- Explain why we need rules and laws

Personal Finance



Personal Finance

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Personal Finance prepares students for making sound financial decisions through real-world applications. Topics include financial and career planning, banking, credit, and debt. Students will also learn about savings and investments programs and will begin to evaluate stocks, bonds, mutual funds, and real estate. Personal Finance provides students with the basics to protecting finances, exploring concepts such as tax strategies, insurance, retirement, and estate planning. Finally, students receive an overview of financial option for continuing education.

Course Outline

1. Course Overview

1. Personal Finance Course Overview

2. Earning and Spending

1. Earning and Spending Introduction
2. Personal Finance
 - In this section, you will define personal financial literacy and explain why personal financial literacy is important
3. Spending Decisions and Behaviors
 - In this section, you will discover how money is spent, the difference between spending needs vs. spending wants, how much to spend vs. to save, and how to develop SMART financial goals that are Specific, Measurable, Attainable, Realistic and Time based.
4. Bank and Income Statements
 - In this section, you will review the information on a bank statement and then consider how this information can be corroborated with receipts and personal records of deposits, withdrawals, and transfers to ensure accuracy.
5. Earning and Spending Apply
6. Earning and Spending Review
7. Earning and Spending Unit Test

3. Consumption and Benefits

1. Consumption and Benefits Introduction
2. Gross and Net Income
 - In this section, you will differentiate between gross and net income and identify mandatory vs. voluntary deductions on a paycheck.

3. Employment Benefits and Deductions

- In this section, you will identify benefits such as health insurance contributions, retirement accounts, sick leave, vacation pay, flexible spending accounts, health savings accounts, workers' compensation, life insurance, and disability insurance.

4. Benefits of Owning v. Renting

- In this section, you will analyze costs and benefits of owning versus renting housing and owning versus leasing a vehicle.

5. Consumption and Benefits Apply

6. Consumption and Benefits Review

7. Consumption and Benefits Unit Test

4. Savings and Investing

1. Savings and Investing Introduction

2. Types of Savings Strategies

- In this section, you will describe the role of savings in promoting financial security.

3. Role of Financial Institutions

- In this section, you will explain the tax benefits of charitable contributions.

4. Savings Options and Investment Risks

- In this section, you will evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds.

5. Costs of Retirement

- Identify costs of retirement such as living expenses, health care expenses, and long-term care expenses, including sources of income during retirement such as Social Security, individual savings, and employer-sponsored plans.

6. Savings and Investing Apply

7. Savings and Investing Review

8. Savings and Investing Unit Test

5. Credit and Borrowing

1. Credit and Borrowing Introduction

2. Types of Creditors and Credits

- In this section, you will compare sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans.

3. Credit Decisions

- In this section, you will evaluate the impact of credit decisions on monthly budget, income statement, and net worth statement.

4. Credit Scores and Monitoring

- In this section, you will describe how to access and interpret a sample credit report and score.

5. Factors and Impacts of Bankruptcy

- In this section, you will identify factors that could lead to bankruptcy such as medical expenses, job loss, divorce, or a failed business.

6. Costs of Borrowing Money

- In this section, you will examine the components of the cost of borrowing, including annual percentage rate (APR), fixed versus variable interest, length of term, grace period, and additional fees, such as late payment, cash advance, and prepayment penalties.

7. Strategies to Reduce Borrowing

- In this section, you will examine the components of the cost of borrowing, including annual percentage rate (APR), fixed versus variable interest, length of term, grace period, and additional fees, such as late payment, cash advance, and prepayment penalties.

8. Credit and Borrowing Apply

9. Credit and Borrowing Review

10. Credit and Borrowing Unit Test

6. Financial Risks

1. Financial Risks Introduction

2. Financial Risks

- In this section, you will identify risk as potential loss of assets or earning potential.
- In this section, you will apply risk management strategies, including avoiding, reducing, retaining and transferring risk.

3. Insurance Costs

- In this section, you will define insurance terminology, including premiums, deductibles, co-pays, and policy limits.
- In this section, you will explain the costs and benefits of different types and sources of health insurance such as individual health plans, employer-provided health plans, and government-provided health plans.

4. Disability, Life, and Property Insurance

- In this section, you will explain the costs and benefits of disability and long-term care insurance.
- In this section, you will explain the costs and benefits of life insurance, including term insurance and whole life insurance.
- In this section, you will explain the costs and benefits of property insurance, including homeowner's and renter's insurance.

5. Automobile and Supplemental Insurance

- In this section, you will explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of the driver, driving record, deductible, and geographic location.
- In this section, you will learn about the costs and benefits of supplemental types of insurance such as extended warranties, mortgage protection life insurance, accidental death and dismemberment life insurance, car loan payoff coverage, debt cancellation coverage, and credit life coverage.

6. Identity Theft

- In this section, you will identify ways to protect personal information and reduce risk of identity theft.
- In this section, you will learn about some of the more common scams and how to avoid them. Scams can come in many forms, including e-mails, phone calls, or even a stranger knocking on your door. It is important to not only protect yourself but to be able to help your friends and family know when they are being scammed.

- In this lesson, you will come to understand how to use consumer protection agencies such as the Better Business Bureau or the Consumer Financial Protection Board to research and report fraud.

7. Financial Risks Apply
8. Financial Risks Review
9. Financial Risks Unit Test

7. Continuing Education

1. Continuing Education Introduction
2. Education and Training Costs
 - In this section, you will identify risk as potential loss of assets or earning potential.
3. Educational Investment
 - In this section, you will define insurance terminology, including premiums, deductibles, co-pays, and policy limits.
4. Financial Aid Process
 - In this section, you will explain the costs and benefits of disability and long-term care insurance.
5. Pros & Cons of Funding Sources
 - In this section, you will explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of the driver, driving record, deductible, and geographic location.
6. Continuing Education Apply
7. Continuing Education Review
8. Continuing Education Unit Test

8. Semester Exam

1. Personal Finance Semester Review
2. Personal Finance Semester Exam

Psychology



Psychology

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise Psychology. This course begins with a historical review of how man has sought to explain human behavior from ancient times to today. The student will learn about the research methods that are applied to the field and how the scientific method of inquiry moved psychology from quaint parlor tricks like hypnosis and mesmerism to serious inquiry that utilizes hard science to prove theories. The student will also learn about the amazing brain and will explore the workings of the normal brain. The student will then build upon this biological foundation to learn how the information that we take in through our senses is perceived and interpreted by the brain to form the mental images of our daily experiences in the world. The course also provides a survey of a human's life span from birth to death. The student will learn about all of the major physical and psychological changes that mark the development of a human's existence and a variety of theories that outline these processes.

Semester A Outline

1. Introducing Psychology

1. Why Study Psychology?
 - Define psychology
 - Provide a rationale for the study of psychology
 - Consider that both cognitive and physiological factors influence behavior
2. Psychology as a Science
 - Discuss the four goals of psychology
 - Consider the scientific basis of psychology
 - Define hypothesis
 - List and explain the 5 steps of the scientific method
 - Compare and contrast the concepts of basic science and applied science and apply to psychology today
3. The Roots of Psychology
 - Name the three historical roots of psychology
 - Describe the significance of dualism in the development of psychology

- Explain why the scientific basis of psychology is considered a major advance from early psychology thinking

4. Early Perspectives

- Distinguish among the early schools of thought in psychology. These include: structuralism, functionalism, psychoanalysis, clinical, and Gestalt psychology
- Distinguish among the different research strategies used by psychologists to explore behavior

5. Schools of Thought

- Recognize the main differences among the following movements in modern psychology: behavioral, humanistic, cognitive, and psychobiology
- Distinguish among the different research strategies used by psychologists to explore behavior

6. Careers in Psychology

- Recognize and distinguish between the various careers in the field of psychology
- Gain an understanding of the levels of education required for different careers within the field of psychology

2. Research Methods Statistics

1. Goals of Research

- Gain an overview of psychological research and its methods
- Consider what drives psychology research
- Describe the five steps in the process of scientific research

2. Research Methods

- Compare and contrast the three main methods of research
- Describe the important features of experimental research

3. Data Collection Methods

- Describe the main data collection methods
- Compare and contrast the reasons for data collection
- Explain the major ethical issues associated with undertaking scientific research

4. Understanding Data

- Consider how data is interpreted and presented
- Consider how research findings are formulated from the analysis of data

3. Basics of the Nervous System

1. The Neuron

- Describe the structure of a neuron and describe the functions of each major part
- Distinguish between sensory neurons (receptor), motor neurons, and interneurons
- Recognize the process by which nerve impulses are propagated
- Explain the activities that take place at the synapse

2. The Nervous System

- Discuss the role of the nervous system in influencing behavior
- Identify the two main organs of the central nervous system
- Name the two divisions of the peripheral nervous system and describe their functions

- Distinguish between the somatic nervous system and the autonomic nervous system
- Distinguish between the sympathetic division and the parasympathetic division

3. The Brain

- Identify the major structures and functions of the human brain

4. Modern Brain Research Techniques

- Consider modern brain imaging techniques and their use to psychology researchers

5. Hormones, Heredity, and Environment

- Describe the functions of the endocrine system and the influence of hormones on behavior
- Discuss some social implications of behavior genetics
- Identify several approaches to studying heritability of a trait

4. Altered States

1. Sleep

- Explain the theories related to the functions of sleep
- List and briefly describe the different stages of sleep
- Explain what happens during REM sleep and explain why it is called paradoxical sleep
- List and briefly explain the major sleep disorders

2. Dreams

- List and explain the major dream theories

3. Your Brain on Drugs

- Understand how various drugs of abuse are injected and get to the brain
- Discuss the effects of the various drugs of abuse on the brain
- Explain how drug use can lead to addiction

5. Sensation and Perception

1. Sensation

- Define sense and sensation
- Explain the difference between sensation and perception
- Differentiate between absolute and difference potential
- Define signal detection

2. The Senses

- List the major structures and function of the eye and compare the two major theories of color vision
- Outline the function of the senses
- Define visual illusion and list six examples

3. Perception

- Define form perception and identify four Gestalt principles that describe the process
- Describe Gestalt principles of perceptual organization
- Define perceptual constancy and give examples of size, shape, and brightness constancy

6. Development Theories

1. Introduction to Developmental Psychology

- Describe the main historical approaches to child development and name their proponents
- Describe the three domains of developmental psychology
- List three reasons for studying child development

2. Freud's Theories

- Discuss the basic ideas in Sigmund Freud's psychosexual theory of personality development, including the id, ego, and superego
- Describe each stage of Freud's theory

3. Erikson's Theory

- Discuss the basic ideas in Erik Erikson's psychosocial theory of development and compare it to Freud's psychosexual theory
- Be able to describe each stage of Erikson's theory

4. Piaget's Theories

- Define the key aspects of attachment theory as it relates to social development and all relationships throughout a person's life
- Describe specific implications of attachment theory with regard to adoption and child rearing practices

5. Social Development Theory

- Define the key aspects of attachment theory as it relates to social development and all relationships throughout a person's life
- Describe specific implications of attachment theory with regard to adoption and child rearing practices

7. Final Review and Exam

1. Psychology A Final Review
2. Psychology A Final Exam

Semester B Summary:

This is the second of two courses that comprise Psychology. The course begins with an exploration of what makes individuals different from one another and the notion of personality. The student will dissect the widely divergent and often contradictory personality theories.

In the section on Learning, Memory, and Motivation, the student will tie together his knowledge of the biological basics of behavior with the major personality theories in order to understand the complex mental processes of learning, memory, thought, and language.

Finally, the student will shift his focus from normal to abnormal behavior, and in doing so, study the theories related to life adjustment, stress, psychological breakdown and methods of therapy.

Semester B Outline

1. Psychological Testing

1. Intelligence

- Define the concept of intelligence
- Outline the major theories of intelligence
- Outline the environmental influences on intelligence
- Outline the genetic influences on intelligence
- Describe the development of the Stanford-Binet Intelligence Scale
- Understand the concept of intelligence quotient (IQ)

2. Intelligence Tests

- List the characteristics of good intelligence tests
- Recognize the importance of intelligence scores in modern society
- Understand the criticisms of intelligence tests

3. Aptitude Tests

- Define and compare aptitude tests, achievement tests, and interest inventories
- Discuss the qualities of aptitude tests, achievement tests, and interest inventories
- Explain the value and application of aptitude tests, achievement tests, and interest inventories

4. Personality Tests

- Discuss the differences between objective and projective personality tests and why this distinction is important
- Compare and contrast projective and objective personality tests

2. Theories of Personality

1. What is Personality

- Define personality and theory
- Recognize the interests and goals of personality theorists

2. Psychoanalytic Theories

- Explain the major psychoanalytic theories of personality
- Discuss Freud's theory of personality and define its main components
- Identify and define the major defense mechanisms
- Compare and contrast Jung's theory to Freud's personality theory
- Explain Adler's theory of personality

3. Learning Theories

- Compare and contrast the theories of behaviorism and social cognition
- Discuss the criticisms for and against behaviorism and social cognition as theories of personality

4. Humanistic Theories

- Compare and contrast humanistic theory of personality to psychoanalytic and behavioral theories
- Discuss and define the main themes of Maslow's and Rogers' theories
- Fully explain the stages of Maslow's hierarchy of needs model

- Understand why these theories are so appealing

5. Cognitive Theories

- Discuss the cognitive theory of personality
- Compare and contrast the cognitive to the other major personality theories
- Explain the limitations and criticisms of the cognitive theory

6. Trait Theories

- Describe trait theory and the methods used to discover personality traits
- Discuss Allport's trait theory
- Explain Raymond Cattell's trait theory of personality
- Understand Eysenck's theory of personality
- Recognize and list the Big Five Factors of personality and be able to describe them

3. Learning, Memory, and Motivation

1. Classical Conditioning

- Define learning
- Identify the types of stimuli and responses in classical conditioning
- Outline the basic principles of classical conditioning
- Describe how taste aversion might be acquired through classical conditioning
- Demonstrate a knowledge of the applications of classical conditioning

2. Operant Conditioning

- Define and outline the basic principles of operant conditioning
- Explain the four types of operant conditioning
- Differentiate between examples of classical and operant conditioning

3. Memory – Part 1

- Differentiate between learning and memory
- Describe the three processes of memory and provide examples that illustrate each

4. Memory – Part 2

- Describe the three systems of memory
- Provide examples of sensory memory
- List and compare the various effects on short-term memory
- Compare the types of long-term memory
- Discuss the long-term memory process and its components

5. Your Brain's Database

- Explain the processes involved in forming memories
- Understand the value of mnemonic devices in memory
- Discuss methods of improving memory

6. Forgetting

- Compare the five theories of forgetting

- Explain two mechanisms of memory interference
- Identify two types of amnesia

7. Thinking and Problem Solving

- Define thinking and the three main types
- Discuss divergent and convergent thought
- Distinguish between reasoning and problem solving
- Define the types of reasoning
- Describe Gestalt theory

8. Language

- Define language and describe its structure
- Outline how language develops in infants and children
- Compare the two major theories of language development
- Distinguish among phonemes, morphemes, and syntax
- Discuss support for Chomsky's theory of language acquisition

4. Stress, Coping, and Mental Health

1. Stress and Health

- Define stress and list its causes
- Differentiate between distress and eustress
- Explain the connection between stress and health
- Define the three types of stress
- Define posttraumatic stress disorder (PTSD)

2. Effects of Stress

- Define the fight or flight mechanism
- Differentiate between the psychological and physiological components of the fight or flight mechanism
- Differentiate between acute and chronic stress
- Explain the connection between chronic stress and disease

3. Coping with Stress

- Identify techniques for coping with stress
- Differentiate between problem-focused coping and emotion-focused coping
- Define self-esteem
- Explain connection between low self-esteem and stress

5. Disorders

1. What is Normal?

- Define normalcy
- Differentiate between historical and contemporary visions of normalcy and treatment of abnormal behavior
- Define maladaptive behavior

2. Anxiety Disorders

- Define anxiety
- Define the term anxiety disorder
- Differentiate between the different types of anxiety disorders

3. Somatoform and Dissociative Disorders

- Define somatoform disorder
- Define dissociative disorder
- Differentiate the different types of somatoform and dissociative disorders

4. Schizophrenia

- Define schizophrenia
- Learn the symptoms of schizophrenia
- Differentiate the various types of schizophrenia
- Investigate the causes of schizophrenia

5. Personality Disorders

- Define personality disorder
- Explain the symptoms of personality disorders
- Differentiate the various types of personality disorders

6. Drug Addiction

- Define addiction
- Explain the psychological and physiological aspects of addiction
- Explain the risk factors for addiction
- Explain the signs and symptoms of addiction

6. Therapy and Change

1. What is Psychotherapy?

- Define psychotherapy
- Explain the emergence of modern psychotherapy
- Differentiate the various schools of psychotherapy

2. Psychoanalysis

- Define psychoanalysis
- Explain the origins of psychoanalysis
- Explain the role of the therapist in psychoanalysis

3. Humanistic Therapy

- Define humanistic therapy
- Explain the emergence of humanistic therapy
- Identify the major figures associated with humanistic therapy
- Explain the connection between humanistic therapy and existentialism

4. Cognitive Therapy

- Define cognitive therapy
- Explain the emergence of cognitive therapy
- Identify the major figures associated with cognitive therapy
- Explain the two major types of cognitive therapy

5. Behavioral Therapies

- Define behavioral therapy
- Explain the emergence of behavioral therapy
- Identify the major figure associated with behavioral therapy
- Explain the major types of behavioral therapies

6. Biological Approaches

- Define a biological approach to therapy
- Explore homeopathic alternatives to the biological approach
- Explain the major types of biological therapies

7. Final Review and Exam

1. Psychology B Final Exam Review
2. Psychology B Final Exam

US History



United States History

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This course examines social, economic, historical, and political change in the United States from the birth of the country to recent events. Through interactive activities, discussions, charts, timelines, primary sources, and maps, students will explore key events, patterns, and figures that shaped American history and culture. Students will evaluate important foundational documents such as the Declaration of Independence and the Constitution. The course will also investigate the changing relationship of the United States to the rest of the world. In-depth study of the cause and effect of important events will help students better understand the historical context of key developments. Students will receive instruction in analyzing essential historical documents through portfolio items and lesson activities. Readings and activities will assist students in comparing time periods and in developing historical reasoning and critical thinking skills. Through this course, students will gain a broader understanding of the relevance of American history to their lives as well as develop a better understanding of the impact of key events on American culture and society.

SEMESTER B

This course examines social, economic, historical, and political change in the United States from the birth of the country to recent events. Through interactive activities, discussions, charts, timelines, primary sources, and maps, students will explore key events, patterns, and figures that shaped American history and culture. Students will evaluate important foundational documents such as the Declaration of Independence and the Constitution.

The course will also investigate the changing relationship of the United States to the rest of the world. In-depth study of the cause and effect of important events will help students better understand the historical context of key developments. Students will receive instruction in analyzing essential historical documents through portfolio items and lesson activities. Readings and activities will assist students in comparing time periods and in developing historical reasoning and critical thinking skills. Through this course, students will gain a broader understanding of the relevance of American history to their lives as well as develop a better understanding of the impact of key events on American culture and society.

Course Outline:

SEMESTER A

1. Course Overview

1. United States History

2. A Country is Born

1. Colonial Discontent

- Compare and contrast the arguments regarding British colonial policies following the Seven Years' War
- Identify the acts Britain imposed on the American colonies
- Classify the American colonists' responses to British acts in the mid-1700s

2. Declaring Independence

- Classify arguments for and against the American colonies declaring independence from England
- Identify the theories supporting the ideals outlined in the Declaration of Independence
- Sequence the important events leading up to the signing of the Declaration of Independence

3. Give Me Liberty!

- Identify the important events and people of the American Revolution
- Identify causes and effects of issues that arose in the American colonies during the American Revolution
- Cite how the involvement of different countries impacted the outcome of the American Revolution
- Sequence the events at the end of the Revolutionary War and identify the impact of the Treaty of Paris

4. Social Awakenings

- Compare and contrast the ideals and experiences of colonists and groups such as women, Native Americans, and African Americans during the American Revolution
- Identify and analyze how the ideals of the American Revolution affected social structures in the United States
- Identify the views and roles of loyalists and patriots during the American Revolution

5. Articles of Confederation

- List the strengths and weaknesses of the Articles of Confederation
- Identify the impact of the Northwest Ordinance

- Identify the causes and effects of Shays's Rebellion
- Categorize the economic issues facing the United States after the American Revolution

6. Constitutional Convention and the Constitution

- Identify the reason for the Constitutional Convention
- Identify and analyze the major compromises reached during the Constitutional Convention
- Compare and contrast the Federalist and Anti-Federalist arguments
- Identify the key principles outlined in the Constitution and the Bill of Rights
- Identify the impact the Declaration of Independence on the development of the Constitution and American democracy

3. A Nation Grows

1. A New Nation

- List the factors contributing to the development of political parties between 1790–1820
- Identify and describe the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson
- Trace the expansion of the U.S. and federal government between 1790–1820

2. Early Growth

- Identify and describe the major policies and political developments of the presidencies of James Monroe and James Madison
- Identify how the rise of manufacturing in the early 1800s led to new inventions, technologies, and changes in transportation
- Identify and compare the effect industrialization had on the different groups of people in society in the early 1800s
- Identify the causes and effects of immigration from Northern Europe to the United States in the early to mid-1800s
- Distinguish how economic expansion in the early 1800s affected the American North, South, and West

3. Jacksonian Democracy

- Trace the changes in the United States political system, including the expansion of democracy and development of new political parties, during the early nineteenth century
- Identify and evaluate the economic and social policies of Andrew Jackson's presidency
- Identify the impact of American expansion during the early 1800s on American Indians
- Identify the impact of expansion during James Polk's presidency including the Texas annexation, Mexican-American War, and acquisition of Oregon
- Compare the American response to the acquisition of new territory by the North, South, and West

4. The Effects of Slavery

- Identify and compare the economies of the American North and South during the first half of the nineteenth century
- Compare the role of slavery in the economies of the American North and South during the first half of the nineteenth century
- Trace the growing economic differences between the American North and South during the first half of the nineteenth century

- Identify and describe the lives of enslaved and free African Americans during the first half of the nineteenth century

5. Tumult and Transformations

- Identify the causes and effects of the Second Great Awakening in the United States
- Identify the goals, methods, and achievements of antebellum reform movements
- Identify the beliefs of transcendentalists and examples of their work and influence
- Compare and contrast the methods of abolitionist groups
- Identify the causes and effects of American slave resistance and rebellions prior to the Civil War

6. Compromises and Conflict

- Compare and contrast responses to slavery, tariffs, and states' rights in the American North and South
- Identify and describe compromises on slavery during American expansion
- Identify the impact of the Supreme Court's Scott v. Sandford decision
- Trace the development of the Republican Party in the U.S.
- Identify the causes and effects of John Brown's raid at Harpers Ferry

4. **A New Nation and Its Growing Pains Test**

1. A New Nation and Its Growing Pains Review

- Describe the people, events, ideals and causes of the American Revolution and the social economic and political effects of the American Revolution
- Describe the ideals outlined in the Declaration of Independence, American Constitution and Bill of Rights
- Describe the economic, domestic, and foreign policies of presidents during the late 18th and early 19th century
- Describe the political, social and economic characteristics and differences of the North, South and West including the growing sectional tension over the issue of slavery
- Summarize the lives of free and enslaved African Americans and the impact of the Second Great Awakening on the development of the abolition movement

2. A New Nation and Its Growing Pains Test

5. **Civil War and Reconstruction**

1. The Civil War

- Identify key events that led to the Civil War
- Cite and analyze reasons for the Confederate secession from the United States
- Compare the strategies and capabilities of the North and South during the Civil War
- Identify the purpose and effect of the Emancipation Proclamation

2. The Effect of the Civil War

- Identify the efforts of women at home and on the battlefield during the Civil War
- Compare and contrast the conditions of African American soldiers in the Civil War
- Compare the manner in which the North and South organized armies for the Civil War
- Identify the effect expanded government power had on the economy and population during the Civil War

3. The Civil War Ends

- Identify the importance of the Battle of Gettysburg, the Battle of Vicksburg and other key Civil War battles
- Cite significant parts of the Gettysburg Address
- Identify the causes and effects of Sherman's March to the Sea
- Identify the effect of Lincoln's Second Inaugural Address
- Identify significant factors that contributed to the end of the Civil War

4. Plans for Reconstruction

- Compare and contrast the Reconstruction plans of Abraham Lincoln, Andrew Johnson, and Congress
- Identify the causes and effects of Reconstruction
- Identify the causes and effects of Andrew Johnson's impeachment
- Identify and analyze the purposes and effects of the Thirteenth, Fourteenth, and Fifteenth Amendments

5. The Effects of Reconstruction

- Identify and analyze the purpose and impact of the Freedmen's Bureau
- Identify the effects of the Reconstruction on the South and African Americans
- Identify the causes and effects of Jim Crow laws
- Identify the causes and impact of the Compromise of 1877

6. Industrialization and Westward Expansion

1. Industrial Growth

- Identify and describe the economic, social, and political factors that led to industrialization in the late 1800s
- Identify technological innovations and inventions that contributed to industrial growth in the late 1800s
- Trace the emergence of consumer culture in the late 1800s

2. Big Business

- Identify and compare the leaders of the steel, finance, and railroad industries
- Trace the development of corporations, monopolies, and trusts in the late 1800s
- Identify and compare government responses to the rise of big business in the late 1800s
- Identify the impact of industrialization on the economy in the late 1800s

3. Workers and the Labor Movement

- Identify the impact of the Industrial Revolution on society and cite challenges workers experienced in the late 1800s
- Identify and describe the working conditions in factories
- Identify and compare the goals, leaders, and motivations of the Knights of Labor and the American Federation of Labor
- Identify the causes and effects of strikes including the Homestead Strike, Pullman Strike, and Haymarket Affair

4. Westward Expansion

- Identify and explain how the concept of Manifest Destiny and the romanticization of the West impacted westward expansion
- Identify how technological advancements, such as the Transcontinental Railroad, and the mining, agriculture, and railroad industries impacted westward expansion
- Compare the motivations of the different groups of settlers including farmers, cowboys, ranchers, and miners
- Identify the conflicts and challenges the different groups of settlers experienced
- Identify the environmental impacts of westward expansion

5. Westward Expansion and the American Indian

- Identify the impact the Homestead Act and Transcontinental Railroad had on American Indians
- Trace the development of federal Indian policies in the 1800s
- Categorize and identify the ways American Indians responded to westward expansion
- Identify and describe the causes and effects of the conflicts between American Indians and Americans during the 1800s

6. Immigrants and Minorities in the West

- Identify the factors leading to migration and immigration to the West in the late 1800s through the early 1900s
- Identify challenges Chinese and Hispanic immigrants faced in the West in the late 1800s through the early 1900s
- Compare the experience of African Americans and other settlers in the West

7. Labor Unions Portfolio

1. Effectiveness of Labor Unions

- Describe the effectiveness of labor unions in bringing about change

2. Cause and Effect

- Analyze primary and secondary sources
- Determine the causes and effects of events

3. Labor Unions Portfolio Directions

- Analyze primary and secondary sources about the Haymarket Affair and the Homestead and Pullman strikes
- Create a cause-and-effect chart
- Write a letter explaining participation in the Haymarket Affair, the Homestead Strike, or the Pullman Strike

8. Urbanization and the Gilded Age

1. Urbanization

- Identify the push and pull factors that led people to migrate from farms to cities in the late 1800s
- Identify how technological advancements contributed to the growth of cities in the late 1800s
- Contrast the living conditions of the poor and wealthy in the late 1800s
- List the challenges and benefits associated with urban living in the late 1800s
- Identify economic, social, and political responses to urbanization in the late 1800s

2. Cultural Changes in the Late 1800s

- Contrast the educational and social opportunities for different groups in American society in the late 1800s
- Identify the ways artists, journalists, and novelists depicted changes to American life in the late 1800s
- Identify important poets, novelists, and artists of the late 1800s

3. European Immigration

- Compare different immigrant experiences by region and time period in the late 1800s
- Identify the ways immigrants acclimated to life in the United States in the late 1800s
- Identify and evaluate the challenges immigrants faced in the United States in the late 1800s
- Identify ways Americans responded to the growing number of immigrants in the late 1800s

4. The New South

- Trace the development of Jim Crow laws in the South
- Identify the impact of the Plessy v. Ferguson case
- Identify the experiences of African Americans in the years following the Civil War and Reconstruction

5. The Gilded Age

- Identify the causes and effects of political and economic corruption during the Gilded Age
- Identify the causes and impact of economic recessions in the late 1800s
- Identify political and economic reforms in the late 1800s
- Interpret political cartoons from the Gilded Age

6. The Rise of Populism

- Identify the impact of mechanized farming on farmers and the environment in the late 1800s
- Identify the economic, social, and political challenges American farmers faced in the late 1800s
- Trace the development of and impact of farmers' movements in the late 1800s
- Identify the factors that contributed to the rise and decline of the Populist movement
- Categorize and describe the successes and failures of populism in the late 1800s

9. The Civil War–The Gilded Age Test

1. The Civil War–The Gilded Age Review

- Evaluate the political, economic, and social causes and effects of the Civil War
- Summarize Reconstruction including the Reconstruction plans, policies, responses, successes, and failures
- Describe the social, economic, and political characteristics of the late 1800s including the causes and effects of Industrialization, conditions of workers, farmers, immigrants, and minorities
- Trace the rise of labor and farm organizations and unrest in the late 1800s
- Summarize the factors that contributed to westward expansion during the 1800s and the impact of expansion on Native Americans, immigrants, and minorities

2. The Civil War–The Gilded Age Test

10. Progressive Era

1. The Progressive Movement

- Identify the origins, goals, and key ideas of the Progressive movement
 - Compare groups involved in the Progressive movement including muckrakers, intellectuals, and religious leaders
 - Identify and describe the social problems Progressives addressed
 - Identify and evaluate the efforts of Progressives to accomplish change
 - Interpret and analyze primary sources related to the Progressive Age
2. Progressive Reforms
- Identify and describe state-level direct democracy reforms
 - Identify the methods Progressives used to combat inefficiency and corruption in politics
 - Trace the development of radical Progressives and compare their goals to those of moderate Progressives
 - Identify the causes, course, and consequences of the labor movement during the Progressive Age
3. Progressive Women
- Trace the origins of the women's movement
 - Identify and describe progressive efforts to reform society and morality
 - Identify the methods progressive women used to gain passage of the Nineteenth Amendment
 - Differentiate the goals of African American, Latin American, and immigrant women to those of white progressive women
4. Fighting Discrimination
- Identify the effect discriminatory laws had on the development of the National Association for the Advancement of Colored People (NAACP)
 - Identify and compare the goals and strategies of African American leaders during the Progressive Age
 - Identify the impact of African American leaders and evaluate the extent to which they met their goals during the Progressive Age
5. Progressive Presidents
- Identify and evaluate the political, social, and economic reforms during Theodore Roosevelt's presidency
 - Identify how Theodore Roosevelt expanded the role of presidential power
 - Identify and evaluate the political, social, and economic reforms during William Howard Taft's presidency
 - Compare and contrast the progressive reforms of Theodore Roosevelt and William Howard Taft
 - Identify the Supreme Court's role during the Progressive Movement
6. The Legacy of the Progressive Era
- Identify the impact of the 1912 presidential election on the Progressive movement
 - Compare different political ideas within the Progressive movement
 - Identify and evaluate the political, social, and economic reforms during Woodrow Wilson's presidency
 - Identify and evaluate the positive and negative effects of the Progressive Era

1. Listening to Multiple Perspectives

- Identify the purpose of studying multiple points of view in history
- Analyze primary and secondary sources

2. Comparing and Contrasting

- Use a Venn diagram to compare and contrast Booker T. Washington and W. E. B. Du Bois
- Identify compare-and-contrast essay styles
- Understand the purpose of transition words and phrases

3. Progressive Era Portfolio Directions

- Analyze primary and secondary sources
- Write an essay comparing and contrasting the perspectives and goals of Booker T. Washington and W. E. B. Du Bois

12. American Empire

1. American Imperialism

- Identify and categorize key factors that influenced American imperialism
- Identify the causes and effects of American imperialism at home and abroad
- Identify the contributions of Frederick Jackson Turner and Alfred Thayer Mahan in the creation of an American empire

2. The Spanish-American War

- Identify the causes, events, and outcomes of the Spanish-American War
- Compare Americans' differing opinions on empire following the Spanish-American War
- Using primary sources, cite the impact of yellow journalism on the Spanish-American War
- Identify and explain the influence of the Spanish-American War on the emergence of the United States as a world power
- Trace the acquisition of new territories after the Spanish-American War

3. The United States and East Asia

- Identify how economic power helped to expand American influence in China
- Identify and describe how American foreign policy was impacted by the spheres of influence in China
- Identify and classify causes and effects of the Philippine-American War
- Identify the reasons for the Open Door policy

4. President Theodore Roosevelt

- Identify the impact of the Roosevelt Corollary on foreign relations
- Identify the impact of Theodore Roosevelt's big stick foreign policy
- Identify the United States' role in the Panama Revolution and the building of the Panama Canal
- Using primary and secondary sources, distinguish between American opinions regarding Theodore Roosevelt's foreign policies
- Identify and describe the United States' role in ending the war between Russia and Japan

5. Moral Diplomacy and Dollar Diplomacy

- Identify the economic tactics William Howard Taft used to protect American interests

- Identify the impact of Woodrow Wilson's moral diplomacy
- Compare and contrast the foreign policies of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

6. The Legacy of American Imperialism

- Identify and analyze the consequences of imperialism
- Compare and evaluate the arguments of interventionists and noninterventionists of the period
- Interpret the differing points of views concerning imperialism using political cartoons

13. Progressive Era and American Empire Test

1. Progressive Era and American Empire Review

- Analyze the effectiveness of progressive reformers in enacting change and the role of women and minorities during the Progressive Age
- Analyze the changing role of the U.S. president during the Progressive Age
- Explain the causes and effects of American expansion during the late 1800s and early 1900s including how U.S foreign policy affected foreign relations during the early 1900s
- Analyze the pros and cons of American imperialism
- Describe the U.S involvement in other countries including the causes and effects of the Spanish-American war and the expansion in East Asia

2. Progressive Era and American Empire Test

14. World War I

1. From Neutrality to War

- Identify factors leading to World War I
- Identify the reason for the initial declaration of neutrality by the United States
- Trace and cite the shift from the United States' neutrality to engagement in World War I using primary and secondary sources

2. Americans in the Trenches

- Identify the impact of new military technology on World War I
- Interpret primary sources, such as letters and memoirs, to infer the perspectives of American soldiers during World War I
- Identify and compare the experiences of Americans who served abroad during World War I

3. The Home Front

- Interpret primary sources to assess the role of U.S. and foreign propaganda in World War I
- Identify and evaluate social changes women and African Americans experienced as a result of World War I
- Identify the effects of World War I on working conditions and organized labor in the United States
- Identify the different war measures the United States government instituted during World War I

4. Wilson and Peace

- Identify U.S. military contributions to the Allied victory in World War I
- Identify the causes and effects of Woodrow Wilson's Fourteen Points
- Identify and explain the U.S. response to the Treaty of Versailles and League of Nations

5. Aftermath of World War

- Categorize social, economic, and political changes in the United States following World War I
- Compare responses to challenges faced by the United States after World War I
- Identify and analyze how the outcome of World War I shaped the international role of the United States
- Trace the impact of World War I on Prohibition and women's suffrage

15. Age of Empire Portfolio

1. Age of Empire Portfolio

- Identify arguments for and against U.S. imperialism

2. Point of View and Bias

- Analyze excerpts from primary sources
- Identify point of view and bias in sources
- Prepare for a debate

3. Age of Empire Portfolio Directions

- Analyze primary sources for point of view and bias
- Identify pro-imperialist and anti-imperialist arguments
- Write notes for a point-counterpoint debate on American imperialism

16. The Roaring Twenties

1. Return to Normalcy

- Compare and contrast the policies and actions of Warren Harding and Calvin Coolidge
- Identify the impact of economic and foreign policies on the U.S. during the 1920s
- Identify and sequence significant events in American politics during the 1920s

2. A Booming Economy

- Identify the impact of Charles Lindbergh on the aviation industry in the United States during the 1920s
- Interpret and analyze primary and secondary sources related to radio in the 1920s
- Identify and interpret the impact of new consumer products and advertising on the United States during the 1920s
- Identify the impact of Henry Ford on the automobile industry
- Compare and contrast car manufacturing before and after the introduction of the moving assembly line

3. Backlash Against Change

- Identify nativism and similar responses to immigration and social changes during the 1920s
- Identify the significance of the resurgence of the Ku Klux Klan during the 1920s
- Identify the factors that influenced the Scopes Trial and its outcome

4. Flappers and the New Woman

- Identify the changing role of women in the 1920s
- Identify the causes and effects of the Nineteenth Amendment
- Interpret and analyze primary sources related to the American suffrage movement

5. The Jazz Age

- List the causes and effects of the Great Migration on culture and regions in the United States
- Identify important figures from the Harlem Renaissance and their contributions
- Identify the origins of jazz as a uniquely American art form
- Identify and evaluate the relationship between the arts and social and political changes

6. The Lost Generation

- Identify the effects of Prohibition on American society during the 1920s
- Identify key American authors active during the 1920s
- Distinguish and analyze how writing associated with the Lost Generation reflected the 1920s

17. World War I and The Roaring Twenties Test

1. World War I and the Roaring Twenties Review

- Summarize the involvement of the U.S in World War I including how the U.S mobilized to enter the war and how the war affected Americans at home
- Explain the role of the U.S in the end of World War I and the political, cultural, and social challenges and changes the U.S. experienced as a result of World War I
- Summarize the key political and economic developments that shaped the 1920s
- Describe the causes and effects of the women’s suffrage movement in the 1910s and 1920s
- Analyze responses to immigration and social change during the 1920s

2. World War I and the Roaring Twenties Test

18. Semester A Exam

1. Semester A Exam Review

- Describe the political, economic and social events of the United States from American Revolution through Reconstruction
- Describe the causes and effects of the political, economic, technological and social changes that took place in the United States from the Second Industrial Revolution through the Roaring Twenties
- Analyze the foreign and domestic policies from the Second Industrial Revolution through the Roaring Twenties including but not limited to American Indian policies, immigration laws, Spanish-American War, World War I
- Explain the impact changes in the United States from the Second Industrial Revolution through the Roaring Twenties had on American Indians, women, minorities and immigrants
- Summarize the impact of executive and legislative policies on the American people from the Second Industrial Revolution through the early 1900s

2. Semester A Exam

SEMESTER B

1. Course Overview

1. United States History

2. Great Depression

1. Causes of the Great Depression

- Identify Herbert Hoover’s accomplishments in the first year of his presidency
- Identify and explain the causes and effects of the stock market crash of 1929

- Trace the causes that led to financial collapse in industries and high unemployment
 - Identify the factors that made the Great Depression a worldwide crisis
2. Responses to the Great Depression
 - Cite the aspects of Hoover's political philosophy that affected his response to the economic crisis
 - Identify and describe the Hoover administration's initial responses to the Great Depression
 - Compare the responses of private relief agencies and state and federal governments to the Great Depression
 - Identify the impact of Hoover's response to bonus march protests
 3. Effects of the Great Depression
 - Identify and describe the protests of unemployed workers and farmers
 - Identify relief efforts for impoverished Americans
 - Identify the impact of the Great Depression on African Americans
 - Cite examples of escapism in popular entertainment as a response to the Great Depression
 4. The Dust Bowl
 - Identify the farming practices that led to the economic downturn
 - Identify human and geographical factors that created the Dust Bowl
 - Identify the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers
 5. Legacy of the Great Depression
 - Identify public opinion of President Hoover
 - Identify the outcomes of the Smoot-Hawley Tariff
 - Identify the political impact of unemployment on the election of 1932
 - Identify and evaluate Hoover's role in the Great Depression

3. **New Deal**

1. Roosevelt's New Deal
 - Identify the leadership and communication skills of Franklin Roosevelt
 - Identify the key events associated with the 1932 election and inauguration
 - Cite evidence from Roosevelt's inaugural address that outlines his recovery plan
 - Identify similarities between Progressivist and New Deal policies
 - Identify the legislation enacted during Franklin Roosevelt's first 100 days as president
2. Impact of the New Deal
 - Identify the benefits and drawbacks of the Agricultural Adjustment Administration (AAA) to the farming industry
 - Identify and describe the impact of New Deal programs on organized labor
 - Identify the New Deal policies enacted to protect the environment
3. The Second New Deal
 - Contrast the first and second New Deals
 - Identify and discuss the effectiveness of New Deal policies

- Identify and analyze primary sources to identify the arguments of New Deal critics
- Identify political challenges to Roosevelt's leadership and New Deal programs

4. Work and Culture

- Identify the impact of the Works Progress Administration (WPA) on the American workforce
- Identify and evaluate the U.S. government's role in promoting artistic expression during the Great Depression
- Cite examples from the Farm Security Administration (FSA) photography project and other sources of the effects of the Great Depression on Americans
- Identify the ways in which the Great Depression influenced art and literature of the 1930s

5. The New Deal's Legacy

- Identify and evaluate the changing role of the federal government during the New Deal
- Identify the consequences of New Deal policies
- Identify the impact of New Deal policies on women and minorities
- Identify the impact and legacy of Eleanor Roosevelt as First Lady

4. The Great Depression and New Deal Test

1. The Great Depression and New Deal Review

- Evaluate the causes and effects of the Great Depression and Dust Bowl
- Analyze President Hoover and President Franklin Roosevelt's effectiveness during the Great Depression
- Describe the effects of the Great Depression and the New Deal policies on Americans
- Explain the purposes of New Deal policies and the effectiveness of the first and second New Deals
- Assess the long-term impact of New Deal programs

2. The Great Depression and New Deal Test

5. World War II

1. Aggression and Appeasement

- Identify factors leading to the rise of fascism, national socialism, and communism after World War I
- Cite and describe the aggressive actions by regimes in Europe and Asia in the 1930s
- Identify the impact of the failures of the British policy of appeasement

2. Neutrality and Engagement

- Sequence the events of the early years of World War II in Europe
- Classify the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation
- Identify President Roosevelt's efforts to support nations fighting Nazi Germany
- Identify and describe the attack on Pearl Harbor and the United States' response

3. Fighting on the Home Front

- Identify how the U.S. economy mobilized in response to World War II
- Identify the impact that WWII had on women and minorities in the U.S.
- Identify the effects of WWII on civil liberties for Japanese Americans and others

- Cite primary sources that demonstrate the impact of WWII on Americans
- Interpret the U.S. government's use of propaganda in gaining support and cooperation for war efforts
- Determine the impact of accelerated African American migration in preparation for World War Two.
- Analyze the social and economic consequences of the war on Native Americans.

4. Invasion of Europe

- Locate the major battles of World War II on a map and identify territorial expansion of the Allies and Axis
- Cite and identify the contributions of the Allies' military leaders
- Trace the planning and impact of the Allies' D-Day invasion in France
- Identify and analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes
- Identify the outcomes of the Yalta Conference

5. War in the Pacific

- Identify significant battles and strategies in the Pacific theater during WWII
- Categorize the impact of WWII on science, medicine, nuclear physics, and technology, including weaponry, synthetic fibers, and television
- Identify the reasons President Truman decided to drop the atomic bomb on Japan
- Cite and describe the effects of the atomic bombs on Hiroshima and Nagasaki

6. World War II Portfolio

1. World War II Portfolio

- Identify the purpose of sources in studying history

2. Paraphrasing, Summarizing, and Quoting

- Paraphrase and summarize information from sources
- Quote from written sources

3. World War II Portfolio Directions

- Analyze primary and secondary sources
- Paraphrase, summarize, and quote from primary and secondary sources

7. The Cold War

1. The U.S. After World War

- Identify the efforts used to reintegrate veterans into society following World War II
- Identify the social, economic, and educational changes and policies following World War II
- Compare and evaluate the economic prosperity and inequality between ethnic groups and social classes
- Cite the causes and effects of demographic changes throughout the United States

2. The Cold War Begins

- Identify the reasons for the collapse of the alliance between the United States and the Soviet Union following World War II
- Trace the development of the United States as a superpower

- Discuss the origins, motives, and effects of Truman’s and Eisenhower’s foreign policies during the Cold War
 - Locate on a map areas of conflict during the Cold War
 - Identify the causes and effects of the conflicts in Africa, Latin America, Middle East, and Europe
3. China and the Korean War
- Sequence the events that led to communism in China
 - Trace the development of containment policies in Asia after World War II
 - Identify and describe the causes and effects of the Korean War
 - Identify the successes and long-term impact of the Korean War
4. The Cold War Intensifies
- Identify the causes and effects of the space and arms race between the United States and the Soviet Union
 - Identify and compare the ways the federal government opposed communism in the United States
 - Interpret primary and secondary sources to identify the fear of communism and nuclear warfare during the Second Red Scare
5. Cultural Transformation in the 1950s
- Identify and cite the economic, political, and social impact of the changing status and roles of American women after World War II through the 1950s
 - Identify the causes and effects of the changes to the nuclear family in the United States after World War II through the 1950s
 - Identify the different forms of and trends in American popular culture and their effects on individuals and society after World War II through the 1950s
6. The Civil Rights Movement Begins
- Identify and analyze political movements to obtain greater civil rights for African Americans, Latin Americans, and Asian Americans during the 1950s
 - Identify the impact of court cases and legislation during the early civil rights movement in the 1950s
 - Identify the changes in and impact of federal American Indian policy, including sovereignty, land ownership, citizenship, education, and religious freedom after World War II through the 1960s

8. World War II and The Cold War Test

1. World War II and the Cold War Review
- Evaluate the rise and impact of totalitarianism in Europe and Asia after World War I
 - Describe the causes, events and impact of the United States' full involvement in World War II
 - Describe the economic, social and political changes in the United States after World War II
 - Evaluate the origins and consequences of the Cold War
 - Trace the origins of the civil rights movement
2. World War II and the Cold War Test

9. Civil Rights

1. The Fight for Equality

- Identify forms of segregation minorities faced during the 1960s
 - Identify the goals, approaches, and successes of the civil rights movement
 - Interpret and compare Martin Luther King Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech
 - Identify Americans who collaborated in the civil rights movement
2. The End of Segregation
- Identify and differentiate methods used by the federal government to end segregation
 - Identify and describe the impact of federal laws to end segregation
 - Identify a range of responses to desegregation from Americans
3. Civil Rights Tactics
- Trace the development of the Black Power movement
 - Identify the leaders, goals, and impacts of the Black Power movement
 - Compare approaches to achieve civil rights including peaceful marches and calls for the use of force
 - Identify the impact of Dr. Martin Luther King Jr.'s and Malcolm X's assassinations on the civil rights movement
4. The Presidencies of Kennedy and Johnson
- Identify and describe the goals, successes, and impact of domestic policies during John F. Kennedy's administration
 - Identify the impact of major foreign events, issues, and policies of John F. Kennedy's administration
 - Identify and describe the goals, limitations, and impact of domestic policies during Lyndon B. Johnson's administration
 - Identify the impact of major foreign events, issues, and policies of the Lyndon B. Johnson administration
 - Identify the causes and effects of scientific and technological advancements and transformations during the 1960s
5. Social Change in the 1960s
- Trace and identify the changing roles of women in society
 - Identify and analyze the significance of key decisions of the Warren Court in establishing civil rights and civil liberties
 - Identify the reasons for and impact of the rise of an American counterculture in the 1960s
 - Trace the development of the environmental movement in the 1960s

10. Civil Rights Timeline Portfolio

1. Creating Timelines
 - Identify purpose of timelines in studying history
2. APA Citations and Documentation
 - Cite and document sources using APA style
 - Identify examples of plagiarism in text
3. Civil Rights Timeline Portfolio Directions
 - Create a timeline of significant developments of the U.S. Civil Rights movement

- Apply correct APA citations to supporting sources

11. The Vietnam War

1. The Presidency of Richard Nixon

- Identify President Richard Nixon's foreign policies
- Identify and evaluate domestic policies and challenges during Richard Nixon's administration
- Compare Richard Nixon's and Lyndon Johnson's social and economic policies
- Cite the impact of President Nixon's domestic policies on different groups of Americans
- Identify and sequence events leading up to Richard Nixon's resignation

2. The Vietnam War

- Trace and compare U.S. involvement in Vietnam during the presidencies of Eisenhower, Kennedy, Johnson, and Nixon
- Identify the significance and effect of key events during the Vietnam War
- Cite and identify the impact of the U.S. media during the Vietnam War
- Identify the causes and effects of the development of the U.S. anti-war movement
- Sequence and describe the events that led to the end of the Vietnam War

3. The Presidencies of Gerald Ford and Jimmy Carter

- Identify factors that contributed to President Gerald Ford's pardon of Richard Nixon
- Identify the impact of President Gerald Ford's foreign policies
- Identify and describe the domestic policies and challenges during Ford's administration
- Identify the impact of President Jimmy Carter's foreign policies
- Identify domestic policies and challenges during Jimmy Carter's administration

4. More Social Changes

- Identify the successes and limitations of the U.S. environmental movement in the 1970s
- Identify the characteristics and social impact of American counterculture movements in the late 1960s through the 1970s
- Interpret and analyze primary and secondary sources related to counterculture movements in the United States

5. The Civil Rights Movement Continues

- Identify and cite the goals, methods, and successes of the women's movement during the late 1960s through the 1970s
- Identify and cite the goals and successes of Latino rights movements of the late 1960s through the 1970s
- Identify the goals and significant events related to Native American civil rights in the late 1960s through the 1970s

12. Civil Rights and The Vietnam War Test

1. Civil Rights and the Vietnam War Review

- Analyze the goals, successes and impact of the civil rights movement
- Describe the foreign and domestic policies during John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford and Jimmy Carter's presidencies
- Evaluate the causes and effects of cultural changes during the 1960s and 1970s

- Describe the goals and success of the civil rights movement in the 1960s and 1970s
- Evaluate the causes and effects of the Vietnam War

2. Civil Rights and the Vietnam War Test

13. Reagan, Bush, and Clinton: 1980–2000

1. Ronald Reagan and Cultural Shifts

- List the reasons for and the significance of the growth of the conservative movement
- Identify the goals and motives of key organizations and individuals of the conservative movement
- Identify the humanitarian social goals, successes, and limitations of citizens in addressing social issues during the 1980s
- Identify the goals, successes, and limitations of the government in addressing social issues during the 1980s

2. Reagan’s Domestic Policies

- Identify Ronald Reagan’s economic policies and how they differed from previous administrations
- Trace and evaluate the changing role of government during Ronald Reagan’s administration
- Identify the effects of domestic policies on Americans

3. Reagan’s Foreign Policies

- Compare Ronald Reagan’s Cold War policies to those of previous administrations
- Identify and describe the reasons for, consequences of, and controversies surrounding the United States’ involvement in foreign conflicts
- Identify and cite the policies during Reagan’s administration that contributed to the end of the Cold War
- Identify the role of the United States in international organizations during Reagan’s administration

4. The Presidency of George H. W. Bush

- Identify goals, successes, and limitations of domestic and foreign policies during George H. W. Bush’s administration
- Identify the reasons for the collapse of the Soviet Union and the resulting challenges
- Trace and evaluate the developments in the Middle East that affected United States foreign policy during George H. W. Bush’s administration
- Identify and compare the roles of the government and citizens in addressing social issues during George H. W. Bush’s administration

5. The Presidency of Bill Clinton

- List the reasons why Bill Clinton won the presidency in 1992
- Identify and describe the goals, achievements, and limitations of Bill Clinton’s domestic and economic policies
- Identify the impact of new technologies on society
- Identify the effects of globalization on the United States during Bill Clinton’s presidency

6. Clinton’s Legacy

- Identify the effects of the domestic and foreign terrorist attacks on the United States in the 1990s

- Identify and evaluate the role of the United States in global conflicts during Bill Clinton’s administration
- Sequence the events of Bill Clinton’s impeachment
- Identify the results of the 2000 presidential election and the controversy surrounding it

14. Change Over Time Portfolio

1. Change Over Time Portfolio
 - Analyze change over time
2. Writing a Research Paper
 - Recognize how to organize and write a research paper
3. Change Over Time Portfolio Directions
 - Write a research paper

15. A New Century

1. The War on Terror
 - Identify and sequence the events of the September 11, 2001, terrorist attacks
 - Identify and evaluate the goals and challenges of the wars in Afghanistan and Iraq
 - Identify the provisions, impact, and effectiveness of federal policies on foreign and domestic terrorism
 - Trace how the September 11, 2001, terrorist attacks changed American domestic and international policies
2. The Presidencies of Bush and Obama
 - Identify and categorize the political and economic goals, challenges, and successes during George W. Bush’s administration
 - Identify the historical significance of the 2008 presidential election
 - Identify and categorize the political and economic goals, challenges, and successes during Barack Obama’s administration
 - Identify the influence of special-interest groups, political parties, and third parties on the changing political landscape and culture during the twenty-first century
3. Global Economy
 - Identify and evaluate the role of the United States in the global economy
 - Trace how economics and technological innovations have contributed to the rise of globalization
 - Identify and evaluate the influence of the mass media on national and international politics and culture
 - Identify the impact of globalization on U.S. culture, economics, politics, and foreign policy
4. Global Relations
 - Identify and categorize the causes and effects of the major foreign policy positions of the United States during the twenty-first century
 - Identify the United States’ response to foreign conflicts during the twenty-first century
 - Identify how dependence on energy and foreign oil has shaped United States foreign policy
 - critique how cyberwarfare has influenced American foreign policy, elections, and commerce.
5. Culture, Technology, and Society

- List the scientific and technological advances of the twenty-first century
- Identify the impact of technological changes on society
- Identify and describe the increasing role of women and minorities in American society
- Identify changes in immigration policies and attitudes

16. The 1980s–Early Twenty-First Century Test

1. The 1980s–Early Twenty-First Century Review

- Evaluate the social, political, and economic issues during the late twentieth and early twenty-first century
- Describe the foreign and domestic policies during Ronald Reagan, George H.W. Bush, William Clinton, George W. Bush, and Barack Obama's presidencies
- Evaluate the causes and effects of cultural changes during the late twentieth and early twenty-first century
- Describe how Americans have responded to technological and societal changes in the twentieth and early twenty-first century

2. The 1980s–Early Twenty-First Century Test

17. Semester B Exam

1. Semester B Exam Review

- Describe the political, economic and social events of the United States from The Great Depression through the early 2000s
- Analyze the executive and legislative policies from the Great Depression through the early 2000s
- Explain the impact changes in the United States from the Great Depression through the early 2000s had on American Indians, women, minorities and immigrants
- Describe the causes and effects of foreign conflicts including but not limited to World War II, The Cold War, Vietnam War, Gulf War
- Analyze the impact of and responses to economic growth and decline from the Great Depression through the early 2000s
- Evaluate the goals, successes and challenges of major social movements in the twentieth century

2. Semester B Exam

US History Honors



Honors U.S. History

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This course examines social, economic, historical, and political change in the United States from the birth of the country to recent events. Through interactive activities, discussions, charts, timelines, primary sources, and maps, students will explore key events, patterns, and figures that shaped American history and culture. Students will evaluate important foundational documents such as the Declaration of Independence and the Constitution. The course will also investigate the changing relationship of the United States to the rest of the world. In-depth study of the cause and effect of important events will help students better understand the historical context of key developments. Students will receive instruction in analyzing essential historical documents through portfolio items and lesson activities. Readings and activities will assist students in comparing time periods and in developing historical reasoning and critical thinking skills. Through this course, students will gain a broader understanding of the relevance of American history to their lives as well as develop a better understanding of the impact of key events on American culture and society.

1. Course Overview

1. United States History

2. A Country is Born

1. Colonial Discontent

- Compare and contrast the arguments regarding British colonial policies following the Seven Years' War
- Identify the acts Britain imposed on the American colonies
- Classify the American colonists' responses to British acts in the mid-1700s
- Interpret different perspectives about the Boston Massacre

2. Declaring Independence

- Classify arguments for and against the American colonies declaring independence from England
- Identify the theories supporting the ideals outlined in the Declaration of Independence
- Sequence the important events leading up to the signing of the Declaration of Independence

3. Give Me Liberty!

- Identify the important events and people of the American Revolution
- Identify causes and effects of issues that arose in the American colonies during the American Revolution
- Cite how the involvement of different countries impacted the outcome of the American Revolution

- Sequence the events at the end of the Revolutionary War and identify the impact of the Treaty of Paris

4. Social Awakenings

- Compare and contrast the ideals and experiences of colonists and groups such as women, Native Americans, and African Americans during the American Revolution
- Identify and analyze how the ideals of the American Revolution affected social structures in the United States
- Identify the views and roles of loyalists and patriots during the American Revolution

5. Articles of Confederation

- List the strengths and weaknesses of the Articles of Confederation
- Identify the impact of the Northwest Ordinance
- Identify the causes and effects of Shays's Rebellion
- Categorize the economic issues facing the United States after the American Revolution

6. Constitutional Convention and the Constitution

- Identify the reason for the Constitutional Convention
- Identify and analyze the major compromises reached during the Constitutional Convention
- Compare and contrast the Federalist and Anti-Federalist arguments
- Identify the key principles outlined in the Constitution and the Bill of Rights
- Identify the impact the Declaration of Independence on the development of the Constitution and American democracy

3. A Nation Grows

1. A New Nation

- List the factors contributing to the development of political parties between 1790–1820
- Identify and describe the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson
- Trace the expansion of the U.S. and federal government between 1790–1820
- Identify and interpret the relationship between the Corps of Discovery and Native American tribes

2. Early Growth

- Identify and describe the major policies and political developments of the presidencies of James Monroe and James Madison
- Identify how the rise of manufacturing in the early 1800s led to new inventions, technologies, and changes in transportation
- Identify and compare the effect industrialization had on the different groups of people in society in the early 1800s
- Identify the causes and effects of immigration from Northern Europe to the United States in the early to mid-1800s
- Distinguish how economic expansion in the early 1800s affected the American North, South, and West

3. Jacksonian Democracy

- Trace the changes in the United States political system, including the expansion of democracy and development of new political parties, during the early nineteenth century

- Identify and evaluate the economic and social policies of Andrew Jackson’s presidency
- Identify the impact of American expansion during the early 1800s on American Indians
- Identify the impact of expansion during James Polk’s presidency including the Texas annexation, Mexican-American War, and acquisition of Oregon
- Compare the American response to the acquisition of new territory by the North, South, and West

4. The Effects of Slavery

- Identify and compare the economies of the American North and South during the first half of the nineteenth century
- Compare the role of slavery in the economies of the American North and South during the first half of the nineteenth century
- Trace the growing economic differences between the American North and South during the first half of the nineteenth century
- Identify and describe the lives of enslaved and free African Americans during the first half of the nineteenth century
- Identify and describe primary sources related to the conditions of slavery

5. Tumult and Transformations

- Identify the causes and effects of the Second Great Awakening in the United States
- Identify the goals, methods, and achievements of antebellum reform movements
- Identify the beliefs of transcendentalists and examples of their work and influence
- Compare and contrast the methods of abolitionist groups
- Identify the causes and effects of American slave resistance and rebellions prior to the Civil War

6. Compromises and Conflict

- Compare and contrast responses to slavery, tariffs, and states’ rights in the American North and South
- Identify and describe compromises on slavery during American expansion
- Identify the impact of the Supreme Court’s Scott v. Sandford decision
- Trace the development of the Republican Party in the U.S.
- Identify the causes and effects of John Brown’s raid at Harpers Ferry

4. A New Nation and Its Growing Pains Test

1. A New Nation and Its Growing Pains Review

- Describe the people, events, ideals and causes of the American Revolution and the social economic and political effects of the American Revolution
- Describe the ideals outlined in the Declaration of Independence, American Constitution and Bill of Rights
- Describe the economic, domestic, and foreign policies of presidents during the late 18th and early 19th century
- Describe the political, social and economic characteristics and differences of the North, South and West including the growing sectional tension over the issue of slavery
- Summarize the lives of free and enslaved African Americans and the impact of the Second Great Awakening on the development of the abolition movement

2. A New Nation and Its Growing Pains Test

5. **Civil War and Reconstruction**

1. The Civil War

- Identify key events that led to the Civil War
- Cite and analyze reasons for the Confederate secession from the United States
- Compare the strategies and capabilities of the North and South during the Civil War
- Identify the purpose and effect of the Emancipation Proclamation
- Interpret the meaning and intent of Abraham Lincoln's first inaugural address

2. The Effect of the Civil War

- Identify the efforts of women at home and on the battlefield during the Civil War
- Compare and contrast the conditions of African American soldiers in the Civil War
- Compare the manner in which the North and South organized armies for the Civil War
- Identify the effect expanded government power had on the economy and population during the Civil War

3. The Civil War Ends

- Identify the importance of the Battle of Gettysburg, the Battle of Vicksburg and other key Civil War battles
- Cite significant parts of the Gettysburg Address
- Identify the causes and effects of Sherman's March to the Sea
- Identify the effect of Lincoln's Second Inaugural Address
- Identify significant factors that contributed to the end of the Civil War
- Compare and contrast Lincoln's first and second inaugural addresses

4. Plans for Reconstruction

- Compare and contrast the Reconstruction plans of Abraham Lincoln, Andrew Johnson, and Congress
- Identify the causes and effects of Reconstruction
- Identify the causes and effects of Andrew Johnson's impeachment
- Identify and analyze the purposes and effects of the Thirteenth, Fourteenth, and Fifteenth Amendments

5. The Effects of Reconstruction

- Identify and analyze the purpose and impact of the Freedmen's Bureau
- Identify the effects of the Reconstruction on the South and African Americans
- Identify the causes and effects of Jim Crow laws
- Identify the causes and impact of the Compromise of 1877

6. **Industrialization and Westward Expansion**

1. Industrial Growth

- Identify and describe the economic, social, and political factors that led to industrialization in the late 1800s
- Identify technological innovations and inventions that contributed to industrial growth in the late 1800s

- Trace the emergence of consumer culture in the late 1800s
- Identify the purpose of a thesis and how to write one effectively

2. Big Business

- Identify and compare the leaders of the steel, finance, and railroad industries
- Trace the development of corporations, monopolies, and trusts in the late 1800s
- Identify and compare government responses to the rise of big business in the late 1800s
- Identify the impact of industrialization on the economy in the late 1800s

3. Workers and the Labor Movement

- Identify the impact of the Industrial Revolution on society and cite challenges workers experienced in the late 1800s
- Identify and describe the working conditions in factories
- Identify and compare the goals, leaders, and motivations of the Knights of Labor and the American Federation of Labor
- Identify the causes and effects of strikes including the Homestead Strike, Pullman Strike, and Haymarket Affair

4. Westward Expansion

- Identify and explain how the concept of Manifest Destiny and the romanticization of the West impacted westward expansion
- Identify how technological advancements, such as the Transcontinental Railroad, and the mining, agriculture, and railroad industries impacted westward expansion
- Compare the motivations of the different groups of settlers including farmers, cowboys, ranchers, and miners
- Identify the conflicts and challenges the different groups of settlers experienced
- Identify the environmental impacts of westward expansion

5. Westward Expansion and the American Indian

- Identify the impact the Homestead Act and Transcontinental Railroad had on American Indians
- Trace the development of federal Indian policies in the 1800s
- Categorize and identify the ways American Indians responded to westward expansion
- Identify and describe the causes and effects of the conflicts between American Indians and Americans during the 1800s
- Identify and evaluate the thesis of a given text

6. Immigrants and Minorities in the West

- Identify the factors leading to migration and immigration to the West in the late 1800s through the early 1900s
- Identify challenges Chinese and Hispanic immigrants faced in the West in the late 1800s through the early 1900s
- Compare the experience of African Americans and other settlers in the West

7. Labor Unions Portfolio

1. Effectiveness of Labor Unions

- Describe the effectiveness of labor unions in bringing about change

2. Cause and Effect

- Analyze primary and secondary sources
- Determine the causes and effects of events

3. Labor Unions Portfolio Directions

- Analyze primary and secondary sources about the Haymarket Affair and the Homestead and Pullman strikes
- Create a cause-and-effect chart
- Write an essay evaluating the effectiveness of the methods used in the Haymarket Affair, the Homestead Strike, and the Pullman Strike

8. Urbanization and the Gilded Age

1. Urbanization

- Identify the push and pull factors that led people to migrate from farms to cities in the late 1800s
- Identify how technological advancements contributed to the growth of cities in the late 1800s
- Contrast the living conditions of the poor and wealthy in the late 1800s
- List the challenges and benefits associated with urban living in the late 1800s
- Identify economic, social, and political responses to urbanization in the late 1800s

2. Cultural Changes in the Late 1800s

- Contrast the educational and social opportunities for different groups in American society in the late 1800s
- Identify the ways artists, journalists, and novelists depicted changes to American life in the late 1800s
- Identify important poets, novelists, and artists of the late 1800s
- Analyze a text or primary source and cite evidence to support a claim

3. European Immigration

- Compare different immigrant experiences by region and time period in the late 1800s
- Identify the ways immigrants acclimated to life in the United States in the late 1800s
- Identify and evaluate the challenges immigrants faced in the United States in the late 1800s
- Identify ways Americans responded to the growing number of immigrants in the late 1800s

4. The New South

- Trace the development of Jim Crow laws in the South
- Identify the impact of the Plessy v. Ferguson case
- Identify the experiences of African Americans in the years following the Civil War and Reconstruction
- Identify and cite evidence to support a claim

5. The Gilded Age

- Identify the causes and effects of political and economic corruption during the Gilded Age
- Identify the causes and impact of economic recessions in the late 1800s
- Identify political and economic reforms in the late 1800s
- Interpret political cartoons from the Gilded Age

6. The Rise of Populism

- Identify the impact of mechanized farming on farmers and the environment in the late 1800s
- Identify the economic, social, and political challenges American farmers faced in the late 1800s
- Trace the development of and impact of farmers' movements in the late 1800s
- Identify the factors that contributed to the rise and decline of the Populist movement
- Categorize and describe the successes and failures of populism in the late 1800s
- Analyze a text or primary source and cite evidence in support of a claim

9. The Civil War-The Gilded Age Test

1. The Civil War - The Gilded Age Review

- Evaluate the political, economic and social causes and effects of the Civil War
- Summarize Reconstruction including the Reconstruction plans, policies, responses, successes and failures
- Describe the social, economic and political characteristics of the late 1800s including the causes and effects of Industrialization, conditions of workers, farmers, immigrants and minorities
- Trace the rise of labor and farm organizations and unrest in the late 1800s
- Summarize the factors that contributed to westward expansion during the 1800s and the impact of expansion on Native Americans, immigrants and minorities

2. The Civil War - The Gilded Age Test

10. Progressive Era

1. The Progressive Movement

- Identify the origins, goals, and key ideas of the Progressive movement
- Compare groups involved in the Progressive movement including muckrakers, intellectuals, and religious leaders
- Identify and describe the social problems Progressives addressed
- Identify and evaluate the efforts of Progressives to accomplish change
- Interpret and analyze primary sources related to the Progressive Age
- Identify the author's purpose for writing

2. Progressive Reforms

- Identify and describe state-level direct democracy reforms
- Identify the methods Progressives used to combat inefficiency and corruption in politics
- Trace the development of radical Progressives and compare their goals to those of moderate Progressives
- Identify the causes, course, and consequences of the labor movement during the Progressive Age

3. Progressive Women

- Trace the origins of the women's movement
- Identify and describe progressive efforts to reform society and morality
- Identify the methods progressive women used to gain passage of the Nineteenth Amendment
- Differentiate the goals of African American, Latin American, and immigrant women to those of white progressive women

4. Fighting Discrimination

- Identify the effect discriminatory laws had on the development of the National Association for the Advancement of Colored People (NAACP)
 - Identify and compare the goals and strategies of African American leaders during the Progressive Age
 - Identify the impact of African American leaders and evaluate the extent to which they met their goals during the Progressive Age
5. Progressive Presidents
- Identify and evaluate the political, social, and economic reforms during Theodore Roosevelt's presidency
 - Identify how Theodore Roosevelt expanded the role of presidential power
 - Identify and evaluate the political, social, and economic reforms during William Howard Taft's presidency
 - Compare and contrast the progressive reforms of Theodore Roosevelt and William Howard Taft
 - Identify the Supreme Court's role during the Progressive Movement
 - Analyze a primary source to identify the author's purpose
6. The Legacy of the Progressive Era
- Identify the impact of the 1912 presidential election on the Progressive movement
 - Compare different political ideas within the Progressive movement
 - Identify and evaluate the political, social, and economic reforms during Woodrow Wilson's presidency
 - Identify and evaluate the positive and negative effects of the Progressive Era

11. Progressive Era Portfolio

1. Listening to Multiple Perspectives
 - Identify the purpose of studying multiple points of view in history
 - Analyze primary and secondary sources
2. Comparing and Contrasting
 - Use a Venn diagram to compare and contrast Booker T. Washington and W. E. B. Du Bois
 - Identify compare-and-contrast essay styles
 - Understand the purpose of transition words and phrases
3. Progressive Era Portfolio Directions
 - Analyze primary and secondary sources
 - Write an essay evaluating to what extent the models of achieving racial equality proposed by Booker T. Washington and W. E. B. Du Bois were successful

12. American Empire

1. American Imperialism
 - Identify and categorize key factors that influenced American imperialism
 - Identify the causes and effects of American imperialism at home and abroad
 - Identify the contributions of Frederick Jackson Turner and Alfred Thayer Mahan in the creation of an American empire
2. The Spanish-American War

- Identify the causes, events, and outcomes of the Spanish-American War
 - Compare Americans' differing opinions on empire following the Spanish-American War
 - Using primary sources, cite the impact of yellow journalism on the Spanish-American War
 - Identify and explain the influence of the Spanish-American War on the emergence of the United States as a world power
 - Trace the acquisition of new territories after the Spanish-American War
 - Analyze a primary source to identify the author's point of view
3. The United States and East Asia
- Identify how economic power helped to expand American influence in China
 - Identify and describe how American foreign policy was impacted by the spheres of influence in China
 - Identify and classify causes and effects of the Philippine-American War
 - Identify the reasons for the Open Door policy
4. President Theodore Roosevelt
- Identify the impact of the Roosevelt Corollary on foreign relations
 - Identify the impact of Theodore Roosevelt's big stick foreign policy
 - Identify the United States' role in the Panama Revolution and the building of the Panama Canal
 - Using primary and secondary sources, distinguish between American opinions regarding Theodore Roosevelt's foreign policies
 - Identify and describe the United States' role in ending the war between Russia and Japan
5. Moral Diplomacy and Dollar Diplomacy
- Identify the economic tactics William Howard Taft used to protect American interests
 - Identify the impact of Woodrow Wilson's moral diplomacy
 - Compare and contrast the foreign policies of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson
 - Analyze a primary source to identify the author's point of view
6. The Legacy of American Imperialism
- Identify and analyze the consequences of imperialism
 - Compare and evaluate the arguments of interventionists and noninterventionists of the period
 - Interpret the differing points of views concerning imperialism using political cartoons

13. Progressive Era and American Empire Test

1. Progressive Era and American Empire Review
- Analyze the effectiveness of progressive reformers in enacting change and the role of women and minorities during the Progressive Age
 - Analyze the changing role of the U.S. president during the Progressive Age
 - Explain the causes and effects of American expansion during the late 1800s and early 1900s including how U.S foreign policy affected foreign relations during the early 1900s
 - Analyze the pros and cons of American imperialism
 - Describe the U.S involvement in other countries including the causes and effects of the Spanish-American war and the expansion in East Asia

2. Progressive Era and American Empire Test

14. World War I

1. From Neutrality to War

- Identify factors leading to World War I
- Identify the reason for the initial declaration of neutrality by the United States
- Trace and cite the shift from the United States' neutrality to engagement in World War I using primary and secondary sources

2. Americans in the Trenches

- Identify the impact of new military technology on World War I
- Interpret primary sources, such as letters and memoirs, to infer the perspectives of American soldiers during World War I
- Identify and compare the experiences of Americans who served abroad during World War I
- Identify the factors historians consider to determine the audience of a source

3. The Home Front

- Interpret primary sources to assess the role of U.S. and foreign propaganda in World War I
- Identify and evaluate social changes women and African Americans experienced as a result of World War I
- Identify the effects of World War I on working conditions and organized labor in the United States
- Identify the different war measures the United States government instituted during World War I
- Analyze primary sources to describe the relationship between a source and its audience

4. Wilson and Peace

- Identify U.S. military contributions to the Allied victory in World War I
- Identify the causes and effects of Woodrow Wilson's Fourteen Points
- Identify and explain the U.S. response to the Treaty of Versailles and League of Nations

5. Aftermath of World War

- Categorize social, economic, and political changes in the United States following World War I
- Compare responses to challenges faced by the United States after World War I
- Identify and analyze how the outcome of World War I shaped the international role of the United States
- Trace the impact of World War I on Prohibition and women's suffrage

15. Age of Empire Portfolio

1. Age of Empire Portfolio

- Identify arguments for and against U.S. imperialism

2. Point of View and Bias

- Analyze excerpts from primary sources
- Identify point of view and bias in sources
- Prepare for a debate

3. Age of Empire Portfolio Directions

- Analyze primary sources for point of view and bias
- Write notes for a point-counterpoint debate on American imperialism
- Write a debate between an imperialist and a member of the Anti-Imperialist League

16. The Roaring Twenties

1. Return to Normalcy

- Compare and contrast the policies and actions of Warren Harding and Calvin Coolidge
- Identify the impact of economic and foreign policies on the U.S. during the 1920s
- Identify and sequence significant events in American politics during the 1920s

2. A Booming Economy

- Identify the impact of Charles Lindbergh on the aviation industry in the United States during the 1920s
- Interpret and analyze primary and secondary sources related to radio in the 1920s
- Identify and interpret the impact of new consumer products and advertising on the United States during the 1920s
- Identify the impact of Henry Ford on the automobile industry
- Compare and contrast car manufacturing before and after the introduction of the moving assembly line

3. Backlash Against Change

- Identify nativism and similar responses to immigration and social changes during the 1920s
- Identify the significance of the resurgence of the Ku Klux Klan during the 1920s
- Identify the factors that influenced the Scopes Trial and its outcome
- Define historical context and identify the questions historians ask to place a source in its historical context

4. Flappers and the New Woman

- Identify the changing role of women in the 1920s
- Identify the causes and effects of the Nineteenth Amendment
- Interpret and analyze primary sources related to the American suffrage movement
- Analyze primary and secondary sources to describe historical context

5. The Jazz Age

- List the causes and effects of the Great Migration on culture and regions in the United States
- Identify important figures from the Harlem Renaissance and their contributions
- Identify the origins of jazz as a uniquely American art form
- Identify and evaluate the relationship between the arts and social and political changes

6. The Lost Generation

- Identify the effects of Prohibition on American society during the 1920s
- Identify key American authors active during the 1920s
- Distinguish and analyze how writing associated with the Lost Generation reflected the 1920s

17. World War I and the Roaring Twenties Test

1. World War I and the Roaring Twenties Review

- Summarize the involvement of the U.S in World War I including how the U.S mobilized to enter the war and how the war affected Americans at home
- Explain the role of the U.S in the end of World War I and the political, cultural, and social challenges and changes the U.S. experienced as a result of World War I
- Summarize the key political and economic developments that shaped the 1920s
- Describe the causes and effects of the women’s suffrage movement in the 1910s and 1920s
- Analyze responses to immigration and social change during the 1920s

2. World War I and the Roaring Twenties Test

18. Semester A Exam

1. Semester A Exam Review

- Describe the political, economic and social events of the United States from American Revolution through Reconstruction
- Describe the causes and effects of the political, economic, technological and social changes that took place in the United States from the Second Industrial Revolution through the Roaring Twenties
- Analyze the foreign and domestic policies from the Second Industrial Revolution through the Roaring Twenties including but not limited to American Indian policies, immigration laws, Spanish-American War, World War I
- Explain the impact changes in the United States from the Second Industrial Revolution through the Roaring Twenties had on American Indians, women, minorities and immigrants
- Summarize the impact of executive and legislative policies on the American people from the Second Industrial Revolution through the early 1900s

2. Semester A Exam

Semester B Summary

This course examines social, economic, historical, and political change in the United States from the birth of the country to recent events. Through interactive activities, discussions, charts, timelines, primary sources, and maps, students will explore key events, patterns, and figures that shaped American history and culture. Students will evaluate important foundational documents such as the Declaration of Independence and the Constitution. The course will also investigate the changing relationship of the United States to the rest of the world. In-depth study of the cause and effect of important events will help students better understand the historical context of key developments. Students will receive instruction in analyzing essential historical documents through portfolio items and lesson activities. Readings and activities will assist students in comparing time periods and in developing historical reasoning and critical thinking skills. Through this course, students will gain a broader understanding of the relevance of American history to their lives as well as develop a better understanding of the impact of key events on American culture and society.

1. Course Overview

1. United States History

2. Great Depression

1. Causes of the Great Depression

- Identify Herbert Hoover’s accomplishments in the first year of his presidency
- Identify and explain the causes and effects of the stock market crash of 1929
- Trace the causes that led to financial collapse in industries and high unemployment
- Identify the factors that made the Great Depression a worldwide crisis

2. Responses to the Great Depression

- Cite the aspects of Hoover's political philosophy that affected his response to the economic crisis
- Identify and describe the Hoover administration's initial responses to the Great Depression
- Compare the responses of private relief agencies and state and federal governments to the Great Depression
- Identify the impact of Hoover's response to bonus march protests
- Identify the purpose of a thesis and how to write one effectively

3. Effects of the Great Depression

- Identify and describe the protests of unemployed workers and farmers
- Identify relief efforts for impoverished Americans
- Identify the impact of the Great Depression on African Americans
- Cite examples of escapism in popular entertainment as a response to the Great Depression

4. The Dust Bowl

- Identify the farming practices that led to the economic downturn
- Identify human and geographical factors that created the Dust Bowl
- Identify the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers

5. Legacy of the Great Depression

- Identify public opinion of President Hoover
- Identify the outcomes of the Smoot-Hawley Tariff
- Identify the political impact of unemployment on the election of 1932
- Identify and evaluate Hoover's role in the Great Depression
- Identify and evaluate the thesis of a given text

3. New Deal

1. Roosevelt's New Deal

- Identify the leadership and communication skills of Franklin Roosevelt
- Identify the key events associated with the 1932 election and inauguration
- Cite evidence from Roosevelt's inaugural address that outlines his recovery plan
- Identify similarities between Progressivist and New Deal policies
- Identify the legislation enacted during Franklin Roosevelt's first 100 days as president

2. Impact of the New Deal

- Identify the benefits and drawbacks of the Agricultural Adjustment Administration (AAA) to the farming industry
- Identify and describe the impact of New Deal programs on organized labor
- Identify the New Deal policies enacted to protect the environment

3. The Second New Deal

- Contrast the first and second New Deals
- Identify and discuss the effectiveness of New Deal policies

- Identify and analyze primary sources to identify the arguments of New Deal critics
- Identify political challenges to Roosevelt’s leadership and New Deal programs

4. Work and Culture

- Identify the impact of the Works Progress Administration (WPA) on the American workforce
- Identify and evaluate the U.S. government's role in promoting artistic expression during the Great Depression
- Cite examples from the Farm Security Administration (FSA) photography project and other sources of the effects of the Great Depression on Americans
- Identify the ways in which the Great Depression influenced art and literature of the 1930s
- Analyze a text or primary source and cite evidence to support a claim

5. The New Deal’s Legacy

- Identify and evaluate the changing role of the federal government during the New Deal
- Identify the consequences of New Deal policies
- Identify the impact of New Deal policies on women and minorities
- Identify the impact and legacy of Eleanor Roosevelt as First Lady
- Analyze a text or primary source and cite evidence to support a claim

4. **The Great Depression and New Deal Test**

1. The Great Depression and New Deal Review

- Evaluate the causes and effects of the Great Depression and Dust Bowl
- Analyze President Hoover and President Franklin Roosevelt’s effectiveness during the Great Depression
- Describe the effects of the Great Depression and the New Deal policies on Americans
- Explain the purposes of New Deal policies and the effectiveness of the first and second New Deals
- Assess the long-term impact of New Deal programs

2. The Great Depression and New Deal Test

5. **World War II**

1. Aggression and Appeasement

- Identify factors leading to the rise of fascism, national socialism, and communism after World War I
- Cite and describe the aggressive actions by regimes in Europe and Asia in the 1930s
- Identify the impact of the failures of the British policy of appeasement

2. Neutrality and Engagement

- Sequence the events of the early years of World War II in Europe
- Classify the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation
- Identify President Roosevelt’s efforts to support nations fighting Nazi Germany
- Identify and describe the attack on Pearl Harbor and the United States’ response
- Identify and analyze the perspectives of those in favor of neutrality and engagement

3. Fighting on the Home Front

- Identify how the U.S. economy mobilized in response to World War II
- Identify the impact that WWII had on women and minorities in the U.S.
- Identify the effects of WWII on civil liberties for Japanese Americans and others
- Cite primary sources that demonstrate the impact of WWII on Americans
- Interpret the U.S. government's use of propaganda in gaining support and cooperation for war efforts
- Determine the impact of accelerated African American migration in preparation for World War Two.
- Analyze the social and economic consequences of the war on Native Americans.

4. Invasion of Europe

- Locate the major battles of World War II on a map and identify territorial expansion of the Allies and Axis
- Cite and identify the contributions of the Allies' military leaders
- Trace the planning and impact of the Allies' D-Day invasion in France
- Identify and analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes
- Identify the outcomes of the Yalta Conference

5. War in the Pacific

- Identify significant battles and strategies in the Pacific theater during WWII
- Categorize the impact of WWII on science, medicine, nuclear physics, and technology, including weaponry, synthetic fibers, and television
- Identify the reasons President Truman decided to drop the atomic bomb on Japan
- Cite and describe the effects of the atomic bombs on Hiroshima and Nagasaki
- Identify and analyze the perspectives of those for and against using atomic weapons

6. World War II Portfolio

1. World War II Portfolio

- Identify the purpose of sources in studying history

2. Paraphrasing, Summarizing, and Quoting

- Paraphrase and summarize information from sources
- Quote from written sources

3. World War II Portfolio Directions

- Analyze primary and secondary sources
- Paraphrase, summarize, and quote from sources
- Research and write about a topic

7. The Cold War

1. The U.S. After World War

- Identify the efforts used to reintegrate veterans into society following World War II
- Identify the social, economic, and educational changes and policies following World War II
- Compare and evaluate the economic prosperity and inequality between ethnic groups and social classes

- Cite the causes and effects of demographic changes throughout the United States

2. The Cold War Begins

- Identify the reasons for the collapse of the alliance between the United States and the Soviet Union following World War II
- Trace the development of the United States as a superpower
- Discuss the origins, motives, and effects of Truman's and Eisenhower's foreign policies during the Cold War
- Locate on a map areas of conflict during the Cold War
- Identify the causes and effects of the conflicts in Africa, Latin America, Middle East, and Europe

3. China and the Korean War

- Sequence the events that led to communism in China
- Trace the development of containment policies in Asia after World War II
- Identify and describe the causes and effects of the Korean War
- Identify the successes and long-term impact of the Korean War

4. The Cold War Intensifies

- Identify the causes and effects of the space and arms race between the United States and the Soviet Union
- Identify and compare the ways the federal government opposed communism in the United States
- Interpret primary and secondary sources to identify the fear of communism and nuclear warfare during the Second Red Scare
- Identify and analyze a primary source for the author's purpose

5. Cultural Transformation in the 1950s

- Identify and cite the economic, political, and social impact of the changing status and roles of American women after World War II through the 1950s
- Identify the causes and effects of the changes to the nuclear family in the United States after World War II through the 1950s
- Identify the different forms of and trends in American popular culture and their effects on individuals and society after World War II through the 1950s
- Identify and analyze a primary source for the author's purpose

6. The Civil Rights Movement Begins

- Identify and analyze political movements to obtain greater civil rights for African Americans, Latin Americans, and Asian Americans during the 1950s
- Identify the impact of court cases and legislation during the early civil rights movement in the 1950s
- Identify the changes in and impact of federal American Indian policy, including sovereignty, land ownership, citizenship, education, and religious freedom after World War II through the 1960s

8. World War II and The Cold War Test

1. World War II and the Cold War Review

- Evaluate the rise and impact of totalitarianism in Europe and Asia after World War I

- Describe the causes, events and impact of the United States' full involvement in World War II
- Describe the economic, social and political changes in the United States after World War II
- Evaluate the origins and consequences of the Cold War
- Trace the origins of the civil rights Movement

2. World War II and the Cold War Test

9. **Civil Rights**

1. The Fight for Equality

- Identify forms of segregation minorities faced during the 1960s
- Identify the goals, approaches, and successes of the civil rights movement
- Interpret and compare Martin Luther King Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech
- Identify Americans who collaborated in the civil rights movement
- Analyze primary sources to identify and describe the relationship between a source and its audience

2. The End of Segregation

- Identify and differentiate methods used by the federal government to end segregation
- Identify and describe the impact of federal laws to end segregation
- Identify a range of responses to desegregation from Americans
- Analyze primary sources to identify and describe the relationship between a source and its audience

3. Civil Rights Tactics

- Trace the development of the Black Power movement
- Identify the leaders, goals, and impacts of the Black Power movement
- Compare approaches to achieve civil rights including peaceful marches and calls for the use of force
- Identify the impact of Dr. Martin Luther King, Jr.'s and Malcolm X's assassinations on the civil rights movement

4. The Presidencies of Kennedy and Johnson

- Identify and describe the goals, successes, and impact of domestic policies during John F. Kennedy's administration
- Identify the impact of major foreign events, issues, and policies of John F. Kennedy's administration
- Identify and describe the goals, limitations, and impact of domestic policies during Lyndon B. Johnson's administration
- Identify the impact of major foreign events, issues, and policies of the Lyndon B. Johnson administration
- Identify the causes and effects of scientific and technological advancements and transformations during the 1960s

5. Social Change in the 1960s

- Trace and identify the changing roles of women in society
- Identify and analyze the significance of key decisions of the Warren Court in establishing civil rights and civil liberties

- Identify the reasons for and impact of the rise of an American counterculture in the 1960s
- Trace the development of the environmental movement in the 1960s

10. Civil Rights Timeline Portfolio

1. Creating Timelines
 - Identify purpose of timelines in studying history
2. APA Citations and Documentation
 - Cite and document sources using APA style
 - Identify examples of plagiarism in text
3. Civil Rights Timeline Portfolio Directions
 - Create a timeline of significant developments of the civil rights movement in the United States
 - Write a letter explaining the causes that led up to an event in the civil rights movement
 - Apply correct APA citations to supporting sources

11. The Vietnam War

1. The Presidency of Richard Nixon
 - Identify President Richard Nixon's foreign policies
 - Identify and evaluate domestic policies and challenges during Richard Nixon's administration
 - Compare Richard Nixon's and Lyndon Johnson's social and economic policies
 - Cite the impact of President Nixon's domestic policies on different groups of Americans
 - Identify and sequence events leading up to Richard Nixon's resignation
2. The Vietnam War
 - Trace and compare U.S. involvement in Vietnam during the presidencies of Eisenhower, Kennedy, Johnson, and Nixon
 - Identify the significance and effect of key events during the Vietnam War
 - Cite and identify the impact of the U.S. media during the Vietnam War
 - Identify the causes and effects of the development of the U.S. anti-war movement
 - Sequence and describe the events that led to the end of the Vietnam War
3. The Presidencies of Gerald Ford and Jimmy Carter
 - Identify factors that contributed to President Gerald Ford's pardon of Richard Nixon
 - Identify the impact of President Gerald Ford's foreign policies
 - Identify and describe the domestic policies and challenges during Ford's administration
 - Identify the impact of President Jimmy Carter's foreign policies
 - Identify domestic policies and challenges during Jimmy Carter's administration
4. More Social Changes
 - Identify the successes and limitations of the U.S. environmental movement in the 1970s
 - Identify the characteristics and social impact of American counterculture movements in the late 1960s through the 1970s
 - Interpret and analyze primary and secondary sources related to counterculture movements in the United States
 - Analyze primary and secondary sources to identify and describe the historical context

5. The Civil Rights Movement Continues

- Identify and cite the goals, methods, and successes of the women’s movement during the late 1960s through the 1970s
- Identify and cite the goals and successes of Latino rights movements of the late 1960s through the 1970s
- Identify the goals and significant events related to Native American civil rights in the late 1960s through the 1970s
- Analyze primary and secondary sources to identify and describe the historical context

12. Civil Rights and The Vietnam War Test

1. Civil Rights and the Vietnam War Review

- Analyze the goals, successes and impact of the Civil Rights Movement
- Describe the foreign and domestic policies during John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford and Jimmy Carter's presidencies
- Evaluate the causes and effects of cultural changes during the 1960s and 1970s
- Describe the goals and success of the civil rights movement in the 1960s and 1970s
- Evaluate the causes and effects of the Vietnam War

2. Civil Rights and the Vietnam War Test

13. Reagan, Bush, and Clinton: 1980–2000

1. Ronald Reagan and Cultural Shifts

- List the reasons for and the significance of the growth of the conservative movement
- Identify the goals and motives of key organizations and individuals of the conservative movement
- Identify the humanitarian social goals, successes, and limitations of citizens in addressing social issues during the 1980s
- Identify the goals, successes, and limitations of the government in addressing social issues during the 1980s
- Identify how historians determine the reliability of a source

2. Reagan’s Domestic Policies

- Identify Ronald Reagan’s economic policies and how they differed from previous administrations
- Trace and evaluate the changing role of government during Ronald Reagan’s administration
- Identify the effects of domestic policies on Americans
- Evaluate a source to determine its reliability

3. Reagan’s Foreign Policies

- Compare Ronald Reagan’s Cold War policies to those of previous administrations
- Identify and describe the reasons for, consequences of, and controversies surrounding the United States’ involvement in foreign conflicts
- Identify and cite the policies during Reagan’s administration that contributed to the end of the Cold War
- Identify the role of the United States in international organizations during Reagan’s administration

4. The Presidency of George H. W. Bush

- Identify goals, successes, and limitations of domestic and foreign policies during George H. W. Bush's administration
 - Identify the reasons for the collapse of the Soviet Union and the resulting challenges
 - Trace and evaluate the developments in the Middle East that affected United States foreign policy during George H. W. Bush's administration
 - Identify and compare the roles of the government and citizens in addressing social issues during George H. W. Bush's administration
5. The Presidency of Bill Clinton
- List the reasons why Bill Clinton won the presidency in 1992
 - Identify and describe the goals, achievements, and limitations of Bill Clinton's domestic and economic policies
 - Identify the impact of new technologies on society
 - Identify the effects of globalization on the United States during Bill Clinton's presidency
6. Clinton's Legacy
- Identify the effects of the domestic and foreign terrorist attacks on the United States in the 1990s
 - Identify and evaluate the role of the United States in global conflicts during Bill Clinton's administration
 - Sequence the events of Bill Clinton's impeachment
 - Identify the results of the 2000 presidential election and the controversy surrounding it

14. Change Over Time Portfolio

1. Change Over Time Portfolio
 - Analyze change over time
2. Writing a Research Paper
 - Recognize how to organize and write a research paper
3. Change Over Time Portfolio Directions
 - Write a research paper

15. A New Century

1. The War on Terror
 - Identify and sequence the events of the September 11, 2001, terrorist attacks
 - Identify and evaluate the goals and challenges of the wars in Afghanistan and Iraq
 - Identify the provisions, impact, and effectiveness of federal policies on foreign and domestic terrorism
 - Trace how the September 11, 2001, terrorist attacks changed American domestic and international policies
2. The Presidencies of Bush and Obama
 - Identify and categorize the political and economic goals, challenges, and successes during George W. Bush's administration
 - Identify the historical significance of the 2008 presidential election
 - Identify and categorize the political and economic goals, challenges, and successes during Barack Obama's administration

- Identify the influence of special-interest groups, political parties, and third parties on the changing political landscape and culture during the twenty-first century
3. Global Economy
 - Identify and evaluate the role of the United States in the global economy
 - Trace how economics and technological innovations have contributed to the rise of globalization
 - Identify and evaluate the influence of the mass media on national and international politics and culture
 - Identify the impact of globalization on U.S. culture, economics, politics, and foreign policy
 4. Global Relations
 - Identify and categorize the causes and effects of the major foreign policy positions of the United States during the twenty-first century
 - Identify the United States' response to foreign conflicts during the twenty-first century
 - Identify how dependence on energy and foreign oil has shaped United States foreign policy
 - critique how cyberwarfare has influenced American foreign policy, elections, and commerce.
 5. Culture, Technology, and Society
 - List the scientific and technological advances of the twenty-first century
 - Identify the impact of technological changes on society
 - Identify and describe the increasing role of women and minorities in American society
 - Identify changes in immigration policies and attitudes
 - Evaluate historical events for change over time

16. The 1980s-Early 21st Century Test

1. The 1980s-Early 21st Century Review
 - Evaluate the social, political and economic issues during the late twentieth and early twenty-first century
 - Describe the foreign and domestic policies during Ronald Reagan, George H.W Bush, William Clinton, George W. Bush and Barack Obama's presidencies
 - Evaluate the causes and effects of cultural changes during the late twentieth and early twenty-first century
 - Describe how Americans have responded to technological and societal changes in the twentieth and early twenty-first century
2. The 1980s-Early 21st Century Test

17. Semester B Exam

1. Semester B Exam Review
 - Describe the political, economic and social events of the United States from The Great Depression through the early 2000s
 - Analyze the executive and legislative policies from the Great Depression through the early 2000s
 - Explain the impact changes in the United States from the Great Depression through the early 2000s had on American Indians, women, minorities and immigrants
 - Describe the causes and effects of foreign conflicts including but not limited to World War II, The Cold War, Vietnam War, Gulf War

- Analyze the impact of and responses to economic growth and decline from the Great Depression through the early 2000s
- Evaluate the goals, successes and challenges of major social movements in the twentieth century

2. Semester B Exam

World History



World History

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This is the first of two courses that comprise World History. Pearson's *World History* provides the basis for instruction. This course provides the student with a comprehensive examination of world history from ancient times through the Global Age. The student will begin by exploring prehistory and early civilizations, focusing on the ancient civilizations of the Americas, Egypt, India, China, Greece, and Rome. The student will then study Medieval Christian Europe from the early to the late Middle Ages, followed by regional civilizations with a focus on the Muslim world, Africa, and Asia. Finally, the student will explore early modern times with a focus on the Renaissance, Reformation, and the Global Age.

SEMESTER B

This is the second of two courses that comprise World History. Pearson's *World History* provides the basis for instruction. This course provides the student with a comprehensive examination of world history from the Age of Absolutism through the present day. The student will explore social, political, and economic changes of the nineteenth and twentieth centuries, focusing on the Industrial Age and independence movements around the globe, including the impact of nationalism, imperialism, and the world wars. The later part of the course covers such topics as the Cold War, new nations, and the effects of globalization.

Course Outline:

SEMESTER A

1. Course Overview

1. Getting Started in World History

There are no objectives for this lesson.

2. Origins of Civilization

1. Learning About Our Past

- Identify how scientists and scholars use evidence to learn about the past
- Explain the methods anthropologists use to study prehistory
- Describe how archaeological discoveries influence views about early humans

2. The Neolithic Revolution

- Identify characteristics of early humans during the Old Stone Age
- Analyze how the Neolithic Revolution changed the way early humans lived

- Explain how economic factors such as surplus caused political changes during the Neolithic Revolution

3. A Civilization Begins

- Explain the impact of farming on life among Neolithic peoples
- Describe the cultural, political, and economic characteristics of early river civilizations
- Describe the emergence of social hierarchies in early river civilizations
- Explain how job specialization and other economic changes gave rise to organized government in early river civilizations
- Infer how cooperation within and conflict among early civilizations may have impacted the use of resources
- Use a map to explain the impact of geographic factors on early human settlement

4. Unit Review and Test

- Explain how scientists use evidence to interpret history
- Explain the features of early civilizations
- Identify the effects of Neolithic Revolution on humanity

3. Ancient Middle East and Egypt

1. Sumer and Mesopotamia

- Evaluate the lasting impact of ancient civilizations in Mesopotamia
- Identify causes and effects of the rise of the Persian empire
- Describe the impact of Hammurabi's Code on later political and legal ideas
- Describe political, economic, and social characteristics of ancient civilizations and empires in Mesopotamia
- Explain the influence of geographic factors on ancient Mesopotamian civilizations and empires

2. The Hebrews and the Origins of Judaism

- Describe the development of monotheism
- Explain the origins, key teachings, and influence of Judaism
- Evaluate the impact of the Jewish Ten Commandments on later political and legal ideas
- Describe the social, economic, political, and religious characteristics of ancient Israel
- Explain the impact of geographic factors on the development of Hebrew civilization and the spread of Judaism

3. Egyptian Civilization

- Explain events and conditions that led to the rise of Egyptian civilization
- Explain the lasting legacy of ancient Egypt
- Explain the impact of geographic factors on ancient Egyptian civilization
- Describe the government, society, and religious beliefs of ancient Egypt
- Describe the technological, artistic, and other cultural achievements of ancient Egypt
- Compare the social status of women in Egypt to that of other women in the ancient world

4. Unit Review and Test

- Analyze the development of the ancient civilizations of the Middle East and Egypt
- Explain the influences of ancient Egypt and Middle Eastern civilizations on modern civilization

- Analyze the origins and key teachings of Judaism

4. **The Americas**

1. Civilizations in Middle America

- Explain how the Neolithic Revolution gave rise to civilizations in Middle America
- Explain the influence of the Olmec civilization on the development of the Maya and the Aztec civilizations
- Compare political, economic and social characteristics of the Maya and Aztec civilizations
- Summarize the scientific and cultural achievements of the Maya and the Aztec
- Infer how cooperation within and conflict among early Middle American civilizations affected use of resources in the region

2. The World of the Incas

- Describe political, economic, and social characteristics of the Inca civilization
- Summarize the scientific and cultural achievements of early Andean cultures and the Incas
- Evaluate how unity and cooperation within the Inca empire enabled the Inca to better control resources
- Explain how early Andean civilizations gave rise to the Incas
- Describe the roles of women and family in the Inca empire
- Use maps to evaluate the impact of geographic features on the settlement and expansion of the Incas

3. The People of North America

- Describe the political, economic, and social characteristics of early peoples in North America
- Explain how the competition for resources led to cooperation within and conflict among Native American groups
- Describe the impact of farming on the rise of civilization in North America
- Compare the roles of women and men among early peoples in North America
- Evaluate the impact of geographic factors on the development of distinct culture groups in North America

4. Unit Review and Test

- Describe the development and decline of the Mayan, Incan, and Aztec civilizations
- Evaluate the origin of major scientific, mathematical, and technological advances in the Maya, Inca, and Aztec civilizations

5. **Ancient India and China**

1. Early Civilization and Religion in South Asia

- Explain the origins and key teachings of Hinduism and Buddhism
- Describe the religious, political, and cultural legacy of early civilizations in South Asia
- Evaluate the impact of geographic factors on the rise and decline of early civilizations in South Asia
- Analyze the political, economic, social, and religious features of early civilizations in South Asia

2. Powerful Empires Emerge in India

- Explain the origins and influence of the Maurya and Gupta empires
- Describe the political, social, economic, and religious characteristics of the Maurya empire

- Describe the political, social, economic, and religious characteristics of the Gupta empire
- Evaluate the impact of geographic factors on the rise and decline of the Maurya and Gupta empires
- Describe the roles of women, children and family in the Maurya and Gupta empires
- Write and cite evidence to defend a thesis statement

3. Ancient Civilization in China

- Describe the origins and impact of the development of the Zhou empire in China
- Explain how early river valley civilizations in China gave rise to later civilizations
- Explain geographic influences on the development of early civilizations in China
- Analyze the political, social, economic, and religious characteristics of the Zhou empire in China
- Summarize the key teachings of Confucianism and Daoism

4. Strong Rulers Unite China

- Summarize the scientific, technological, and cultural achievements of Han China
- Describe the spread of Buddhism in ancient China
- Explain the causes behind the decline of Han China
- Evaluate the legacy of the Qin and Han dynasties in China
- Describe social, political, and economic characteristics of China under the Qin and Han dynasties

5. Ancient India and China Portfolio

- Use historical and geographic information to draw inferences and conclusions
- Write and cite evidence to defend a thesis statement

6. Unit Review and Test

- Analyze the development of the ancient civilizations of India and China
- Explain the influences of ancient India and China on modern civilization
- Analyze the origins and key teachings of Hinduism, Buddhism, Daoism, and Confucianism

6. Ancient Greece

1. Early Greece

- Explain the origins and decline of early Minoan and Mycenaean civilizations
- Describe the culture of early Minoan and Mycenaean civilizations
- Describe the cultural legacy of early Greek civilization
- Analyze social, political and economic characteristics of early Minoan and Mycenaean civilizations

2. The Greek City-States

- Describe the lasting impact of the political ideas and structures of the ancient Greek city-states
- Compare and contrast the systems of government among classical Greek city-states
- Describe the roles of men, women, and families in early Greek city-states
- Explain the effects of conflict among the city-states of Athens and Sparta
- Use maps to evaluate the impact of geographic factors on the formation of Greek city-states

3. Greek Thinkers, Artists, Writers, and Leaders

- Analyze the political and philosophical ideas of classical Greek thinkers, including those of Socrates, Plato, and Aristotle
- Evaluate the influence of classical Greek political thought on modern institutions of law and government
- Identify the impact of innovations and ideas from classical Greek scientists and mathematicians
- Analyze the artistic, architectural, and literary achievements of ancient Greece

4. Unit Review and Test

- Explain the causes and effects of the development of the classical civilization of Greece
- Analyze how the ethical and moral principles of early civilizations affected the development of Western political thought
- Evaluate the origin and impact of mathematical, scientific, and technological ideas in classical Greece
- Explain the influence of religious and philosophical beliefs in ancient Greece on modern society

7. Ancient Rome

1. The Roman Republic

- Explain the political legacy of the Roman republic
- Summarize characteristics and institutions of the Roman republic
- Describe the roles of men, women, and the family in the Roman republic
- Evaluate the influence of senators, consuls, and other officials in the Roman republic
- Describe elements of culture in early Rome and the Roman republic

2. The Roman Empire: Rise and Decline

- Summarize events that led to the rise of the Roman empire
- Explain contributing factors to the decline of the western Roman empire
- Identify the contributions of significant Romans
- Compare and contrast Roman society and government under the Roman republic and the Roman empire

3. The Legacy of Rome

- Describe the lasting influence of Roman political institutions
- Describe the literary, artistic, and other elements of culture handed down from ancient Rome
- Describe the scientific, mathematical, and technological achievements of ancient Rome
- Explain how the Roman empire spread and integrated culture on three continents

4. The Origins of Christianity

- Explain the origins and key teachings of Christianity
- Analyze the similarities and differences between Christian ethics and Roman law and governance
- Assess the role of individuals in the development and spread of Christianity

5. Unit Review and Test

- Explain the causes and effects of the development of the classical civilization of Rome

- Analyze how the ethical and moral principles of early civilizations affected the development of Western political thought
- Evaluate the origin and impact of mathematical, scientific, and technological ideas in classical Rome
- Explain the influence of religious and philosophical beliefs in ancient Rome on modern society

8. Medieval Christian Europe, Part I

1. The Early Middle Ages

- Describe the rise and influence of the Byzantine empire
- Describe social, political, and economic characteristics of early medieval Europe
- Identify factors behind the spread of Christianity in medieval Europe
- Explain the role of Christianity in uniting medieval Europe and the Byzantine empire
- Explain the influence of geographic factors on medieval European civilization
- Describe the impact of the fall of Rome on European civilization

2. Feudalism and the Manor Economy

- Describe the development of feudalism and manorialism during the Middle Ages
- Summarize the characteristics of feudalism and manorialism in Western Europe
- Explain the economic and social impacts of medieval feudalism and manorialism
- Describe the roles of women and families in medieval society

3. The Medieval Christian Church and Crusades

- Describe causes and effects of the spread of Christianity in medieval Europe
- Describe the rising influence of the Church on society and politics in medieval Europe
- Explain the causes and effects of interaction among Christians, Jews, and Muslims in medieval Europe
- Compare and contrast Roman Catholicism with Eastern Orthodoxy
- Describe changes to medieval society and economic activity over time, as well as the impact of medieval guilds
- Describe the impact of the Church on the roles of women in medieval society

4. The Feudal Monarchs and the Church

- Explain the rise of strong monarchs in medieval Europe
- Describe how the relationship between religious and secular leaders in medieval Europe changed over time
- Describe limits on the powers of medieval monarchies
- Evaluate how the Magna Carta limited the power of the monarch

5. Unit Review and Test

- Analyze the causes and effects of the formation of medieval Europe
- Explain the effects of the economic system of manorialism
- Explain the causes and effects of the rise of the Byzantine empire
- Evaluate the development of Christianity in the Middle Ages

9. Medieval Christian Europe, Part II

1. A Flourishing Culture in the Middle Ages

- Describe key examples of art, architecture, literature, and music characteristic of the Middle Ages
 - Identify cultural influences on medieval art, architecture, literature, and music
 - Explain the impact of European art, architecture, literature, and music on other cultures and society today
 - Describe medieval institutions of education and their role in society, culture, and politics
 - Describe the lasting cultural impact of the Byzantine empire
2. The Late Middle Ages: A Time of Upheaval
- Explain factors that contributed to the decline of medieval Europe
 - Describe challenges faced by the Church in the late Middle Ages
 - Identify causes and consequences of the Black Death and the Hundred Years' War
3. Russia and Eastern Europe
- Describe the influence of geographic factors on the rise of Russian civilization
 - Explain the origins and influence of the Russian Orthodox Church
 - Summarize political, economic, and cultural aspects of tsarist Russia
 - Describe political and cultural influences on Eastern European kingdoms
 - Explain the impact of Mongol rule on Russia and Eastern Europe
 - Produce a written guide to life in medieval Europe that analyzes the experiences and roles of the serf, merchant and artisan, noble, and ruling class
4. Unit Review and Test
- Explain the lasting impact of the culture of the Middle Ages
 - Analyze the causes and effects of the decline of medieval Europe
 - Explain how geography influenced the rise and development of Eastern Europe
 - Evaluate how modern government is affected by earlier forms of government

10. The Muslim World and Africa

1. The Origins of Islam
- Locate and identify the significance of Mecca and Medina to Islam
 - Explain the role of Muhammad and his followers in the development of Islam
 - Describe the origins and early spread of Islam
 - Summarize the key teachings of Islam
 - Evaluate the political and social impact of Islam
2. A Muslim Empire and Its Achievements
- Describe the circumstances that gave rise to Muslim empires in Southwest Asia and North Africa
 - Describe society and government under early Islamic empires
 - Summarize the artistic, literary, scientific, and other cultural achievements of early Muslim civilization
3. The Ottoman and Safavid Empires
- Describe the causes and effects of the rise of the Ottoman and Safavid empires
 - Describe interactions among Muslim, Christian, and Jewish peoples under Ottoman rule

- Summarize social and political characteristics of the Ottoman and Safavid empires
4. Early Civilizations of Africa
 - Describe the impact of Islam on early civilizations in North Africa
 - Summarize political, economic, social, and cultural characteristics of civilizations in Africa
 - Evaluate how geographic features made possible human settlement and encouraged human migration in the region
 5. West and East Africa
 - Describe the influence of geographic features on the formation of civilization in West Africa and East Africa
 - Explain the factors that contribute to economic interdependence in the region
 - Evaluate the influence of Islam, Judaism, and Christianity on the formation of civilizations in the region
 6. Diverse Peoples and Traditions in Africa
 - Describe the ways in which art, architecture, and literature reflect African civilization
 - Evaluate the impact of Islam and Christianity on the development of African civilization
 - Explain the role of men, women, and family in African civilizations
 7. Unit Review and Test
 - Explain the causes and effects of the rise of the Ottoman empire
 - Analyze the rise of Islam and its influence on Europe, Asia, and Africa
 - Analyze the development of the early civilizations of Africa
 - Explain how the arts and religion influence culture

11. Civilizations in Asia

1. The Delhi Sultanate and Mughal India
 - Describe the interaction of Muslims and Hindus and the influence of Islam and Hinduism on events in India
 - Describe significant institutions and ideas that originated in India
 - Summarize the central tenets and spread of Islam, Hinduism, and Sikhism in India
 - Analyze the significance of the Taj Mahal as a cultural icon
 - Explain causes and consequences of the Mongol invasion of India
2. Golden Ages of China: Tang and Song Dynasties
 - Summarize the political, economic, and social characteristics of Tang and Song China
 - Describe the artistic, scientific, mathematic, and technological achievements of Tang and Song China
 - Explain the roles of men, women, and family in Tang and Song China
 - Evaluate the importance of trade to the development of Tang and Song China
 - Assess the lasting cultural influence of Tang and Song China
3. The Mongol Empire and Ming China
 - Describe the causes and consequences of the Mongol invasion of China
 - Summarize the political, social, and economic characteristics of China under Mongol rule and the Ming dynasty

- Identify the contributions of Genghis Khan and Kublai Khan
 - Explain the significance of the Pax Mongolica
 - Describe the importance of economic and cultural activity in Ming China
4. Korea and Japan
- Describe the impact of geographic factors on the development of Korean and Japanese civilization
 - Explain the development of Zen Buddhism and Shinto belief systems
 - Explain China's influence on civilization in Korea and Japan
 - Describe society under dynastic Korea and feudal Japan
 - Summarize the cultural achievements of the Choson dynasty in Korea and the Heian period in Japan
5. The Many Cultures of Southeast Asia
- Explain the influence of India and China on empires in Southeast Asia
 - Summarize the social, political, and economic characteristics of empires in Southeast Asia
 - Describe the artistic, architectural, and other cultural achievements of Southeast Asian civilizations
 - Evaluate the impact of geographic factors on the formation of empires in Southeast Asia
 - Describe the spread of religious ideas in Southeast Asia
6. Unit Review and Test
- Analyze the development of early civilizations in Asia
 - Explain the causes and effects of Mongol invasions on early civilizations
 - Evaluate the influence of the Ming dynasty on world trade
 - Explain the origin and impact of mathematical, scientific, and technological ideas in China prior to 1750
 - Explain the impact of interactions among cultures in Asian civilizations

12. The Renaissance and Reformation

1. The Italian Renaissance
- Summarize the causes and effects of the Italian Renaissance
 - Explain how Renaissance ideas encouraged individualism and secularism
 - Describe examples of art, architecture, and literature from the Italian Renaissance
 - Use maps to evaluate the spread of Renaissance ideas
 - Explain how Renaissance art and literature reflect the culture by which they were produced
2. The Renaissance in Northern Europe
- Explain the impact of the printing press on European society
 - Summarize the causes and effects of the Renaissance in northern Europe
 - Explain how the Renaissance in northern Europe encouraged individualism and secularism
 - Describe the significance of key examples of art, architecture, and literature from the Renaissance in northern Europe
 - Explain how northern Renaissance art and literature reflects the culture by which it was produced

3. The Protestant Reformation

- Describe causes and effects of the Protestant Reformation
- Explain the impact of the printing press on the spread of Reformation ideas
- Summarize the roles of key individuals in the Reformation
- Describe the relationship between Protestant reforms and the growth of individualism and secularism

4. Reformation Ideas Spread

- Compare and contrast the origins and practices of Protestant sects that emerged during the Reformation
- Explain the causes and effects of the Catholic Counter-Reformation
- Evaluate the impact of Reformation ideas on European society and politics
- Analyze the roles of men, women, and children during the Reformation

5. The Scientific Revolution

- Explain the scientific method and its significance to the Scientific Revolution
- Identify contributions by Copernicus, Galileo, Isaac Newton, Robert Boyle, and other scientists during the Scientific Revolution
- Evaluate the nature of the Scientific Revolution as a revolution
- Explain the causes and effects of the Scientific Revolution in Europe and around the world
- Explain the relationship between the Scientific Revolution and ideas about individualism and secularism

6. Unit Review and Test

- Evaluate the effects of the Renaissance on world history
- Evaluate the effects of the Reformation on world history
- Evaluate the effects of the Scientific Revolution on world history

13. New Global Connections

1. Europeans Explore Overseas

- Identify causes and consequences of European exploration in the fifteenth and sixteenth centuries
- Describe the role of trade in increasing global economic interdependence
- Explain the influence of geographic factors on European exploration and trade
- Describe the human characteristics of places in Africa, Asia, and the Americas encountered by European explorers

2. Europeans Gain Footholds in Asia

- Explain the effects of European exploration and trade in Asia
- Describe the influence of Ming China on international trade
- Identify sources of conflict and competition in global trade in the fifteenth and sixteenth centuries
- Evaluate the impact of geographic factors on global trade

3. European Conquests and Colonies

- Summarize events that led to European exploration and colonization of the Americas

- Describe the impact of European exploration on the Americas and on Native American civilizations
 - Describe the role of trade and competition in European exploration and colonization
 - Evaluate the role of geographic factors in European exploration and colonization
 - Compare and contrast life in the Spanish, Portuguese, French, and English colonies
4. The Slave Trade and Its Impact on Africa
- Explain the causes and effects of the Atlantic slave trade
 - Compare and contrast the conditions endured by enslaved Africans in different parts of the Americas
 - Explain the geographic, economic, and cultural significance of triangular trade
5. Effects of Global Contact
- Explain the causes and effects of the Columbian Exchange
 - Describe the role of mercantilism in European colonization
 - Explain factors that led to Europe’s Commercial Revolution
 - Evaluate geographic features that influenced Europeans trade and colonization
6. Unit Review and Test
- Assess the causes and effects of European trade, exploration, and expansion
 - Evaluate the effects of European colonization in the Americas
 - Analyze the effects of the Atlantic slave trade
 - Explain how European exploration led to global economic change

14. World History Semester Exam

1. World History Semester Exam Review
- Explain the role of geography in shaping civilization
 - Describe factors that influence the structure of government and the exercise of government power
 - Assess the relationship between the political, economic, and social elements of civilization
 - Explain the interrelationship among elements of culture, including art and architecture, literature, science and technology, religion, and political ideology
 - Analyze causes and consequences of economic and social activity, including settlement, trade, migration, colonization, and conflict and cooperation
2. World History Semester Exam
- There are no objectives for this lesson.*

SEMESTER B

1. Course Overview

1. Getting Started in World History
- There are no objectives for this lesson.*

2. Absolutism and Revolution

1. Absolute Monarchy in Spain and France
- Describe the absolute monarchies of Spain under Philip II and France under Louis XIV

- Describe the rights of citizens under absolute monarchies in Spain and France
 - Summarize the cultural achievements of Spain's golden century
 - Describe economic and social aspects of Philip II's Spain and Louis XIV's France
2. Rise of Austria, Prussia, and Russia
- Explain how conflict among nations changed the map of Europe
 - Evaluate the influence of Catherine the Great on Russia and on global relations
 - Describe characteristics of absolute monarchies and the rights of citizens under those monarchies in Austria, Prussia, and Russia
3. Triumph in England and the Enlightenment
- Explain the development of democratic ideas during the Enlightenment
 - Explain the political and social theories of significant Enlightenment thinkers
 - Explain the major tenets and the lasting impact of the English Bill of Rights
 - Identify the causes and effects of the English Civil War and the Glorious Revolution
 - Explain the economic theories of Adam Smith and their impact on the development of the free enterprise system
 - Describe the influence of Elizabeth I on England and on global politics
 - Describe the characteristics of oligarchical rule in England
4. The American Revolution
- Describe the impact of Enlightenment thought on the American Revolution
 - Identify the causes and effects of the American Revolution
 - Describe characteristics of government and the rights of citizens under the U.S. Constitution
 - Evaluate the global impact of the American Revolution and the precedents established by the U.S. Constitution
 - Identify democratic institutions and processes in the United States
5. The French Revolution
- Describe the impact of Enlightenment thought on the French Revolution
 - Identify causes and effects of the French Revolution
 - Describe the impact of earlier revolutions and documents on the French Revolution
 - Explain the events that led from the French Revolution to the rise of Napoleon Bonaparte
 - Describe characteristics of government and the rights of citizens following the French Revolution
 - Summarize the efforts of women to win suffrage during the French Revolution
6. The Age of Napoleon
- Explain the causes and effects of the Napoleonic Wars, in Europe and around the world
 - Explain how Napoleon rose to power in France
 - Describe characteristics of government and the rights of citizens under Napoleon's rule in France
 - Compare and contrast the causes and effects of the American Revolution and the French Revolution
7. Absolutism and Revolution Portfolio

- Use historical and geographic information to draw inferences and conclusions
- Write and cite evidence to defend a thesis statement

8. Unit Review and Test

- Evaluate major events during the Age of Absolutism
- Compare and contrast two revolutions during the Age of Absolutism
- Identify and evaluate the characteristics of various forms of political systems including absolute monarchy, democracy, oligarchy, republic, and limited monarchy
- Explain and compare the ideas of major philosophers of the era
- Explain the influence of political, legal, and economic ideas found in historical documents

3. The Industrial Revolution

1. The First Industrial Revolution

- Describe the causes and effects of the Industrial Revolution, including why England was the first country to industrialize
- Summarize the impact of industrialization on women, children, and families
- Identify significant inventions and innovations of the Industrial Revolution
- Describe how the Industrial Revolution shaped the economic theories of capitalism, socialism, and communism
- Describe the relationship between industrialization, urbanization, and the free enterprise system

2. The Second Industrial Revolution

- Explain the economic, political, and social consequences of the second Industrial Revolution
- Contrast the achievements of the second Industrial Revolution with those of the first Industrial Revolution
- Describe the impact of industrialization on standards of living and ways of life
- Evaluate the changing relationship between big business and labor
- Assess the geographic context of the Industrial Revolution

3. The Changing Ways of Life and Thought

- Explain the origins, efforts, and outcomes of the women's suffrage movement
- Describe the cultural impact of industrialization, including the development of Romanticism and Realism
- Explain how artistic and literary works reflected the culture in which they were produced, as well as universal themes
- Explain how specific inventions and innovations changed daily life and society in the late nineteenth and early twentieth centuries

4. Unit Review and Test

- Explain the causes of the Industrial Revolution
- Evaluate how the Industrial Revolution brought about social, economic, scientific, and cultural change
- Explain the historical origins and characteristics of various systems, including capitalism, socialism, and communism

4. Nationalism and the Spread of Democracy

1. Change in Europe and Latin America

- Explain the origins, including the role of nationalism, of political revolution in Europe and Latin America
- Describe the outcomes of political revolution in Europe and Latin America
- Explain the contributions of significant individuals in revolutionary nationalist movements
- Summarize the economic and social effects of political change in Europe and Latin America

2. The Unification of Germany and Italy

- Explain the role of nationalism in uniting German and Italian kingdoms
- Summarize the causes and consequences of the unification of Germany
- Summarize the causes and consequences of the unification of Italy
- Describe the significant roles played by German and Italian leaders
- Assess German and Italian society and economic growth under nationalist rule

3. Changes and Division in Britain and France

- Describe the influence of Queen Victoria on English and global politics and society
- Evaluate the changing roles and rights of women in England and France in the late nineteenth century
- Summarize the causes and effects of democratic and economic reforms in France at the turn of the century
- Summarize the causes and effects of democratic and economic reforms in England at the turn of the century
- Explain the sources of conflict in late nineteenth-century English and French society

4. Growth of the United States

- Describe the changing roles of women in the United States in the late nineteenth and early twentieth centuries
- Evaluate geographic factors that made possible the expansion of the United States
- Describe the impact of industrialization on the expansion and economic growth of the United States
- Evaluate Manifest Destiny as a nationalist idea that united and divided citizens in the United States
- Summarize the causes and effects of the abolition of slavery in the United States

5. Nationalism in Eastern Europe and Russia

- Describe how nationalist forces in Central and Eastern Europe led to conflict
- Explain the causes and effects of Russian expansion in the nineteenth century
- Describe characteristics of autocratic rule in Russia
- Summarize the origins and consequences of the Crimean War
- Describe social, political, and economic impacts of industrialization in Russia

6. Nationalism and the Spread of Democracy Portfolio

- Analyze the impact of conflict and cooperation among groups and organization on global development and relations

7. Unit Review and Test

- Identify and evaluate the influence of various economic, social, and political conditions on political revolutions in the nineteenth century
- Summarize the effects of political and economic reform in Europe and Latin America
- Evaluate the contributions of significant individuals in revolutionary nationalist movements
- Describe the impact of industrialization on nationalism in the United States

5. The Age of Imperialism

1. The New Imperialism

- Explain causes and effects of Western imperialism
- Describe the relationship between industrialization and imperialism
- Evaluate the impact of geographic and technological factors on Western imperialism
- Describe political, economic, social, and cultural characteristics of Western imperial rule

2. European Colonies in Africa

- Explain the causes of European imperialism in Africa
- Explain the effects of Western imperial rule in Africa
- Describe the geographic impact of Western imperial rule in Africa
- Describe the perspective of resistance movements to Western imperial rule
- Describe the culture of indigenous peoples in Africa

3. Europe in the Muslim World

- Summarize the causes of European interest in Southwest Asia, North Africa, and India
- Compare and contrast the influence of Western imperial powers on different Muslim nations and India
- Describe the political, economic, social, and cultural impact of European involvement in Southwest Asia, North Africa, and India
- Analyze the response of Indian and Muslim peoples and nations to Western imperialism
- Assess the causes and effects of the Armenian genocide

4. China and the West

- Explain the economic interest of Western powers in China
- Describe the efforts and consequences of Western nations to open China to trade
- Analyze efforts to resist Western imperialism and the role of Sun Yat-sen (Sun Yixian) in Chinese independence
- Evaluate the relationship between Western imperialism and regional conflict

5. Japan, Southeast Asia, and the Pacific

- Explain the causes and effects of Western interest in Japan, Southeast Asia, and the Pacific
- Explain the origins and consequences of Japanese imperialism
- Evaluate geographic influences on trade, imperialism, and conflict in Japan, Southeast Asia, and the Pacific
- Evaluate the role of transportation and technology in opening Japan, Southeast Asia, and the Pacific to foreign influence
- Describe the efforts and outcomes of independence movements in the region

6. The Americas in the Age of Imperialism

- Summarize the political, economic, social, and cultural causes that gave rise to American imperialism
- Compare and contrast American influence in different regions of the world
- Use maps to evaluate the impact of geographic factors on American involvement in Latin America
- Describe the origins and consequences of independence movements in Latin America
- Compare and contrast the independence movement in Canada with that of Latin American nations
- Compare and contrast the perspectives of imperial powers and those colonized

7. Unit Review and Test

- Analyze the political and economic motivations behind imperialism
- Explain how European powers expanded their empires during the Age of Imperialism
- Evaluate the political, cultural, social, and economic impact of European imperialism
- Discuss the characteristics and effects of imperialism from multiple perspectives
- Explain the role of technology in European imperialism

6. World War I and the Russian Revolution

1. World War I Begins

- Explain how militarism and nationalism led to World War I
- Explain how the alliance system contributed to the onset of World War I
- Explain how political rivalries and ethnic tensions moved Europe toward World War I
- Summarize actions and arguments by national leaders that contributed to the outbreak of war
- Use maps to evaluate the influence of geographic factors on the start of World War I

2. Fighting the Great War

- Describe major characteristics of World War I, including the use of trench warfare
- Explain the impact of modern technology on the conduct of World War I
- Summarize the human and economic costs of the war, including attacks against civilians
- Identify significant battles and turning points of World War I

3. World War I Ends

- Analyze the arguments and events that led the United States to enter World War I
- Explain the political and economic effects of the Treaty of Versailles and the formation of the League of Nations
- Describe the impact of the United States' refusal to join the League of Nations
- Describe the mandate system that resulted from the end of the war
- Explain the global impact of the influenza pandemic in 1918
- Describe the roles of women in the war
- Describe the use of propaganda to mobilize nations for total war

4. Revolution in Russia

- Explain the establishment of the Union of Soviet Socialist Republics
- Distinguish between the revolutions of 1917 in Russia

- Summarize the causes and effects of the Russian Revolution
- Describe the conflict and politically motivated violence that resulted from the Russian Revolution

5. Unit Review and Test

- Analyze the causes, major events, and effects of World War I
- Evaluate how technological innovation impacted the characteristics of World War I
- Explain the political and economic impacts of the League of Nations, Wilson's Fourteen Points, and the Treaty of Versailles
- Identify the causes and effects of the Russian Revolution

7. The World Between the Wars

1. Latin America, Africa, and the Middle East

- Explain the causes and effects of political revolution in Mexico
- Explain the causes and effects of political revolution in Central and South America
- Explain the origins and outcomes of nationalist movements in Africa and the Middle East
- Evaluate the Good Neighbor Policy of the United States and its consequences
- Explain the impact of global depression on nations in Latin America, Africa, and the Middle East
- Describe life in South Africa under the rule of apartheid

2. India Seeks Self-Rule

- Explain the causes and effects of the Indian independence movement
- Describe the use of nonviolent disobedience by supporters of Indian self-rule
- Describe life in India under British imperial rule
- Identify specific reforms sought by Mohandas Gandhi in India
- Explain the role of Mohandas Gandhi in protesting British rule of India

3. New Forces in China and Japan

- Describe the causes and effects of the competition for power between Chinese Nationalists and Communists
- Explain the origins and consequences of the rise of Japanese ultranationalists
- Assess the role of Emperor Hirohito and Mao Zedong in achieving political change in Japan and China
- Explain the impact of global depression on events in China and Japan
- Summarize political, economic, and social challenges faced by republican and liberal forces in China and Japan

4. The West After World War I

- Describe foreign policy challenges faced by Western nations following World War I
- Explain the causes and effects of the Great Depression on the United States and Europe
- Summarize global responses to the Great Depression
- Describe scientific, artistic, literary, and other cultural achievements in the United States and Europe between the world wars
- Explain the changing roles of women in the period between the world wars

5. Dictators in Italy and the Soviet Union

- Explain the causes and effects of Benito Mussolini's rise to power in Italy
- Explain how Joseph Stalin secured power in the Soviet Union
- Explain the response of Stalin's Soviet Union to economic depression
- Describe political, economic, and social aspects of totalitarian rule in Italy and the Soviet Union
- Evaluate the human cost of Stalin's economic policies and political purges

6. The Rise of Nazi Germany

- Explain the causes and effects of the rise to power of Adolf Hitler and the Nazi party in Germany
- Summarize the key tenets and goals of Adolf Hitler and the Nazi party
- Describe the response of Adolf Hitler and the Nazi party to global depression
- Describe life in Germany under the fascist rule of the Nazi party

7. Unit Review and Test

- Identify and evaluate the rise of totalitarian governments after World War I
- Explain the causes and effects of nationalist movements after World War I
- Explain the roles of various world leaders between the world wars
- Describe the impact of global economic depression after World War I
- Evaluate the cultural, technological, and scientific changes that occurred between the world wars

8. World War II

1. Aggression, Appeasement, and War

- Explain the causes and effects of the Nazi-Soviet Pact in 1939
- Describe the impact of the Japanese invasion of China and Southeast Asia
- Summarize the political, military, and economic causes that led to World War II
- Sequence the chain of events that led to a declaration of war by Britain and France
- Assess the impact of policies of appeasement and nonintervention on World War II
- Summarize the role of world leaders, including Adolf Hitler, Francisco Franco, and Winston Churchill, in the outbreak of war

2. Axis Powers Advance

- Explain why the attack on Pearl Harbor brought the United States into World War II
- Summarize the advance of Nazi forces across Europe
- Describe causes and effects of the Nazi invasion of the Soviet Union
- Use maps to assess geographic challenges faced by Nazi Germany during World War II

3. The Holocaust

- Identify population groups persecuted by the Nazis during the Holocaust
- Explain events and policies pursued by the Nazis during the Holocaust
- Describe the responses of Allied nations and world leaders to the Holocaust
- Summarize the human costs of the Holocaust

4. The Allies Turn the Tide

- Describe turning points in World War II
- Explain Allied goals and strategies during World War II
- Describe the contributions of women to World War II
- Use maps to evaluate the impact of geographic factors on events during World War II
- Identify and discuss possible justifications for war

5. Victory for the Allies

- Explain the role of world leaders in negotiating the peace after World War II
- Summarize the human costs of World War II
- Explain the events that led to the conclusion of World War II
- Describe the formation and purpose of the United Nations
- Explain the role of atomic weapons in bringing World War II to a close
- Explain the significance of the Nuremberg Trials
- Use maps to assess geographic factors in the outcome of World War II

6. Unit Review and Test

- Identify and evaluate the causes, major events, and effects of World War II
- Describe the impact of World War II on the civilian population
- Describe the impact of military and political leaders prior to and during World War II
- Discuss the justification of war

9. The Cold War Era

1. A New Global Conflict

- Explain causes and effects of the Cold War
- Describe the origins and outcomes of political uprisings against Soviet rule in Eastern Europe
- Assess the goals of alliances and international organizations during the Cold War
- Evaluate causes and effects of the arms race that took place during the Cold War
- Contrast life under totalitarian rule in the Soviet Union and Eastern European satellite nations with life in democratic nations
- Use maps to assess the influence of geographic factors in the Cold War

2. The Western Democracies and Japan

- Describe the postwar economic recovery of Japan and European nations
- Explain the economic and political challenges faced by the United States and Western European nations following World War II
- Assess the effectiveness of the civil rights movement in the United States in achieving democratic reform
- Explain the role of Margaret Thatcher in postwar Britain
- Assess the impact of World War II and the Cold War on colonial independence movements

3. Communism and War in Asia

- Analyze the causes and effects of the Chinese Civil War, including the role of Mao Zedong
- Explain Chinese influence on conflict in Southeast Asia
- Explain how the Cold War contributed to violent conflict in Korea, Vietnam, and Cambodia

- Describe the circumstances of the mass murder committed by the Khmer Rouge in Cambodia
- Analyze the Cold War strategies and goals pursued by the United States and the Soviet Union in Asia
- Compare and contrast the social, political, and military situations in Korea, Vietnam, and Cambodia that contributed to the outbreak of war

4. The Cold War Ends

- Explain the role of key leaders, including Lech Walesa, Mikhail Gorbachev, and Ronald Reagan, in bringing about the end of the Cold War
- Describe events that led to the collapse of communism in Eastern Europe and in the Soviet Union
- Analyze the causes of the decline of communist economies in the late twentieth century
- Explain the rise of free market economies in Eastern Europe and Asia following the collapse of the Soviet Union
- Describe the global consequences of the breakup of the Soviet Union

5. Unit Review and Test

- Identify and evaluate the social, political, and technological structures of the United States and the Soviet Union during the Cold War
- Analyze the effects of the spread of communism to non-Soviet nations
- Describe the global effect of the fall of the Soviet Union

10. New Nations Emerge

1. New Nations in South Asia and Southeast Asia

- Explain the impact of U.S. and Soviet Cold War policies on nations in South Asia and Southeast Asia
- Assess the political impact of Indira Gandhi's policies in India
- Analyze the influence of geographic and cultural factors on the formation of new nations in South Asia and Southeast Asia
- Describe the nation-building efforts undertaken in South Asia and Southeast Asia and their outcomes
- Describe the rights of citizens in democratic India
- Explain how citizens' rights differ under militaristic and democratic governments in Myanmar, Indonesia, and the Philippines

2. African Nations Win Independence

- Describe the origins and outcomes of independence movements in Africa
- Explain social, cultural, and economic challenges faced by African nations today
- Analyze the causes and effects of genocide in Darfur and Rwanda
- Describe the international response to humanitarian crises in Africa
- Use maps to evaluate geographic factors that have contributed to conflict within and among African nations
- Evaluate the need for strong government in order for new nations to succeed

3. The Modern Middle East Takes Shape

- Describe the origins and consequences of nation-building in the Middle East

- Describe economic, political, cultural, and ethnic challenges faced by countries in the Middle East in the past and today
 - Describe life under theocratic rule in the Middle East
 - Compare and contrast systems of governance among nations in the Middle East
 - Describe the role of Golda Meir in achieving Israeli independence
4. Conflicts in the Middle East
- Describe the causes and effects of ongoing conflict in the Middle East
 - Summarize domestic and foreign policy challenges faced by nations in the Middle East
 - Evaluate efforts to restore and maintain peace in the Middle East
 - Describe political, social, cultural, and ethnic characteristics of Middle Eastern nations that have contributed to conflict
5. Unit Review and Test
- Explain how geography and culture influenced independence movements in Asia, Africa, and the Middle East
 - Explain the causes and effects of regional conflicts in various parts of the world
 - Explain the effects of influential figures in nation-building during the late twentieth century
 - Summarize the efforts to maintain peace in the Middle East

11. The World Today Part I

1. Challenges of Development
- Evaluate the benefits of economic growth for people in developing nations
 - Describe the impact of technology on economic growth and social change in developing nations
 - Describe characteristics of industrialized and developing nations
 - Describe efforts of African groups and individuals, including the work of Wangari Maathai, to improve their economies and societies
 - Summarize efforts to overturn the system of apartheid in South Africa and the outcomes, including the role of Nelson Mandela
 - Describe economic, social, health, and environmental challenges faced by African nations today
2. Rapid Development in China and India
- Describe examples of political repression in China
 - Describe challenges faced by China and India today
 - Explain the contributions of Mother Teresa
 - Explain civil efforts to reform economic, social, and political systems in China
 - Explain civil efforts to reform economic, social, and political systems in India
 - Evaluate the impact of economic reforms in China and India
3. Latin American Nations Move Toward Democracy
- Describe the impact of economic conditions on Latin American society
 - Explain democratic reform movements and their outcomes in Latin America
 - Evaluate how U.S. intervention contributed to the rise of repressive regimes in Latin America

- Identify examples of political repression and resistance efforts in Latin American nations
 - Explain the formation and goals of the Organization of American States
 - Describe the contributions of Oscar Romero and Mothers of the Plaza de Mayo to reform in Latin America
4. The Industrialized World
- Explain the purpose and contributions of the European Union
 - Describe the impact of market economic policies in Russia and in Asia
 - Compare political and economic changes in Europe and Russia since the end of the Cold War
 - Assess factors that contributed to violence in the Balkans
 - Explain economic and social challenges faced by Russia and the government’s responses
5. Unit Review and Test
- Compare challenges in developing nations
 - Identify and evaluate human rights issues in various nations and regions of the world
 - Summarize the role and impact of individuals and organizations on political and social reform

12. The World Today Part II

1. Globalization and Trade
- Identify contributing factors to globalization, including industrialization and technological innovation
 - Explain political, economic, social, and cultural impacts of globalization on nations around the world
 - Assess the role of international treaties and organizations in growing global trade
 - Summarize causes and effects of global economic interdependence, including competition, scarcity, and specialization
2. Modern Issues in International Society
- Explain the global impact of terrorism in the late twentieth and early twenty-first centuries
 - Identify examples of modern humanitarian crises in the world
 - Assess the international response to human rights issues
 - Explain economic, environmental, and social challenges faced by nations today
3. Advances in Science and Technology
- Explain the causes and effects of the space race
 - Describe how computers and the Internet have changed the ways in which people live and communicate ideas and information
 - Summarize the economic impact of modern technological innovations
 - Evaluate the effects and potential effects of biotechnology and genetic engineering
 - Assess the impact of technology on standards of living in developed and developing nations
4. Unit Review and Test
- Explain the risks and benefits of globalization and interdependence
 - Describe modern advancements in science and technology
 - Evaluate threats to global security

13. World History Semester Exam

1. World History Semester Exam Review

- Summarize the contributions of individuals, groups, and institutions to historic events
- Explain the origins of and changes in civic ideals and practices over time
- Assess the impact of global connections on economics, culture, and politics
- Describe the development of systems of production, distribution, and consumption, as well as their impact on societies
- Analyze factors that influence continuity and change within and among civilizations

2. World History Semester Exam

There are no objectives for this lesson.

World History (Prescriptive)



CR World History

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

This is the first of two courses that comprise World History. Pearson's *World History* provides the basis for instruction. This course provides the student with a comprehensive examination of world history from ancient times through the Global Age. The student will begin by exploring prehistory and early civilizations, focusing on the ancient civilizations of the Americas, Egypt, India, China, Greece, and Rome. The student will then study Medieval Christian Europe from the early to the late Middle Ages, followed by regional civilizations with a focus on the Muslim world, Africa, and Asia. Finally, the student will explore early modern times with a focus on the Renaissance, Reformation, and the Global Age.

SEMESTER B

This is the second of two courses that comprise World History. Pearson's *World History* provides the basis for instruction. This course provides the student with a comprehensive examination of world history from the Age of Absolutism through the present day. The student will explore social, political, and economic changes of the nineteenth and twentieth centuries, focusing on the Industrial Age and independence movements around the globe, including the impact of nationalism, imperialism, and the world wars. The later part of the course covers such topics as the Cold War, new nations, and the effects of globalization.

Course Outline:

SEMESTER A

15. Course Overview

1. Getting Started in World History

There are no objectives for this lesson.

16. Origins of Civilization

1. Learning About Our Past

- Identify how scientists and scholars use evidence to learn about the past
- Explain the methods anthropologists use to study prehistory
- Describe how archaeological discoveries influence views about early humans

2. The Neolithic Revolution

- Identify characteristics of early humans during the Old Stone Age
- Analyze how the Neolithic Revolution changed the way early humans lived

- Explain how economic factors such as surplus caused political changes during the Neolithic Revolution

3. A Civilization Begins

- Explain the impact of farming on life among Neolithic peoples
- Describe the cultural, political, and economic characteristics of early river civilizations
- Describe the emergence of social hierarchies in early river civilizations
- Explain how job specialization and other economic changes gave rise to organized government in early river civilizations
- Infer how cooperation within and conflict among early civilizations may have impacted the use of resources
- Use a map to explain the impact of geographic factors on early human settlement

4. Unit Review and Test

- Explain how scientists use evidence to interpret history
- Explain the features of early civilizations
- Identify the effects of Neolithic Revolution on humanity

17. Ancient Middle East and Egypt

1. Sumer and Mesopotamia

- Evaluate the lasting impact of ancient civilizations in Mesopotamia
- Identify causes and effects of the rise of the Persian empire
- Describe the impact of Hammurabi's Code on later political and legal ideas
- Describe political, economic, and social characteristics of ancient civilizations and empires in Mesopotamia
- Explain the influence of geographic factors on ancient Mesopotamian civilizations and empires

2. The Hebrews and the Origins of Judaism

- Describe the development of monotheism
- Explain the origins, key teachings, and influence of Judaism
- Evaluate the impact of the Jewish Ten Commandments on later political and legal ideas
- Describe the social, economic, political, and religious characteristics of ancient Israel
- Explain the impact of geographic factors on the development of Hebrew civilization and the spread of Judaism

3. Egyptian Civilization

- Explain events and conditions that led to the rise of Egyptian civilization
- Explain the lasting legacy of ancient Egypt
- Explain the impact of geographic factors on ancient Egyptian civilization
- Describe the government, society, and religious beliefs of ancient Egypt
- Describe the technological, artistic, and other cultural achievements of ancient Egypt
- Compare the social status of women in Egypt to that of other women in the ancient world

4. Unit Review and Test

- Analyze the development of the ancient civilizations of the Middle East and Egypt

- Explain the influences of ancient Egypt and Middle Eastern civilizations on modern civilization
- Analyze the origins and key teachings of Judaism

18. The Americas

1. Civilizations in Middle America

- Explain how the Neolithic Revolution gave rise to civilizations in Middle America
- Explain the influence of the Olmec civilization on the development of the Maya and the Aztec civilizations
- Compare political, economic and social characteristics of the Maya and Aztec civilizations
- Summarize the scientific and cultural achievements of the Maya and the Aztec
- Infer how cooperation within and conflict among early Middle American civilizations affected use of resources in the region

2. The World of the Incas

- Describe political, economic, and social characteristics of the Inca civilization
- Summarize the scientific and cultural achievements of early Andean cultures and the Incas
- Evaluate how unity and cooperation within the Inca empire enabled the Inca to better control resources
- Explain how early Andean civilizations gave rise to the Incas
- Describe the roles of women and family in the Inca empire
- Use maps to evaluate the impact of geographic features on the settlement and expansion of the Incas

3. The People of North America

- Describe the political, economic, and social characteristics of early peoples in North America
- Explain how the competition for resources led to cooperation within and conflict among Native American groups
- Describe the impact of farming on the rise of civilization in North America
- Compare the roles of women and men among early peoples in North America
- Evaluate the impact of geographic factors on the development of distinct culture groups in North America

4. Unit Review and Test

- Describe the development and decline of the Mayan, Incan, and Aztec civilizations
- Evaluate the origin of major scientific, mathematical, and technological advances in the Maya, Inca, and Aztec civilizations

19. Ancient India and China

1. Early Civilization and Religion in South Asia

- Explain the origins and key teachings of Hinduism and Buddhism
- Describe the religious, political, and cultural legacy of early civilizations in South Asia
- Evaluate the impact of geographic factors on the rise and decline of early civilizations in South Asia
- Analyze the political, economic, social, and religious features of early civilizations in South Asia

2. Powerful Empires Emerge in India

- Explain the origins and influence of the Maurya and Gupta empires

- Describe the political, social, economic, and religious characteristics of the Maurya empire
 - Describe the political, social, economic, and religious characteristics of the Gupta empire
 - Evaluate the impact of geographic factors on the rise and decline of the Maurya and Gupta empires
 - Describe the roles of women, children and family in the Maurya and Gupta empires
 - Write and cite evidence to defend a thesis statement
3. Ancient Civilization in China
- Describe the origins and impact of the development of the Zhou empire in China
 - Explain how early river valley civilizations in China gave rise to later civilizations
 - Explain geographic influences on the development of early civilizations in China
 - Analyze the political, social, economic, and religious characteristics of the Zhou empire in China
 - Summarize the key teachings of Confucianism and Daoism
4. Strong Rulers Unite China
- Summarize the scientific, technological, and cultural achievements of Han China
 - Describe the spread of Buddhism in ancient China
 - Explain the causes behind the decline of Han China
 - Evaluate the legacy of the Qin and Han dynasties in China
 - Describe social, political, and economic characteristics of China under the Qin and Han dynasties
5. Ancient India and China Portfolio
- Use historical and geographic information to draw inferences and conclusions
 - Write and cite evidence to defend a thesis statement
6. Unit Review and Test
- Analyze the development of the ancient civilizations of India and China
 - Explain the influences of ancient India and China on modern civilization
 - Analyze the origins and key teachings of Hinduism, Buddhism, Daoism, and Confucianism

20. Ancient Greece

1. Early Greece
- Explain the origins and decline of early Minoan and Mycenaean civilizations
 - Describe the culture of early Minoan and Mycenaean civilizations
 - Describe the cultural legacy of early Greek civilization
 - Analyze social, political and economic characteristics of early Minoan and Mycenaean civilizations
2. The Greek City-States
- Describe the lasting impact of the political ideas and structures of the ancient Greek city-states
 - Compare and contrast the systems of government among classical Greek city-states
 - Describe the roles of men, women, and families in early Greek city-states
 - Explain the effects of conflict among the city-states of Athens and Sparta

- Use maps to evaluate the impact of geographic factors on the formation of Greek city-states
3. Greek Thinkers, Artists, Writers, and Leaders
 - Analyze the political and philosophical ideas of classical Greek thinkers, including those of Socrates, Plato, and Aristotle
 - Evaluate the influence of classical Greek political thought on modern institutions of law and government
 - Identify the impact of innovations and ideas from classical Greek scientists and mathematicians
 - Analyze the artistic, architectural, and literary achievements of ancient Greece
 4. Unit Review and Test
 - Explain the causes and effects of the development of the classical civilization of Greece
 - Analyze how the ethical and moral principles of early civilizations affected the development of Western political thought
 - Evaluate the origin and impact of mathematical, scientific, and technological ideas in classical Greece
 - Explain the influence of religious and philosophical beliefs in ancient Greece on modern society

21. Ancient Rome

1. The Roman Republic
 - Explain the political legacy of the Roman republic
 - Summarize characteristics and institutions of the Roman republic
 - Describe the roles of men, women, and the family in the Roman republic
 - Evaluate the influence of senators, consuls, and other officials in the Roman republic
 - Describe elements of culture in early Rome and the Roman republic
2. The Roman Empire: Rise and Decline
 - Summarize events that led to the rise of the Roman empire
 - Explain contributing factors to the decline of the western Roman empire
 - Identify the contributions of significant Romans
 - Compare and contrast Roman society and government under the Roman republic and the Roman empire
3. The Legacy of Rome
 - Describe the lasting influence of Roman political institutions
 - Describe the literary, artistic, and other elements of culture handed down from ancient Rome
 - Describe the scientific, mathematical, and technological achievements of ancient Rome
 - Explain how the Roman empire spread and integrated culture on three continents
4. The Origins of Christianity
 - Explain the origins and key teachings of Christianity
 - Analyze the similarities and differences between Christian ethics and Roman law and governance
 - Assess the role of individuals in the development and spread of Christianity
5. Unit Review and Test

- Explain the causes and effects of the development of the classical civilization of Rome
- Analyze how the ethical and moral principles of early civilizations affected the development of Western political thought
- Evaluate the origin and impact of mathematical, scientific, and technological ideas in classical Rome
- Explain the influence of religious and philosophical beliefs in ancient Rome on modern society

22. Medieval Christian Europe, Part I

1. The Early Middle Ages

- Describe the rise and influence of the Byzantine empire
- Describe social, political, and economic characteristics of early medieval Europe
- Identify factors behind the spread of Christianity in medieval Europe
- Explain the role of Christianity in uniting medieval Europe and the Byzantine empire
- Explain the influence of geographic factors on medieval European civilization
- Describe the impact of the fall of Rome on European civilization

2. Feudalism and the Manor Economy

- Describe the development of feudalism and manorialism during the Middle Ages
- Summarize the characteristics of feudalism and manorialism in Western Europe
- Explain the economic and social impacts of medieval feudalism and manorialism
- Describe the roles of women and families in medieval society

3. The Medieval Christian Church and Crusades

- Describe causes and effects of the spread of Christianity in medieval Europe
- Describe the rising influence of the Church on society and politics in medieval Europe
- Explain the causes and effects of interaction among Christians, Jews, and Muslims in medieval Europe
- Compare and contrast Roman Catholicism with Eastern Orthodoxy
- Describe changes to medieval society and economic activity over time, as well as the impact of medieval guilds
- Describe the impact of the Church on the roles of women in medieval society

4. The Feudal Monarchs and the Church

- Explain the rise of strong monarchs in medieval Europe
- Describe how the relationship between religious and secular leaders in medieval Europe changed over time
- Describe limits on the powers of medieval monarchies
- Evaluate how the Magna Carta limited the power of the monarch

5. Unit Review and Test

- Analyze the causes and effects of the formation of medieval Europe
- Explain the effects of the economic system of manorialism
- Explain the causes and effects of the rise of the Byzantine empire
- Evaluate the development of Christianity in the Middle Ages

23. Medieval Christian Europe, Part II

1. A Flourishing Culture in the Middle Ages

- Describe key examples of art, architecture, literature, and music characteristic of the Middle Ages
- Identify cultural influences on medieval art, architecture, literature, and music
- Explain the impact of European art, architecture, literature, and music on other cultures and society today
- Describe medieval institutions of education and their role in society, culture, and politics
- Describe the lasting cultural impact of the Byzantine empire

2. The Late Middle Ages: A Time of Upheaval

- Explain factors that contributed to the decline of medieval Europe
- Describe challenges faced by the Church in the late Middle Ages
- Identify causes and consequences of the Black Death and the Hundred Years' War

3. Russia and Eastern Europe

- Describe the influence of geographic factors on the rise of Russian civilization
- Explain the origins and influence of the Russian Orthodox Church
- Summarize political, economic, and cultural aspects of tsarist Russia
- Describe political and cultural influences on Eastern European kingdoms
- Explain the impact of Mongol rule on Russia and Eastern Europe
- Produce a written guide to life in medieval Europe that analyzes the experiences and roles of the serf, merchant and artisan, noble, and ruling class

4. Unit Review and Test

- Explain the lasting impact of the culture of the Middle Ages
- Analyze the causes and effects of the decline of medieval Europe
- Explain how geography influenced the rise and development of Eastern Europe
- Evaluate how modern government is affected by earlier forms of government

24. The Muslim World and Africa

1. The Origins of Islam

- Locate and identify the significance of Mecca and Medina to Islam
- Explain the role of Muhammad and his followers in the development of Islam
- Describe the origins and early spread of Islam
- Summarize the key teachings of Islam
- Evaluate the political and social impact of Islam

2. A Muslim Empire and Its Achievements

- Describe the circumstances that gave rise to Muslim empires in Southwest Asia and North Africa
- Describe society and government under early Islamic empires
- Summarize the artistic, literary, scientific, and other cultural achievements of early Muslim civilization

3. The Ottoman and Safavid Empires

- Describe the causes and effects of the rise of the Ottoman and Safavid empires

- Describe interactions among Muslim, Christian, and Jewish peoples under Ottoman rule
 - Summarize social and political characteristics of the Ottoman and Safavid empires
4. Early Civilizations of Africa
- Describe the impact of Islam on early civilizations in North Africa
 - Summarize political, economic, social, and cultural characteristics of civilizations in Africa
 - Evaluate how geographic features made possible human settlement and encouraged human migration in the region
5. West and East Africa
- Describe the influence of geographic features on the formation of civilization in West Africa and East Africa
 - Explain the factors that contribute to economic interdependence in the region
 - Evaluate the influence of Islam, Judaism, and Christianity on the formation of civilizations in the region
6. Diverse Peoples and Traditions in Africa
- Describe the ways in which art, architecture, and literature reflect African civilization
 - Evaluate the impact of Islam and Christianity on the development of African civilization
 - Explain the role of men, women, and family in African civilizations
7. Unit Review and Test
- Explain the causes and effects of the rise of the Ottoman empire
 - Analyze the rise of Islam and its influence on Europe, Asia, and Africa
 - Analyze the development of the early civilizations of Africa
 - Explain how the arts and religion influence culture

25. Civilizations in Asia

1. The Delhi Sultanate and Mughal India
- Describe the interaction of Muslims and Hindus and the influence of Islam and Hinduism on events in India
 - Describe significant institutions and ideas that originated in India
 - Summarize the central tenets and spread of Islam, Hinduism, and Sikhism in India
 - Analyze the significance of the Taj Mahal as a cultural icon
 - Explain causes and consequences of the Mongol invasion of India
2. Golden Ages of China: Tang and Song Dynasties
- Summarize the political, economic, and social characteristics of Tang and Song China
 - Describe the artistic, scientific, mathematic, and technological achievements of Tang and Song China
 - Explain the roles of men, women, and family in Tang and Song China
 - Evaluate the importance of trade to the development of Tang and Song China
 - Assess the lasting cultural influence of Tang and Song China
3. The Mongol Empire and Ming China
- Describe the causes and consequences of the Mongol invasion of China

- Summarize the political, social, and economic characteristics of China under Mongol rule and the Ming dynasty
 - Identify the contributions of Genghis Khan and Kublai Khan
 - Explain the significance of the Pax Mongolica
 - Describe the importance of economic and cultural activity in Ming China
4. Korea and Japan
- Describe the impact of geographic factors on the development of Korean and Japanese civilization
 - Explain the development of Zen Buddhism and Shinto belief systems
 - Explain China's influence on civilization in Korea and Japan
 - Describe society under dynastic Korea and feudal Japan
 - Summarize the cultural achievements of the Choson dynasty in Korea and the Heian period in Japan
5. The Many Cultures of Southeast Asia
- Explain the influence of India and China on empires in Southeast Asia
 - Summarize the social, political, and economic characteristics of empires in Southeast Asia
 - Describe the artistic, architectural, and other cultural achievements of Southeast Asian civilizations
 - Evaluate the impact of geographic factors on the formation of empires in Southeast Asia
 - Describe the spread of religious ideas in Southeast Asia
6. Unit Review and Test
- Analyze the development of early civilizations in Asia
 - Explain the causes and effects of Mongol invasions on early civilizations
 - Evaluate the influence of the Ming dynasty on world trade
 - Explain the origin and impact of mathematical, scientific, and technological ideas in China prior to 1750
 - Explain the impact of interactions among cultures in Asian civilizations

26. The Renaissance and Reformation

1. The Italian Renaissance
- Summarize the causes and effects of the Italian Renaissance
 - Explain how Renaissance ideas encouraged individualism and secularism
 - Describe examples of art, architecture, and literature from the Italian Renaissance
 - Use maps to evaluate the spread of Renaissance ideas
 - Explain how Renaissance art and literature reflect the culture by which they were produced
2. The Renaissance in Northern Europe
- Explain the impact of the printing press on European society
 - Summarize the causes and effects of the Renaissance in northern Europe
 - Explain how the Renaissance in northern Europe encouraged individualism and secularism
 - Describe the significance of key examples of art, architecture, and literature from the Renaissance in northern Europe

- Explain how northern Renaissance art and literature reflects the culture by which it was produced
3. The Protestant Reformation
 - Describe causes and effects of the Protestant Reformation
 - Explain the impact of the printing press on the spread of Reformation ideas
 - Summarize the roles of key individuals in the Reformation
 - Describe the relationship between Protestant reforms and the growth of individualism and secularism
 4. Reformation Ideas Spread
 - Compare and contrast the origins and practices of Protestant sects that emerged during the Reformation
 - Explain the causes and effects of the Catholic Counter-Reformation
 - Evaluate the impact of Reformation ideas on European society and politics
 - Analyze the roles of men, women, and children during the Reformation
 5. The Scientific Revolution
 - Explain the scientific method and its significance to the Scientific Revolution
 - Identify contributions by Copernicus, Galileo, Isaac Newton, Robert Boyle, and other scientists during the Scientific Revolution
 - Evaluate the nature of the Scientific Revolution as a revolution
 - Explain the causes and effects of the Scientific Revolution in Europe and around the world
 - Explain the relationship between the Scientific Revolution and ideas about individualism and secularism
 6. Unit Review and Test
 - Evaluate the effects of the Renaissance on world history
 - Evaluate the effects of the Reformation on world history
 - Evaluate the effects of the Scientific Revolution on world history

27. **New Global Connections**

1. Europeans Explore Overseas
 - Identify causes and consequences of European exploration in the fifteenth and sixteenth centuries
 - Describe the role of trade in increasing global economic interdependence
 - Explain the influence of geographic factors on European exploration and trade
 - Describe the human characteristics of places in Africa, Asia, and the Americas encountered by European explorers
2. Europeans Gain Footholds in Asia
 - Explain the effects of European exploration and trade in Asia
 - Describe the influence of Ming China on international trade
 - Identify sources of conflict and competition in global trade in the fifteenth and sixteenth centuries
 - Evaluate the impact of geographic factors on global trade
3. European Conquests and Colonies

- Summarize events that led to European exploration and colonization of the Americas
 - Describe the impact of European exploration on the Americas and on Native American civilizations
 - Describe the role of trade and competition in European exploration and colonization
 - Evaluate the role of geographic factors in European exploration and colonization
 - Compare and contrast life in the Spanish, Portuguese, French, and English colonies
4. The Slave Trade and Its Impact on Africa
- Explain the causes and effects of the Atlantic slave trade
 - Compare and contrast the conditions endured by enslaved Africans in different parts of the Americas
 - Explain the geographic, economic, and cultural significance of triangular trade
5. Effects of Global Contact
- Explain the causes and effects of the Columbian Exchange
 - Describe the role of mercantilism in European colonization
 - Explain factors that led to Europe's Commercial Revolution
 - Evaluate geographic features that influenced Europeans trade and colonization
6. Unit Review and Test
- Assess the causes and effects of European trade, exploration, and expansion
 - Evaluate the effects of European colonization in the Americas
 - Analyze the effects of the Atlantic slave trade
 - Explain how European exploration led to global economic change

28. World History Semester Exam

1. World History Semester Exam Review
- Explain the role of geography in shaping civilization
 - Describe factors that influence the structure of government and the exercise of government power
 - Assess the relationship between the political, economic, and social elements of civilization
 - Explain the interrelationship among elements of culture, including art and architecture, literature, science and technology, religion, and political ideology
 - Analyze causes and consequences of economic and social activity, including settlement, trade, migration, colonization, and conflict and cooperation

2. World History Semester Exam

There are no objectives for this lesson.

SEMESTER B

14. Course Overview

1. Getting Started in World History

There are no objectives for this lesson.

15. Absolutism and Revolution

1. Absolute Monarchy in Spain and France

- Describe the absolute monarchies of Spain under Philip II and France under Louis XIV
 - Describe the rights of citizens under absolute monarchies in Spain and France
 - Summarize the cultural achievements of Spain's golden century
 - Describe economic and social aspects of Philip II's Spain and Louis XIV's France
2. Rise of Austria, Prussia, and Russia
- Explain how conflict among nations changed the map of Europe
 - Evaluate the influence of Catherine the Great on Russia and on global relations
 - Describe characteristics of absolute monarchies and the rights of citizens under those monarchies in Austria, Prussia, and Russia
3. Triumph in England and the Enlightenment
- Explain the development of democratic ideas during the Enlightenment
 - Explain the political and social theories of significant Enlightenment thinkers
 - Explain the major tenets and the lasting impact of the English Bill of Rights
 - Identify the causes and effects of the English Civil War and the Glorious Revolution
 - Explain the economic theories of Adam Smith and their impact on the development of the free enterprise system
 - Describe the influence of Elizabeth I on England and on global politics
 - Describe the characteristics of oligarchical rule in England
4. The American Revolution
- Describe the impact of Enlightenment thought on the American Revolution
 - Identify the causes and effects of the American Revolution
 - Describe characteristics of government and the rights of citizens under the U.S. Constitution
 - Evaluate the global impact of the American Revolution and the precedents established by the U.S. Constitution
 - Identify democratic institutions and processes in the United States
5. The French Revolution
- Describe the impact of Enlightenment thought on the French Revolution
 - Identify causes and effects of the French Revolution
 - Describe the impact of earlier revolutions and documents on the French Revolution
 - Explain the events that led from the French Revolution to the rise of Napoleon Bonaparte
 - Describe characteristics of government and the rights of citizens following the French Revolution
 - Summarize the efforts of women to win suffrage during the French Revolution
6. The Age of Napoleon
- Explain the causes and effects of the Napoleonic Wars, in Europe and around the world
 - Explain how Napoleon rose to power in France
 - Describe characteristics of government and the rights of citizens under Napoleon's rule in France
 - Compare and contrast the causes and effects of the American Revolution and the French Revolution

7. Absolutism and Revolution Portfolio

- Use historical and geographic information to draw inferences and conclusions
- Write and cite evidence to defend a thesis statement

8. Unit Review and Test

- Evaluate major events during the Age of Absolutism
- Compare and contrast two revolutions during the Age of Absolutism
- Identify and evaluate the characteristics of various forms of political systems including absolute monarchy, democracy, oligarchy, republic, and limited monarchy
- Explain and compare the ideas of major philosophers of the era
- Explain the influence of political, legal, and economic ideas found in historical documents

16. The Industrial Revolution

1. The First Industrial Revolution

- Describe the causes and effects of the Industrial Revolution, including why England was the first country to industrialize
- Summarize the impact of industrialization on women, children, and families
- Identify significant inventions and innovations of the Industrial Revolution
- Describe how the Industrial Revolution shaped the economic theories of capitalism, socialism, and communism
- Describe the relationship between industrialization, urbanization, and the free enterprise system

2. The Second Industrial Revolution

- Explain the economic, political, and social consequences of the second Industrial Revolution
- Contrast the achievements of the second Industrial Revolution with those of the first Industrial Revolution
- Describe the impact of industrialization on standards of living and ways of life
- Evaluate the changing relationship between big business and labor
- Assess the geographic context of the Industrial Revolution

3. The Changing Ways of Life and Thought

- Explain the origins, efforts, and outcomes of the women's suffrage movement
- Describe the cultural impact of industrialization, including the development of Romanticism and Realism
- Explain how artistic and literary works reflected the culture in which they were produced, as well as universal themes
- Explain how specific inventions and innovations changed daily life and society in the late nineteenth and early twentieth centuries

4. Unit Review and Test

- Explain the causes of the Industrial Revolution
- Evaluate how the Industrial Revolution brought about social, economic, scientific, and cultural change
- Explain the historical origins and characteristics of various systems, including capitalism, socialism, and communism

17. Nationalism and the Spread of Democracy

1. Change in Europe and Latin America

- Explain the origins, including the role of nationalism, of political revolution in Europe and Latin America
- Describe the outcomes of political revolution in Europe and Latin America
- Explain the contributions of significant individuals in revolutionary nationalist movements
- Summarize the economic and social effects of political change in Europe and Latin America

2. The Unification of Germany and Italy

- Explain the role of nationalism in uniting German and Italian kingdoms
- Summarize the causes and consequences of the unification of Germany
- Summarize the causes and consequences of the unification of Italy
- Describe the significant roles played by German and Italian leaders
- Assess German and Italian society and economic growth under nationalist rule

3. Changes and Division in Britain and France

- Describe the influence of Queen Victoria on English and global politics and society
- Evaluate the changing roles and rights of women in England and France in the late nineteenth century
- Summarize the causes and effects of democratic and economic reforms in France at the turn of the century
- Summarize the causes and effects of democratic and economic reforms in England at the turn of the century
- Explain the sources of conflict in late nineteenth-century English and French society

4. Growth of the United States

- Describe the changing roles of women in the United States in the late nineteenth and early twentieth centuries
- Evaluate geographic factors that made possible the expansion of the United States
- Describe the impact of industrialization on the expansion and economic growth of the United States
- Evaluate Manifest Destiny as a nationalist idea that united and divided citizens in the United States
- Summarize the causes and effects of the abolition of slavery in the United States

5. Nationalism in Eastern Europe and Russia

- Describe how nationalist forces in Central and Eastern Europe led to conflict
- Explain the causes and effects of Russian expansion in the nineteenth century
- Describe characteristics of autocratic rule in Russia
- Summarize the origins and consequences of the Crimean War
- Describe social, political, and economic impacts of industrialization in Russia

6. Nationalism and the Spread of Democracy Portfolio

- Analyze the impact of conflict and cooperation among groups and organization on global development and relations

7. Unit Review and Test

- Identify and evaluate the influence of various economic, social, and political conditions on political revolutions in the nineteenth century
- Summarize the effects of political and economic reform in Europe and Latin America
- Evaluate the contributions of significant individuals in revolutionary nationalist movements
- Describe the impact of industrialization on nationalism in the United States

18. The Age of Imperialism

1. The New Imperialism

- Explain causes and effects of Western imperialism
- Describe the relationship between industrialization and imperialism
- Evaluate the impact of geographic and technological factors on Western imperialism
- Describe political, economic, social, and cultural characteristics of Western imperial rule

2. European Colonies in Africa

- Explain the causes of European imperialism in Africa
- Explain the effects of Western imperial rule in Africa
- Describe the geographic impact of Western imperial rule in Africa
- Describe the perspective of resistance movements to Western imperial rule
- Describe the culture of indigenous peoples in Africa

3. Europe in the Muslim World

- Summarize the causes of European interest in Southwest Asia, North Africa, and India
- Compare and contrast the influence of Western imperial powers on different Muslim nations and India
- Describe the political, economic, social, and cultural impact of European involvement in Southwest Asia, North Africa, and India
- Analyze the response of Indian and Muslim peoples and nations to Western imperialism
- Assess the causes and effects of the Armenian genocide

4. China and the West

- Explain the economic interest of Western powers in China
- Describe the efforts and consequences of Western nations to open China to trade
- Analyze efforts to resist Western imperialism and the role of Sun Yat-sen (Sun Yixian) in Chinese independence
- Evaluate the relationship between Western imperialism and regional conflict

5. Japan, Southeast Asia, and the Pacific

- Explain the causes and effects of Western interest in Japan, Southeast Asia, and the Pacific
- Explain the origins and consequences of Japanese imperialism
- Evaluate geographic influences on trade, imperialism, and conflict in Japan, Southeast Asia, and the Pacific
- Evaluate the role of transportation and technology in opening Japan, Southeast Asia, and the Pacific to foreign influence
- Describe the efforts and outcomes of independence movements in the region

6. The Americas in the Age of Imperialism

- Summarize the political, economic, social, and cultural causes that gave rise to American imperialism
- Compare and contrast American influence in different regions of the world
- Use maps to evaluate the impact of geographic factors on American involvement in Latin America
- Describe the origins and consequences of independence movements in Latin America
- Compare and contrast the independence movement in Canada with that of Latin American nations
- Compare and contrast the perspectives of imperial powers and those colonized

7. Unit Review and Test

- Analyze the political and economic motivations behind imperialism
- Explain how European powers expanded their empires during the Age of Imperialism
- Evaluate the political, cultural, social, and economic impact of European imperialism
- Discuss the characteristics and effects of imperialism from multiple perspectives
- Explain the role of technology in European imperialism

19. World War I and the Russian Revolution

1. World War I Begins

- Explain how militarism and nationalism led to World War I
- Explain how the alliance system contributed to the onset of World War I
- Explain how political rivalries and ethnic tensions moved Europe toward World War I
- Summarize actions and arguments by national leaders that contributed to the outbreak of war
- Use maps to evaluate the influence of geographic factors on the start of World War I

2. Fighting the Great War

- Describe major characteristics of World War I, including the use of trench warfare
- Explain the impact of modern technology on the conduct of World War I
- Summarize the human and economic costs of the war, including attacks against civilians
- Identify significant battles and turning points of World War I

3. World War I Ends

- Analyze the arguments and events that led the United States to enter World War I
- Explain the political and economic effects of the Treaty of Versailles and the formation of the League of Nations
- Describe the impact of the United States' refusal to join the League of Nations
- Describe the mandate system that resulted from the end of the war
- Explain the global impact of the influenza pandemic in 1918
- Describe the roles of women in the war
- Describe the use of propaganda to mobilize nations for total war

4. Revolution in Russia

- Explain the establishment of the Union of Soviet Socialist Republics
- Distinguish between the revolutions of 1917 in Russia

- Summarize the causes and effects of the Russian Revolution
- Describe the conflict and politically motivated violence that resulted from the Russian Revolution

5. Unit Review and Test

- Analyze the causes, major events, and effects of World War I
- Evaluate how technological innovation impacted the characteristics of World War I
- Explain the political and economic impacts of the League of Nations, Wilson's Fourteen Points, and the Treaty of Versailles
- Identify the causes and effects of the Russian Revolution

20. The World Between the Wars

1. Latin America, Africa, and the Middle East

- Explain the causes and effects of political revolution in Mexico
- Explain the causes and effects of political revolution in Central and South America
- Explain the origins and outcomes of nationalist movements in Africa and the Middle East
- Evaluate the Good Neighbor Policy of the United States and its consequences
- Explain the impact of global depression on nations in Latin America, Africa, and the Middle East
- Describe life in South Africa under the rule of apartheid

2. India Seeks Self-Rule

- Explain the causes and effects of the Indian independence movement
- Describe the use of nonviolent disobedience by supporters of Indian self-rule
- Describe life in India under British imperial rule
- Identify specific reforms sought by Mohandas Gandhi in India
- Explain the role of Mohandas Gandhi in protesting British rule of India

3. New Forces in China and Japan

- Describe the causes and effects of the competition for power between Chinese Nationalists and Communists
- Explain the origins and consequences of the rise of Japanese ultranationalists
- Assess the role of Emperor Hirohito and Mao Zedong in achieving political change in Japan and China
- Explain the impact of global depression on events in China and Japan
- Summarize political, economic, and social challenges faced by republican and liberal forces in China and Japan

4. The West After World War I

- Describe foreign policy challenges faced by Western nations following World War I
- Explain the causes and effects of the Great Depression on the United States and Europe
- Summarize global responses to the Great Depression
- Describe scientific, artistic, literary, and other cultural achievements in the United States and Europe between the world wars
- Explain the changing roles of women in the period between the world wars

5. Dictators in Italy and the Soviet Union

- Explain the causes and effects of Benito Mussolini's rise to power in Italy
- Explain how Joseph Stalin secured power in the Soviet Union
- Explain the response of Stalin's Soviet Union to economic depression
- Describe political, economic, and social aspects of totalitarian rule in Italy and the Soviet Union
- Evaluate the human cost of Stalin's economic policies and political purges

6. The Rise of Nazi Germany

- Explain the causes and effects of the rise to power of Adolf Hitler and the Nazi party in Germany
- Summarize the key tenets and goals of Adolf Hitler and the Nazi party
- Describe the response of Adolf Hitler and the Nazi party to global depression
- Describe life in Germany under the fascist rule of the Nazi party

7. Unit Review and Test

- Identify and evaluate the rise of totalitarian governments after World War I
- Explain the causes and effects of nationalist movements after World War I
- Explain the roles of various world leaders between the world wars
- Describe the impact of global economic depression after World War I
- Evaluate the cultural, technological, and scientific changes that occurred between the world wars

21. World War II

1. Aggression, Appeasement, and War

- Explain the causes and effects of the Nazi-Soviet Pact in 1939
- Describe the impact of the Japanese invasion of China and Southeast Asia
- Summarize the political, military, and economic causes that led to World War II
- Sequence the chain of events that led to a declaration of war by Britain and France
- Assess the impact of policies of appeasement and nonintervention on World War II
- Summarize the role of world leaders, including Adolf Hitler, Francisco Franco, and Winston Churchill, in the outbreak of war

2. Axis Powers Advance

- Explain why the attack on Pearl Harbor brought the United States into World War II
- Summarize the advance of Nazi forces across Europe
- Describe causes and effects of the Nazi invasion of the Soviet Union
- Use maps to assess geographic challenges faced by Nazi Germany during World War II

3. The Holocaust

- Identify population groups persecuted by the Nazis during the Holocaust
- Explain events and policies pursued by the Nazis during the Holocaust
- Describe the responses of Allied nations and world leaders to the Holocaust
- Summarize the human costs of the Holocaust

4. The Allies Turn the Tide

- Describe turning points in World War II
 - Explain Allied goals and strategies during World War II
 - Describe the contributions of women to World War II
 - Use maps to evaluate the impact of geographic factors on events during World War II
 - Identify and discuss possible justifications for war
5. Victory for the Allies
- Explain the role of world leaders in negotiating the peace after World War II
 - Summarize the human costs of World War II
 - Explain the events that led to the conclusion of World War II
 - Describe the formation and purpose of the United Nations
 - Explain the role of atomic weapons in bringing World War II to a close
 - Explain the significance of the Nuremberg Trials
 - Use maps to assess geographic factors in the outcome of World War II
6. Unit Review and Test
- Identify and evaluate the causes, major events, and effects of World War II
 - Describe the impact of World War II on the civilian population
 - Describe the impact of military and political leaders prior to and during World War II
 - Discuss the justification of war

22. The Cold War Era

1. A New Global Conflict
- Explain causes and effects of the Cold War
 - Describe the origins and outcomes of political uprisings against Soviet rule in Eastern Europe
 - Assess the goals of alliances and international organizations during the Cold War
 - Evaluate causes and effects of the arms race that took place during the Cold War
 - Contrast life under totalitarian rule in the Soviet Union and Eastern European satellite nations with life in democratic nations
 - Use maps to assess the influence of geographic factors in the Cold War
2. The Western Democracies and Japan
- Describe the postwar economic recovery of Japan and European nations
 - Explain the economic and political challenges faced by the United States and Western European nations following World War II
 - Assess the effectiveness of the civil rights movement in the United States in achieving democratic reform
 - Explain the role of Margaret Thatcher in postwar Britain
 - Assess the impact of World War II and the Cold War on colonial independence movements
3. Communism and War in Asia
- Analyze the causes and effects of the Chinese Civil War, including the role of Mao Zedong
 - Explain Chinese influence on conflict in Southeast Asia
 - Explain how the Cold War contributed to violent conflict in Korea, Vietnam, and Cambodia

- Describe the circumstances of the mass murder committed by the Khmer Rouge in Cambodia
 - Analyze the Cold War strategies and goals pursued by the United States and the Soviet Union in Asia
 - Compare and contrast the social, political, and military situations in Korea, Vietnam, and Cambodia that contributed to the outbreak of war
4. The Cold War Ends
- Explain the role of key leaders, including Lech Walesa, Mikhail Gorbachev, and Ronald Reagan, in bringing about the end of the Cold War
 - Describe events that led to the collapse of communism in Eastern Europe and in the Soviet Union
 - Analyze the causes of the decline of communist economies in the late twentieth century
 - Explain the rise of free market economies in Eastern Europe and Asia following the collapse of the Soviet Union
 - Describe the global consequences of the breakup of the Soviet Union
5. Unit Review and Test
- Identify and evaluate the social, political, and technological structures of the United States and the Soviet Union during the Cold War
 - Analyze the effects of the spread of communism to non-Soviet nations
 - Describe the global effect of the fall of the Soviet Union

23. New Nations Emerge

1. New Nations in South Asia and Southeast Asia
- Explain the impact of U.S. and Soviet Cold War policies on nations in South Asia and Southeast Asia
 - Assess the political impact of Indira Gandhi's policies in India
 - Analyze the influence of geographic and cultural factors on the formation of new nations in South Asia and Southeast Asia
 - Describe the nation-building efforts undertaken in South Asia and Southeast Asia and their outcomes
 - Describe the rights of citizens in democratic India
 - Explain how citizens' rights differ under militaristic and democratic governments in Myanmar, Indonesia, and the Philippines
2. African Nations Win Independence
- Describe the origins and outcomes of independence movements in Africa
 - Explain social, cultural, and economic challenges faced by African nations today
 - Analyze the causes and effects of genocide in Darfur and Rwanda
 - Describe the international response to humanitarian crises in Africa
 - Use maps to evaluate geographic factors that have contributed to conflict within and among African nations
 - Evaluate the need for strong government in order for new nations to succeed
3. The Modern Middle East Takes Shape
- Describe the origins and consequences of nation-building in the Middle East

- Describe economic, political, cultural, and ethnic challenges faced by countries in the Middle East in the past and today
 - Describe life under theocratic rule in the Middle East
 - Compare and contrast systems of governance among nations in the Middle East
 - Describe the role of Golda Meir in achieving Israeli independence
4. Conflicts in the Middle East
- Describe the causes and effects of ongoing conflict in the Middle East
 - Summarize domestic and foreign policy challenges faced by nations in the Middle East
 - Evaluate efforts to restore and maintain peace in the Middle East
 - Describe political, social, cultural, and ethnic characteristics of Middle Eastern nations that have contributed to conflict
5. Unit Review and Test
- Explain how geography and culture influenced independence movements in Asia, Africa, and the Middle East
 - Explain the causes and effects of regional conflicts in various parts of the world
 - Explain the effects of influential figures in nation-building during the late twentieth century
 - Summarize the efforts to maintain peace in the Middle East

24. The World Today Part I

1. Challenges of Development
- Evaluate the benefits of economic growth for people in developing nations
 - Describe the impact of technology on economic growth and social change in developing nations
 - Describe characteristics of industrialized and developing nations
 - Describe efforts of African groups and individuals, including the work of Wangari Maathai, to improve their economies and societies
 - Summarize efforts to overturn the system of apartheid in South Africa and the outcomes, including the role of Nelson Mandela
 - Describe economic, social, health, and environmental challenges faced by African nations today
2. Rapid Development in China and India
- Describe examples of political repression in China
 - Describe challenges faced by China and India today
 - Explain the contributions of Mother Teresa
 - Explain civil efforts to reform economic, social, and political systems in China
 - Explain civil efforts to reform economic, social, and political systems in India
 - Evaluate the impact of economic reforms in China and India
3. Latin American Nations Move Toward Democracy
- Describe the impact of economic conditions on Latin American society
 - Explain democratic reform movements and their outcomes in Latin America
 - Evaluate how U.S. intervention contributed to the rise of repressive regimes in Latin America

- Identify examples of political repression and resistance efforts in Latin American nations
- Explain the formation and goals of the Organization of American States
- Describe the contributions of Oscar Romero and Mothers of the Plaza de Mayo to reform in Latin America

4. The Industrialized World

- Explain the purpose and contributions of the European Union
- Describe the impact of market economic policies in Russia and in Asia
- Compare political and economic changes in Europe and Russia since the end of the Cold War
- Assess factors that contributed to violence in the Balkans
- Explain economic and social challenges faced by Russia and the government's responses

5. Unit Review and Test

- Compare challenges in developing nations
- Identify and evaluate human rights issues in various nations and regions of the world
- Summarize the role and impact of individuals and organizations on political and social reform

25. The World Today Part II

1. Globalization and Trade

- Identify contributing factors to globalization, including industrialization and technological innovation
- Explain political, economic, social, and cultural impacts of globalization on nations around the world
- Assess the role of international treaties and organizations in growing global trade
- Summarize causes and effects of global economic interdependence, including competition, scarcity, and specialization

2. Modern Issues in International Society

- Explain the global impact of terrorism in the late twentieth and early twenty-first centuries
- Identify examples of modern humanitarian crises in the world
- Assess the international response to human rights issues
- Explain economic, environmental, and social challenges faced by nations today

3. Advances in Science and Technology

- Explain the causes and effects of the space race
- Describe how computers and the Internet have changed the ways in which people live and communicate ideas and information
- Summarize the economic impact of modern technological innovations
- Evaluate the effects and potential effects of biotechnology and genetic engineering
- Assess the impact of technology on standards of living in developed and developing nations

4. Unit Review and Test

- Explain the risks and benefits of globalization and interdependence
- Describe modern advancements in science and technology
- Evaluate threats to global security

26. World History Semester Exam

1. World History Semester Exam Review

- Summarize the contributions of individuals, groups, and institutions to historic events
- Explain the origins of and changes in civic ideals and practices over time
- Assess the impact of global connections on economics, culture, and politics
- Describe the development of systems of production, distribution, and consumption, as well as their impact on societies
- Analyze factors that influence continuity and change within and among civilizations

2. World History Semester Exam

There are no objectives for this lesson.

World History Honors



Honors World History

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise Honors World History. Pearson's *World History* provides the basis for instruction. This rigorous course provides the student with a comprehensive examination of world history from ancient times through the Global Age. The student will begin by exploring prehistory and early civilizations, focusing on the ancient civilizations of the Americas, Egypt, India, China, Greece, and Rome. The student will then study Medieval Christian Europe from the early to the late Middle Ages, followed by regional civilizations with a focus on the Muslim world, Africa, and Asia. Finally, the student will explore early modern times with a focus on the Renaissance, Reformation, and the Global Age. Portfolios, comprehension questions, and unit tests are differentiated from the standard World History course to provide a higher level of rigor for Honors students.

Semester A Outline

1. Course Overview

1. Getting Started in World History

2. Origins of Civilization

1. Learning About Our Past

- Identify how scientists and scholars use evidence to learn about the past
- Explain the methods anthropologists use to study prehistory
- Describe how archaeological discoveries influence views about early humans

2. The Neolithic Revolution

- Identify characteristics of early humans during the Old Stone Age
- Analyze how the Neolithic Revolution changed the way early humans lived
- Explain how economic factors such as surplus caused political changes during the Neolithic Revolution

3. A Civilization Begins

- Explain the impact of farming on life among Neolithic peoples
- Describe the cultural, political, and economic characteristics of early river civilizations

- Describe the emergence of social hierarchies in early river civilizations
- Explain how job specialization and other economic changes gave rise to organized government in early river civilizations
- Infer how cooperation within and conflict among early civilizations may have impacted the use of resources
- Use a map to explain the impact of geographic factors on early human settlement

4. Unit Review and Test

- Explain how scientists use evidence to interpret history
- Explain the features of early civilizations
- Identify the effects of Neolithic Revolution on humanity

3. Ancient Middle East and Egypt

1. Sumer and Mesopotamia

- Evaluate the lasting impact of ancient civilizations in Mesopotamia
- Identify causes and effects of the rise of the Persian empire
- Describe the impact of Hammurabi's Code on later political and legal ideas
- Describe political, economic, and social characteristics of ancient civilizations and empires in Mesopotamia
- Explain the influence of geographic factors on ancient Mesopotamian civilizations and empires

2. The Hebrews and the Origins of Judaism

- Describe the development of monotheism
- Explain the origins, key teachings, and influence of Judaism
- Evaluate the impact of the Jewish Ten Commandments on later political and legal ideas
- Describe the social, economic, political, and religious characteristics of ancient Israel
- Explain the impact of geographic factors on the development of Hebrew civilization and the spread of Judaism

3. Egyptian Civilization

- Explain events and conditions that led to the rise of Egyptian civilization
- Explain the lasting legacy of ancient Egypt
- Explain the impact of geographic factors on ancient Egyptian civilization
- Describe the government, society, and religious beliefs of ancient Egypt
- Describe the technological, artistic, and other cultural achievements of ancient Egypt
- Compare the social status of women in Egypt to that of other women in the ancient world

4. Unit Review and Test

- Analyze the development of the ancient civilizations of the Middle East and Egypt
- Explain the influences of ancient Egypt and Middle Eastern civilizations on modern civilization
- Analyze the origins and key teachings of Judaism

4. The Americas

1. Civilizations in Middle America

- Explain how the Neolithic Revolution gave rise to civilizations in Middle America

- Explain the influence of the Olmec civilization on the development of the Maya and the Aztec civilizations
- Compare political, economic, and social characteristics of the Maya and Aztec civilizations
- Summarize the scientific and cultural achievements of the Maya and the Aztec
- Infer how cooperation within and conflict among early Middle American civilizations affected use of resources in the region

2. The World of the Incas

- Describe political, economic, and social characteristics of the Inca civilization
- Summarize the scientific and cultural achievements of early Andean cultures and the Incas
- Evaluate how unity and cooperation within the Inca empire enabled the Inca to better control resources
- Explain how early Andean civilizations gave rise to the Incas
- Describe the roles of women and family in the Inca empire
- Use maps to evaluate the impact of geographic features on the settlement and expansion of the Incas

3. The People of North America

- Describe the political, economic, and social characteristics of early peoples in North America
- Explain how the competition for resources led to cooperation within and conflict among Native American groups
- Describe the impact of farming on the rise of civilization in North America
- Compare the roles of women and men among early peoples in North America
- Evaluate the impact of geographic factors on the development of distinct culture groups in North America

4. Unit Review and Test

- Describe the development and decline of the Mayan, Incan, and Aztec civilizations
- Evaluate the origin of major scientific, mathematical and technological advances in the Maya, Inca, and Aztec civilizations

5. Ancient India and China

1. Early Civilization and Religion in South Asia

- Explain the origins and key teachings of Hinduism and Buddhism
- Describe the religious, political, and cultural legacy of early civilizations in South Asia
- Evaluate the impact of geographic factors on the rise and decline of early civilizations in South Asia
- Analyze the political, economic, social, and religious features of early civilizations in South Asia

2. Powerful Empires Emerge in India

- Explain the origins and influence of the Maurya and Gupta empires
- Describe the political, social, economic, and religious characteristics of the Maurya empire
- Describe the political, social, economic, and religious characteristics of the Gupta empire
- Evaluate the impact of geographic factors on the rise and decline of the Maurya and Gupta empires
- Describe the roles of women, children, and family in the Maurya and Gupta empires

- Write and cite evidence to defend a thesis statement

3. Ancient Civilization in China

- Describe the origins and impact of the development of the Zhou empire in China
- Explain how early river valley civilizations in China gave rise to later civilizations
- Explain geographic influences on the development of early civilizations in China
- Analyze the political, social, economic, and religious characteristics of the Zhou empire in China
- Summarize the key teachings of Confucianism and Daoism

4. Strong Rulers Unite China

- Summarize the scientific, technological, and cultural achievements of Han China
- Describe the spread of Buddhism in ancient China
- Explain the causes behind the decline of Han China
- Evaluate the legacy of the Qin and Han dynasties in China
- Describe social, political, and economic characteristics of China under the Qin and Han dynasties

5. Ancient India and China Portfolio

- Use historical and geographic information to draw inferences and conclusions
- Write and cite evidence to defend a thesis statement

6. Unit Review and Test

- Analyze the development of the ancient civilizations of India and China
- Explain the influences of ancient India and China on modern civilization
- Analyze the origins and key teachings of Hinduism, Buddhism, Daoism, and Confucianism

6. Ancient Greece

1. Early Greece

- Explain the origins and decline of early Minoan and Mycenaean civilizations
- Describe the culture of early Minoan and Mycenaean civilizations
- Describe the cultural legacy of early Greek civilization
- Analyze social, political, and economic characteristics of early Minoan and Mycenaean civilizations

2. The Greek City-States

- Describe the lasting impact of the political ideas and structures of the ancient Greek city-states
- Compare and contrast the systems of government among classical Greek city-states
- Describe the roles of men, women, and families in early Greek city-states
- Explain the effects of conflict among the city-states of Athens and Sparta
- Use maps to evaluate the impact of geographic factors on the formation of Greek city-states

3. Greek Thinkers, Artists, Writers, and Leaders

- Analyze the political and philosophical ideas of classical Greek thinkers, including those of Socrates, Plato, and Aristotle

- Evaluate the influence of classical Greek political thought on modern institutions of law and government
- Identify the impact of innovations and ideas from classical Greek scientists and mathematicians
- Analyze the artistic, architectural, and literary achievements of ancient Greece

4. Unit Review and Test

- Explain the causes and effects of the development of the classical civilization of Greece
- Analyze how the ethical and moral principles of early civilizations affected the development of Western political thought
- Evaluate the origin and impact of mathematical, scientific, and technological ideas in classical Greece
- Explain the influence of religious and philosophical beliefs in ancient Greece on modern society

7. Ancient Rome

1. The Roman Republic

- Explain the political legacy of the Roman republic
- Summarize characteristics and institutions of the Roman republic
- Describe the roles of men, women, and the family in the Roman republic
- Evaluate the influence of senators, consuls, and other officials in the Roman republic
- Describe elements of culture in early Rome and the Roman republic

2. The Roman Empire: Rise and Decline

- Summarize events that led to the rise of the Roman empire
- Explain contributing factors to the decline of the western Roman empire
- Identify the contributions of significant Romans
- Compare and contrast Roman society and government under the Roman republic and the Roman empire

3. The Legacy of Rome

- Describe the lasting influence of Roman political institutions
- Describe the literary, artistic, and other elements of culture handed down from ancient Rome
- Describe the scientific, mathematical, and technological achievements of ancient Rome
- Explain how the Roman empire spread and integrated culture on three continents

4. The Origins of Christianity

- Explain the origins and key teachings of Christianity
- Analyze the similarities and differences between Christian ethics and Roman law and governance
- Assess the role of individuals in the development and spread of Christianity

5. Unit Review and Test

- Explain the causes and effects of the development of the classical civilization of Rome
- Analyze how the ethical and moral principles of early civilizations affected the development of Western political thought

- Evaluate the origin and impact of mathematical, scientific, and technological ideas in classical Rome
- Explain the influence of religious and philosophical beliefs in ancient Rome on modern society

8. Medieval Christian Europe, Part I

1. The Early Middle Ages

- Describe the rise and influence of the Byzantine empire
- Describe social, political, and economic characteristics of early medieval Europe
- Identify factors behind the spread of Christianity in medieval Europe
- Explain the role of Christianity in uniting medieval Europe and the Byzantine empire
- Explain the influence of geographic factors on medieval European civilization
- Describe the impact of the fall of Rome on European civilization

2. Feudalism and the Manor Economy

- Describe the development of feudalism and manorialism during the Middle Ages
- Summarize the characteristics of feudalism and manorialism in Western Europe
- Explain the economic and social impacts of medieval feudalism and manorialism
- Describe the roles of women and families in medieval society

3. The Medieval Christian Church and Crusades

- Describe causes and effects of the spread of Christianity in medieval Europe
- Describe the rising influence of the Church on society and politics in medieval Europe
- Explain the causes and effects of interaction among Christians, Jews, and Muslims in medieval Europe
- Compare and contrast Roman Catholicism with Eastern Orthodoxy
- Describe changes to medieval society and economic activity over time, as well as the impact of medieval guilds
- Describe the impact of the Church on the roles of women in medieval society

4. The Feudal Monarchs and the Church

- Explain the rise of strong monarchs in medieval Europe
- Describe how the relationship between religious and secular leaders in medieval Europe changed over time
- Describe limits on the powers of medieval monarchies
- Evaluate how the Magna Carta limited the power of the monarch

5. Unit Review and Test

- Analyze the causes and effects of the formation of medieval Europe
- Explain the effects of the economic system of manorialism
- Explain the causes and effects of the rise of the Byzantine empire
- Evaluate the development of Christianity in the Middle Ages

9. Medieval Christian Europe, Part II

1. A Flourishing Culture in the Middle Ages

- Describe key examples of art, architecture, literature, and music characteristic of the Middle Ages

- Identify cultural influences on medieval art, architecture, literature, and music
 - Explain the impact of European art, architecture, literature, and music on other cultures and society today
 - Describe medieval institutions of education and their role in society, culture, and politics
 - Describe the lasting cultural impact of the Byzantine empire
2. The Late Middle Ages: A Time of Upheaval
- Explain factors that contributed to the decline of medieval Europe
 - Describe challenges faced by the Church in the late Middle Ages
 - Identify causes and consequences of the Black Death and the Hundred Years' War
3. Russia and Eastern Europe
- Describe the influence of geographic factors on the rise of Russian civilization
 - Explain the origins and influence of the Russian Orthodox Church
 - Summarize political, economic, and cultural aspects of tsarist Russia
 - Describe political and cultural influences on Eastern European kingdoms
 - Explain the impact of Mongol rule on Russia and Eastern Europe
 - Produce a short story, play, or video that analyzes the experiences and roles of the serf, merchant and artisan, noble, and ruling class
4. Unit Review and Test
- Explain the lasting impact of the culture of the Middle Ages
 - Analyze the causes and effects of the decline of medieval Europe
 - Explain how geography influenced the rise and development of Eastern Europe
 - Evaluate how modern government is affected by earlier forms of government

10. The Muslim World and Africa

1. The Origins of Islam
- Locate and identify the significance of Mecca and Medina to Islam
 - Explain the role of Muhammad and his followers in the development of Islam
 - Describe the origins and early spread of Islam
 - Summarize the key teachings of Islam
 - Evaluate the political and social impact of Islam
2. A Muslim Empire and Its Achievements
- Describe the circumstances that gave rise to Muslim empires in Southwest Asia and North Africa
 - Describe society and government under early Islamic empires
 - Summarize the artistic, literary, scientific, and other cultural achievements of early Muslim civilization
3. The Ottoman and Safavid Empires
- Describe the causes and effects of the rise of the Ottoman and Safavid empires
 - Describe interactions among Muslim, Christian, and Jewish peoples under Ottoman rule
 - Summarize social and political characteristics of the Ottoman and Safavid empires

4. Early Civilizations of Africa

- Describe the impact of Islam on early civilizations in North Africa
- Summarize political, economic, social, and cultural characteristics of civilizations in Africa
- Evaluate how geographic features made possible human settlement and encouraged human migration in the region

5. West and East Africa

- Describe the influence of geographic features on the formation of civilization in West Africa and East Africa
- Explain the factors that contribute to economic interdependence in the region
- Evaluate the influence of Islam, Judaism, and Christianity on the formation of civilizations in the region

6. Diverse Peoples and Traditions in Africa

- Describe the ways in which art, architecture, and literature reflect African civilization
- Evaluate the impact of Islam and Christianity on the development of African civilization
- Explain the role of men, women, and family in African civilizations

7. Unit Review and Test

- Explain the causes and effects of the rise of the Ottoman empire
- Analyze the rise of Islam and its influence on Europe, Asia, and Africa
- Analyze the development of the early civilizations of Africa
- Explain how the arts and religion influence culture

11. Civilizations in Asia

1. The Delhi Sultanate and Mughal India

- Describe the interaction of Muslims and Hindus and the influence of Islam and Hinduism on events in India
- Describe significant institutions and ideas that originated in India
- Summarize the central tenets and spread of Islam, Hinduism, and Sikhism in India
- Analyze the significance of the Taj Mahal as a cultural icon
- Explain causes and consequences of the Mongol invasion of India

2. Golden Ages of China: Tang and Song Dynasties

- Summarize the political, economic, and social characteristics of Tang and Song China
- Describe the artistic, scientific, mathematic, and technological achievements of Tang and Song China
- Explain the roles of men, women, and family in Tang and Song China
- Evaluate the importance of trade to the development of Tang and Song China
- Assess the lasting cultural influence of Tang and Song China

3. The Mongol Empire and Ming China

- Describe the causes and consequences of the Mongol invasion of China
- Summarize the political, social, and economic characteristics of China under Mongol rule and the Ming dynasty
- Identify the contributions of Genghis Khan and Kublai Khan

- Explain the significance of the Pax Mongolica
 - Describe the importance of economic and cultural activity in Ming China
4. Korea and Japan
- Describe the impact of geographic factors on the development of Korean and Japanese civilization
 - Explain the development of Zen Buddhism and Shinto belief systems
 - Explain China's influence on civilization in Korea and Japan
 - Describe society under dynastic Korea and feudal Japan
 - Summarize the cultural achievements of the Choson dynasty in Korea and the Heian period in Japan
5. The Many Cultures of Southeast Asia
- Explain the influence of India and China on empires in Southeast Asia
 - Summarize the social, political, and economic characteristics of empires in Southeast Asia
 - Describe the artistic, architectural, and other cultural achievements of Southeast Asian civilizations
 - Evaluate the impact of geographic factors on the formation of empires in Southeast Asia
 - Describe the spread of religious ideas in Southeast Asia
6. Unit Review and Test
- Analyze the development of early civilizations in Asia
 - Explain the causes and effects of Mongol invasions on early civilizations
 - Evaluate the influence of the Ming dynasty on world trade
 - Explain the origin and impact of mathematical, scientific, and technological ideas in China prior to 1750
 - Explain the impact of interactions among cultures in Asian civilizations

12. The Renaissance and Reformation

1. The Italian Renaissance
- Summarize the causes and effects of the Italian Renaissance
 - Explain how Renaissance ideas encouraged individualism and secularism
 - Describe examples of art, architecture, and literature from the Italian Renaissance
 - Use maps to evaluate the spread of Renaissance ideas
 - Explain how Renaissance art and literature reflect the culture by which they were produced
2. The Renaissance in Northern Europe
- Explain the impact of the printing press on European society
 - Summarize the causes and effects of the Renaissance in northern Europe
 - Explain how the Renaissance in northern Europe encouraged individualism and secularism
 - Describe the significance of key examples of art, architecture, and literature from the Renaissance in northern Europe
 - Explain how northern Renaissance art and literature reflects the culture by which it was produced
3. The Protestant Reformation

- Describe causes and effects of the Protestant Reformation
 - Explain the impact of the printing press on the spread of Reformation ideas
 - Summarize the roles of key individuals in the Reformation
 - Describe the relationship between Protestant reforms and the growth of individualism and secularism
4. Reformation Ideas Spread
- Compare and contrast the origins and practices of Protestant sects that emerged during the Reformation
 - Explain the causes and effects of the Catholic Counter-Reformation
 - Evaluate the impact of Reformation ideas on European society and politics
 - Analyze the roles of men, women, and children during the Reformation
5. The Scientific Revolution
- Explain the scientific method and its significance to the Scientific Revolution
 - Identify contributions by Copernicus, Galileo, Isaac Newton, Robert Boyle, and other scientists during the Scientific Revolution
 - Evaluate the nature of the Scientific Revolution as a revolution
 - Explain the causes and effects of the Scientific Revolution in Europe and around the world
 - Explain the relationship between the Scientific Revolution and ideas about individualism and secularism
6. Unit Review and Test
- Evaluate the effects of the Renaissance on world history
 - Evaluate the effects of the Reformation on world history
 - Evaluate the effects of the Scientific Revolution on world history

13. New Global Connections

1. Europeans Explore Overseas
- Identify causes and consequences of European exploration in the fifteenth and sixteenth centuries
 - Describe the role of trade in increasing global economic interdependence
 - Explain the influence of geographic factors on European exploration and trade
 - Describe the human characteristics of places in Africa, Asia, and the Americas encountered by European explorers
2. Europeans Gain Footholds in Asia
- Explain the effects of European exploration and trade in Asia
 - Describe the influence of Ming China on international trade
 - Identify sources of conflict and competition in global trade in the fifteenth and sixteenth centuries
 - Evaluate the impact of geographic factors on global trade
3. European Conquests and Colonies
- Summarize events that led to European exploration and colonization of the Americas
 - Describe the impact of European exploration on the Americas and on Native American civilizations

- Describe the role of trade and competition in European exploration and colonization
 - Evaluate the role of geographic factors in European exploration and colonization
 - Compare and contrast life in the Spanish, Portuguese, French, and English colonies
4. The Slave Trade and Its Impact on Africa
- Explain the causes and effects of the Atlantic slave trade
 - Compare and contrast the conditions endured by enslaved Africans in different parts of the Americas
 - Explain the geographic, economic, and cultural significance of triangular trade
5. Effects of Global Contact
- Explain the causes and effects of the Columbian Exchange
 - Describe the role of mercantilism in European colonization
 - Explain factors that led to Europe's Commercial Revolution
 - Evaluate geographic features that influenced Europeans trade and colonization
6. Unit Review and Test
- Assess the causes and effects of European trade, exploration, and expansion
 - Evaluate the effects of European colonization in the Americas
 - Analyze the effects of the Atlantic slave trade
 - Explain how European exploration led to global economic change

14. World History Semester Exam

1. World History Semester Exam Review
- Explain the role of geography in shaping civilization
 - Describe factors that influence the structure of government and the exercise of government power
 - Assess the relationship between the political, economic, and social elements of civilization
 - Explain the interrelationship among elements of culture, including art and architecture, literature, science and technology, religion, and political ideology
 - Analyze causes and consequences of economic and social activity, including settlement, trade, migration, colonization, and conflict and cooperation
 - Explain factors that lead to Europe's Commercial Revolution
2. World History Semester Exam

Semester B Summary:

This is the second of two courses that comprise Honors World History. Pearson's *World History* provides the basis for instruction. This course provides the student with a comprehensive examination of world history from the Age of Absolutism through the present day. The student will explore social, political, and economic changes of the nineteenth and twentieth centuries, focusing on the Industrial Age and independence movements around the globe, including the impact of nationalism, imperialism, and the world wars. The later part of the course covers such topics as the Cold War, new nations, and the effects of globalization. Portfolios, comprehension questions, and unit tests are differentiated from the standard World History course to provide a higher level of rigor for Honors students.

Semester B Outline

1. Course Overview

1. Getting Started in World History

2. **Absolutism and Revolution**

1. Absolute Monarchy in Spain and France

- Describe the absolute monarchies of Spain under Philip II and France under Louis XIV
- Describe the rights of citizens under absolute monarchies in Spain and France
- Summarize the cultural achievements of Spain's golden century
- Describe economic and social aspects of Philip II's Spain and Louis XIV's France

2. Rise of Austria, Prussia, and Russia

- Explain how conflict among nations changed the map of Europe
- Evaluate the influence of Catherine the Great on Russia and on global relations
- Describe characteristics of absolute monarchies and the rights of citizens under those monarchies in Austria, Prussia, and Russia

3. Triumph in England and the Enlightenment

- Explain the development of democratic ideas during the Enlightenment
- Explain the political and social theories of significant Enlightenment thinkers
- Explain the major tenets and the lasting impact of the English Bill of Rights
- Identify the causes and effects of the English Civil War and the Glorious Revolution
- Explain the economic theories of Adam Smith and their impact on the development of the free enterprise system
- Describe the influence of Elizabeth I on England and on global politics
- Describe the characteristics of oligarchical rule in England

4. The American Revolution

- Describe the impact of Enlightenment thought on the American Revolution
- Identify the causes and effects of the American Revolution
- Describe characteristics of government and the rights of citizens under the U.S. Constitution
- Evaluate the global impact of the American Revolution and the precedents established by the U.S. Constitution
- Identify democratic institutions and processes in the United States

5. The French Revolution

- Describe the impact of Enlightenment thought on the French Revolution
- Identify causes and effects of the French Revolution
- Describe the impact of earlier revolutions and documents on the French Revolution
- Explain the events that led from the French Revolution to the rise of Napoleon Bonaparte
- Describe characteristics of government and the rights of citizens following the French Revolution
- Summarize the efforts of women to win suffrage during the French Revolution

6. The Age of Napoleon

- Explain the causes and effects of the Napoleonic Wars, in Europe and around the world
- Explain how Napoleon rose to power in France

- Describe characteristics of government and the rights of citizens under Napoleon's rule in France
- Compare and contrast the causes and effects of the American Revolution and the French Revolution

7. Absolutism and Revolution Portfolio

- Use historical and geographic information to draw inferences and conclusions
- Write and cite evidence to defend a thesis statement
- Evaluate the rights of citizens under different forms of government

8. Unit Review and Test

- Evaluate major events during the Age of Absolutism
- Compare and contrast two revolutions during the Age of Absolutism
- Identify and evaluate the characteristics of various forms of political systems including absolute monarchy, democracy, oligarchy, republic, and limited monarchy
- Explain and compare the ideas of major philosophers of the era
- Explain the in

3. The Industrial Revolution

1. The First Industrial Revolution

- Describe the causes and effects of the Industrial Revolution, including why England was the first country to industrialize
- Summarize the impact of industrialization on women, children, and families
- Identify significant inventions and innovations of the Industrial Revolution
- Describe how the Industrial Revolution shaped the economic theories of capitalism, socialism, and communism
- Describe the relationship between industrialization, urbanization, and the free enterprise system

2. The Second Industrial Revolution

- Explain the economic, political, and social consequences of the second Industrial Revolution
- Contrast the achievements of the second Industrial Revolution with those of the first Industrial Revolution
- Describe the impact of industrialization on standards of living and ways of life
- Evaluate the changing relationship between big business and labor
- Assess the geographic context of the Industrial Revolution

3. The Changing Ways of Life and Thought

- Explain the origins, efforts, and outcomes of the women's suffrage movement
- Describe the cultural impact of industrialization, including the development of Romanticism and Realism
- Explain how artistic and literary works reflected the culture in which they were produced, as well as universal themes
- Explain how specific inventions and innovations changed daily life and society in the late nineteenth and early twentieth centuries

4. Unit Review and Test

- Explain the causes of the Industrial Revolution
- Evaluate how the Industrial Revolution brought about social, economic, scientific, and cultural change
- Explain the historical origins and characteristics of various systems, including capitalism, socialism, and communism

4. Nationalism and the Spread of Democracy

1. Change in Europe and Latin America

- Explain the origins, including the role of nationalism, of political revolution in Europe and Latin America
- Describe the outcomes of political revolution in Europe and Latin America
- Explain the contributions of significant individuals in revolutionary nationalist movements
- Summarize the economic and social effects of political change in Europe and Latin America

2. The Unification of Germany and Italy

- Explain the role of nationalism in uniting German and Italian kingdoms
- Summarize the causes and consequences of the unification of Germany
- Summarize the causes and consequences of the unification of Italy
- Describe the significant roles played by German and Italian leaders
- Assess German and Italian society and economic growth under nationalist rule

3. Changes and Division in Britain and France

- Describe the influence of Queen Victoria on English and global politics and society
- Evaluate the changing roles and rights of women in England and France in the late nineteenth century
- Summarize the causes and effects of democratic and economic reforms in France at the turn of the century
- Summarize the causes and effects of democratic and economic reforms in England at the turn of the century
- Explain the sources of conflict in late nineteenth-century English and French society

4. Growth of the United States

- Describe the changing roles of women in the United States in the late nineteenth and early twentieth centuries
- Evaluate geographic factors that made possible the expansion of the United States
- Describe the impact of industrialization on the expansion and economic growth of the United States
- Evaluate Manifest Destiny as a nationalist idea that united and divided citizens in the United States
- Summarize the causes and effects of the abolition of slavery in the United States

5. Nationalism in Eastern Europe and Russia

- Describe how nationalist forces in Central and Eastern Europe led to conflict
- Explain the causes and effects of Russian expansion in the nineteenth century
- Describe characteristics of autocratic rule in Russia
- Summarize the origins and consequences of the Crimean War

- Describe social, political, and economic impacts of industrialization in Russia

6. Unit Review and Test

- Identify and evaluate the influence of various economic, social, and political conditions on political revolutions in the nineteenth century
- Summarize the effects of political and economic reform in Europe and Latin America
- Evaluate the contributions of significant individuals in revolutionary nationalist movements
- Describe the impact of industrialization on nationalism in the United States

5. The Age of Imperialism

1. The New Imperialism

- Explain causes and effects of Western imperialism
- Describe the relationship between industrialization and imperialism
- Evaluate the impact of geographic and technological factors on Western imperialism
- Describe political, economic, social, and cultural characteristics of Western imperial rule

2. European Colonies in Africa

- Explain the causes of European imperialism in Africa
- Explain the effects of Western imperial rule in Africa
- Describe the geographic impact of Western imperial rule in Africa
- Describe the perspective of resistance movements to Western imperial rule
- Describe the culture of indigenous peoples in Africa

3. Europe in the Muslim World

- Summarize the causes of European interest in Southwest Asia, North Africa, and India
- Compare and contrast the influence of Western imperial powers on different Muslim nations and India
- Describe the political, economic, social, and cultural impact of European involvement in Southwest Asia, North Africa, and India
- Analyze the response of Indian and Muslim peoples and nations to Western imperialism
- Assess the causes and effects of the Armenian genocide

4. China and the West

- Explain the economic interest of Western powers in China
- Describe the efforts and consequences of Western nations to open China to trade
- Analyze efforts to resist Western imperialism and the role of Sun Yat-sen (Sun Yixian) in Chinese independence
- Evaluate the relationship between Western imperialism and regional conflict

5. Japan, Southeast Asia, and the Pacific

- Explain the causes and effects of Western interest in Japan, Southeast Asia, and the Pacific
- Explain the origins and consequences of Japanese imperialism
- Evaluate geographic influences on trade, imperialism, and conflict in Japan, Southeast Asia, and the Pacific
- Evaluate the role of transportation and technology in opening Japan, Southeast Asia, and the Pacific to foreign influence

- Describe the efforts and outcomes of independence movements in the region

6. The Americas in the Age of Imperialism

- Summarize the political, economic, social, and cultural causes that gave rise to American imperialism
- Compare and contrast American influence in different regions of the world
- Use maps to evaluate the impact of geographic factors on American involvement in Latin America
- Describe the origins and consequences of independence movements in Latin America
- Compare and contrast the independence movement in Canada with that of Latin American nations
- Compare and contrast the perspectives of imperial powers and those colonized

7. Unit Review and Test

- Analyze the political and economic motivations behind imperialism
- Explain how European powers expanded their empires during the Age of Imperialism
- Evaluate the political, cultural, social, and economic impact of European imperialism
- Discuss the characteristics and effects of imperialism from multiple perspectives
- Explain the role of technology in European imperialism

6. World War I and the Russian Revolution

1. World War I Begins

- Explain how militarism and nationalism led to World War I
- Explain how the alliance system contributed to the onset of World War I
- Explain how political rivalries and ethnic tensions moved Europe toward World War I
- Summarize actions and arguments by national leaders that contributed to the outbreak of war
- Use maps to evaluate the influence of geographic factors on the start of World War I

2. Fighting the Great War

- Describe major characteristics of World War I, including the use of trench warfare
- Explain the impact of modern technology on the conduct of World War I
- Describe the use of propaganda to mobilize nations for total war
- Summarize the human and economic costs of the war, including attacks against civilians
- Identify significant battles and turning points of World War I

3. World War I Ends

- Analyze the arguments and events that led the United States to enter World War I
- Explain the political and economic effects of the Treaty of Versailles and the formation of the League of Nations
- Describe the impact of the United States' refusal to join the League of Nations
- Describe the mandate system that resulted from the end of the war
- Explain the global impact of the influenza pandemic in 1918
- Describe the roles of women in the war
- Describe the use of propaganda to mobilize nations for total war

4. Revolution in Russia

- Explain the establishment of the Union of Soviet Socialist Republics
- Distinguish between the revolutions of 1917 in Russia
- Summarize the causes and effects of the Russian Revolution
- Describe the conflict and politically motivated violence that resulted from the Russian Revolution

5. Unit Review and Test

- Analyze the causes, major events, and effects of World War I
- Evaluate how technological innovation impacted the characteristics of World War I
- Explain the political and economic impacts of the League of Nations, Wilson's Fourteen Points, and the Treaty of Versailles
- Identify the causes and effects of the Russian Revolution

7. The World Between the Wars

1. Latin America, Africa, and the Middle East

- Explain the causes and effects of political revolution in Mexico
- Explain the causes and effects of political revolution in Central and South America
- Explain the origins and outcomes of nationalist movements in Africa and the Middle East
- Evaluate the Good Neighbor Policy of the United States and its consequences
- Explain the impact of global depression on nations in Latin America, Africa, and the Middle East
- Describe life in South Africa under the rule of apartheid

2. India Seeks Self-Rule

- Explain the causes and effects of the Indian independence movement
- Describe the use of nonviolent disobedience by supporters of Indian self-rule
- Describe life in India under British imperial rule
- Identify specific reforms sought by Mohandas Gandhi in India
- Explain the role of Mohandas Gandhi in protesting British rule of India

3. New Forces in China and Japan

- Describe the causes and effects of the competition for power between Chinese Nationalists and Communists
- Explain the origins and consequences of the rise of Japanese ultranationalists
- Assess the role of Emperor Hirohito and Mao Zedong in achieving political change in Japan and China
- Explain the impact of global depression on events in China and Japan
- Summarize political, economic, and social challenges faced by republican and liberal forces in China and Japan

4. The West After World War I

- Describe foreign policy challenges faced by western nations following World War I
- Explain the causes and effects of the Great Depression on the United States and Europe
- Summarize global responses to the Great Depression

- Describe scientific, artistic, literary, and other cultural achievements in the United States and Europe between the world wars
- Explain the changing roles of women in the period between the world wars

5. Dictators in Italy and the Soviet Union

- Explain the causes and effects of Benito Mussolini's rise to power in Italy
- Explain how Joseph Stalin secured power in the Soviet Union
- Explain the response of Stalin's Soviet Union to economic depression
- Describe political, economic, and social aspects of totalitarian rule in Italy and the Soviet Union
- Evaluate the human cost of Stalin's economic policies and political purges

6. The Rise of Nazi Germany

- Explain the causes and effects of the rise to power of Adolf Hitler and the Nazi party in Germany
- Summarize the key tenets and goals of Adolf Hitler and the Nazi party
- Describe the response of Adolf Hitler and the Nazi party to global depression
- Describe life in Germany under the fascist rule of the Nazi party

7. Unit Review and Test

- Identify and evaluate the rise of totalitarian governments after World War I
- Explain the causes and effects of nationalist movements after World War I
- Explain the roles of various world leaders between the world wars
- Describe the impact of global economic depression after World War I
- Evaluate the cultural, technological, and scientific changes that occurred between the world wars

8. World War II

1. Aggression, Appeasement, and War

- Explain the causes and effects of the Nazi-Soviet Pact in 1939
- Describe the impact of the Japanese invasion of China and Southeast Asia
- Summarize the political, military, and economic causes that led to World War II
- Sequence the chain of events that led to a declaration of war by Britain and France
- Assess the impact of policies of appeasement and nonintervention on World War II
- Summarize the role of world leaders, including Adolf Hitler, Francisco Franco, and Winston Churchill, in the outbreak of war

2. Axis Powers Advance

- Explain why the attack on Pearl Harbor brought the United States into World War II
- Summarize the advance of Nazi forces across Europe
- Describe causes and effects of the Nazi invasion of the Soviet Union
- Use maps to assess geographic challenges faced by Nazi Germany during World War II

3. The Holocaust

- Identify population groups persecuted by the Nazis during the Holocaust
- Explain events and policies pursued by the Nazis during the Holocaust

- Describe the responses of Allied nations and world leaders to the Holocaust
- Summarize the human costs of the Holocaust

4. The Allies Turn the Tide

- Describe turning points in World War II
- Explain Allied goals and strategies during World War II
- Describe the contributions of women to World War II
- Use maps to evaluate the impact of geographic factors on events during World War II
- Identify and discuss possible justifications for war

5. Victory for the Allies

- Explain the role of world leaders in negotiating the peace after World War II
- Summarize the human costs of World War II
- Explain the events that led to the conclusion of World War II
- Describe the formation and purpose of the United Nations
- Explain the role of atomic weapons in bringing World War II to a close
- Explain the significance of the Nuremberg Trials
- Use maps to assess geographic factors in the outcome of World War II

6. Unit Review and Test

- Identify and evaluate the causes, major events, and effects of World War II
- Describe the impact of World War II on the civilian population
- Describe the impact of military and political leaders prior to and during World War II
- Discuss the justification of war

9. **The Cold War Era**

1. A New Global Conflict

- Explain causes and effects of the Cold War
- Describe the origins and outcomes of political uprisings against Soviet rule in Eastern Europe
- Assess the goals of alliances and international organizations during the Cold War
- Evaluate causes and effects of the arms race that took place during the Cold War
- Contrast life under totalitarian rule in the Soviet Union and Eastern European satellite nations with life in democratic nations
- Use maps to assess the influence of geographic factors in the Cold War

2. The Western Democracies and Japan

- Describe the postwar economic recovery of Japan and European nations
- Explain the economic and political challenges faced by the United States and Western European nations following World War II
- Assess the effectiveness of the civil rights movement in the United States in achieving democratic reform
- Explain the role of Margaret Thatcher in postwar Britain

3. Communism and War in Asia

- Analyze the causes and effects of the Chinese Civil War, including the role of Mao Zedong

- Explain Chinese influence on conflict in Southeast Asia
- Explain how the Cold War contributed to violent conflict in Korea, Vietnam, and Cambodia
- Describe the circumstances of the mass murder committed by the Khmer Rouge in Cambodia
- Analyze the Cold War strategies and goals pursued by the United States and the Soviet Union in Asia
- Compare and contrast the social, political, and military situations in Korea, Vietnam, and Cambodia that contributed to the outbreak of war

4. The Cold War Ends

- Explain the role of key leaders, including Lech Walesa, Mikhail Gorbachev, and Ronald Reagan, in bringing about the end of the Cold War
- Describe events that led to the collapse of communism in Eastern Europe and in the Soviet Union
- Analyze the causes of the decline of communist economies in the late twentieth century
- Explain the rise of free market economies in Eastern Europe and Asia following the collapse of the Soviet Union
- Describe the global consequences of the breakup of the Soviet Union

5. Unit Review and Test

- Identify and evaluate the social, political, and technological structures of the United States and the Soviet Union during the Cold War
- Analyze the effects of the spread of communism to non-Soviet nations
- Describe the global effect of the fall of the Soviet Union

10. New Nations Emerge

1. New Nations in South Asia and Southeast Asia

- Explain the impact of U.S. and Soviet Cold War policies on nations in South Asia and Southeast Asia
- Assess the political impact of Indira Gandhi's policies in India
- Analyze the influence of geographic and cultural factors on the formation of new nations in South Asia and Southeast Asia
- Describe the nation-building efforts undertaken in South Asia and Southeast Asia and their outcomes
- Describe the rights of citizens in democratic India
- Explain how citizens' rights differ under militaristic and democratic governments in Myanmar, Indonesia, and the Philippines

2. African Nations Win Independence

- Describe the origins and outcomes of independence movements in Africa
- Explain social, cultural, and economic challenges faced by African nations today
- Analyze the causes and effects of genocide in Darfur and Rwanda
- Describe the international response to humanitarian crises in Africa
- Use maps to evaluate geographic factors that have contributed to conflict within and among African nations
- Evaluate the need for strong government in order for new nations to succeed

3. The Modern Middle East Takes Shape

- Describe the origins and consequences of nation-building in the Middle East
 - Describe economic, political, cultural, and ethnic challenges faced by countries in the Middle East in the past and today
 - Describe life under theocratic rule in the Middle East
 - Compare and contrast systems of governance among nations in the Middle East
 - Describe the role of Golda Meir in achieving Israeli independence
4. Conflicts in the Middle East
- Describe the causes and effects of ongoing conflict in the Middle East
 - Summarize domestic and foreign policy challenges faced by nations in the Middle East
 - Evaluate efforts to restore and maintain peace in the Middle East
 - Describe political, social, cultural, and ethnic characteristics of Middle Eastern nations that have contributed to conflict
5. Unit Review and Test
- Explain how geography and culture influenced independence movements in Asia, Africa, and the Middle East
 - Explain the causes and effects of regional conflicts in various parts of the world
 - Explain the effects of influential figures in nation-building during the late twentieth century
 - Summarize the efforts to maintain peace in the Middle East

11. The World Today Part I

1. Challenges of Development
- Evaluate the benefits of economic growth for people in developing nations
 - Describe the impact of technology on economic growth and social change in developing nations
 - Describe characteristics of industrialized and developing nations
 - Describe efforts of African groups and individuals, including the work of Wangari Maathai, to improve their economies and societies
 - Summarize efforts to overturn the system of apartheid in South Africa and the outcomes, including the role of Nelson Mandela
 - Describe economic, social, health, and environmental challenges faced by African nations today
2. Rapid Development in China and India
- Describe examples of political repression in China
 - Describe challenges faced by China and India today
 - Explain the contributions of Mother Teresa
 - Explain civil efforts to reform economic, social, and political systems in China
 - Explain civil efforts to reform economic, social, and political systems in India
 - Evaluate the impact of economic reforms in China and India
3. Latin American Nations Move Toward Democracy
- Describe the impact of economic conditions on Latin American society
 - Explain democratic reform movements and their outcomes in Latin America

- Evaluate how U.S. intervention contributed to the rise of repressive regimes in Latin America
 - Identify examples of political repression and resistance efforts in Latin American nations
 - Explain the formation and goals of the Organization of American States
 - Describe the contributions of Oscar Romero and Mothers of the Plaza de Mayo to reform in Latin America
4. The Industrialized World
- Explain the purpose and contributions of the European Union
 - Describe the impact of market economic policies in Russia and in Asia
 - Compare political and economic changes in Europe and Russia since the end of the Cold War
 - Assess factors that contributed to violence in the Balkans
 - Explain economic and social challenges faced by Russia and the government's responses
5. Unit Review and Test
- Compare challenges in developing nations
 - Identify and evaluate human rights issues in various nations and regions of the world
 - Summarize the role and impact of individuals and organizations on political and social reform

12. The World Today Part II

1. Globalization and Trade
- Identify contributing factors to globalization, including industrialization and technological innovation
 - Explain political, economic, social, and cultural impacts of globalization on nations around the world
 - Assess the role of international treaties and organizations in growing global trade
 - Summarize causes and effects of global economic interdependence, including competition, scarcity, and specialization
2. Modern Issues in International Society
- Explain the global impact of terrorism in the late twentieth and early twenty-first centuries
 - Identify examples of modern humanitarian crises in the world
 - Assess the international response to human rights issues
 - Explain economic, environmental, and social challenges faced by nations today
3. The World Today Portfolio
- Use historical and geographic information to draw inferences and conclusions
 - Write and cite evidence to defend a thesis statement
 - Compare and contrast conditions in developing and developed nations around the world
4. Advances in Science and Technology
- Explain the causes and effects of the space race
 - Describe how computers and the Internet have changed the ways in which people live and communicate ideas and information
 - Summarize the economic impact of modern technological innovations
 - Evaluate the effects and potential effects of biotechnology and genetic engineering
 - Assess the impact of technology on standards of living in developed and developing nations

5. Unit Review and Test

- Explain the risks and benefits of globalization and interdependence
- Describe modern advancements in science and technology
- Evaluate threats to global security

13. World History Semester Exam

1. World History Semester Exam Review

- Summarize the contributions of individuals, groups, and institutions to historic events
- Explain the origins of and changes in civic ideals and practices over time
- Assess the impact of global connections on economics, culture, and politics
- Describe the development of systems of production, distribution, and consumption, as well as their impact on societies
- Analyze factors that influence continuity and change within and among civilizations

2. World History Semester Exam




American Government (Prescriptive)






CR American Government A Syllabus

Course Home


Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		







Module 1: Principles of Government

Lesson	Description	Time (min)	Objective(s)
 Principles of Government	This module lesson introduces students to the principles in government.	15	
 Government and the State	This lesson defines government, the powers it holds, and the purpose it holds in the United States and other countries.	45	<p>Define government and the basic powers every government holds</p> <p>Describe the four characteristics of the state</p> <p>Identify four theories that attempt to explain the origin of the state</p> <p>Understand the purpose of government in the United States and other countries</p>
 Quiz: Government and the State			

Lesson	Description	Time (min)	Objective(s)
 Forms of Government	This lesson covers the ways governments are classified and the distribution of government within a state and among the branches.	45	Understand three different ways governments are classified Define systems of government based on who can participate Identify different ways that power can be distributed geographically within a state Describe distribution of government power between the executive branch and the legislative branch
 Quiz: Forms of Government			
 Concepts of Democracy	This lesson describes the foundations of democracy and its connection to the free enterprise system.	45	Understand the foundations of democracy Analyze the connections between democracy and the free enterprise system
 Quiz: Concepts of Democracy			
 Posttest 1			

Module 2: The Constitution

Lesson	Description	Time (min)	Objective(s)
 The Constitution	This module lesson introduces students to the Constitution.	15	





Lesson	Description	Time (min)	Objective(s)
 Creating the Constitution	This lesson discusses the major compromises the delegates agreed to make and their effects in the U.S. Constitution.	45	Identify the Framers of the Constitution and discuss how the delegates organized the proceedings at the Philadelphia Convention Understand the Virginia Plan and the New Jersey Plan Summarize the major compromises that the delegates agreed to make and their effects Describe the delegates' reactions to the Constitution as they completed their work
 Quiz: Creating the Constitution			
 Ratifying the Constitution	This lesson covers the arguments for and against ratifying the Constitution.	45	Identify the arguments for and against the Constitution Describe the start of the new government in the United States
 Quiz: Ratifying the Constitution			
 Basic Constitutional Principles	This lesson outlines the important elements of the Constitution, including the six basic principles.	45	Outline the important elements of the Constitution List the six basic principles of the Constitution
 Quiz: Basic Constitutional Principles			
 Amendment Process	This lesson explains the formal amendment process and how it reflects the principles of federalism and popular sovereignty.	45	Identify the four different ways the Constitution can be formally changed Explain the formal amendment process and how it reflects the principles of federalism and popular sovereignty Outline the 27 amendments to the Constitution

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Amendment Process			
📁 Change by Other Means	This lesson describes how the Constitution has been altered by executive and judicial actions and the different factors that have affected the impact of those actions.	45	<p>Identify how basic legislation has helped to clarify the Constitution over time</p> <p>Describe how the Constitution has been altered by executive and judicial actions</p> <p>Analyze how political parties and customs have affected the meaning of the Constitution</p>
🔍 Quiz: Change by Other Means			
★ Posttest 2			


Module 3: Federalism

Lesson	Description	Time (min)	Objective(s)
📁 Federalism	This module lesson introduces students to the concept of federalism.	15	
📁 Federalism: Powers Divided	This lesson defines federalism and identifies powers delegated to and denied to the national government, as well as powers reserved for and denied to the states.	45	<p>Define federalism and explain why the Framers chose this system of government</p> <p>Identify powers delegated to and denied to the national government, and powers reserved for and denied to the states</p> <p>Explain the differences between exclusive and concurrent powers</p> <p>Examine how the Constitution functions as "the supreme Law of the Land"</p>

<p>Quiz: Federalism: Powers Divided</p>			
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Lesson	Description	Time (min)	Objective(s)
 The National Government and the States	This lesson discusses the responsibilities that the Constitution places on the national government that are intended to benefit the states.	45	Summarize the responsibilities that the Constitution places on the national government for the benefit of the states Explain the process for admitting new states to the Union Examine the many and growing areas of cooperative federalism
 Quiz: The National Government and the States			
 Interstate Relations	This lesson explains why states make interstate compacts. It also explains extradition along with its purpose.	45	Explain why states make interstate compacts Understand the purpose of the Full Faith and Credit Clause Define extradition and explain its purpose Discuss the purpose of the Privileges and Immunities Clause
 Quiz: Interstate Relations			
 Posttest 3			




Module 4: Political Parties

Lesson	Description	Time (min)	Objective(s)
 Political Parties	This module lesson introduces students to political parties.	15	




Lesson	Description	Time (min)	Objective(s)
 Parties and What They Do	This lesson describes the functions of political parties and why the United States has a two-party system.	45	Define a political party Describe the functions of political parties Identify why the United States has a two-party system Understand different party systems and how they affect the government
 Quiz: Parties and What They Do			
 Two-Party System in American History	This lesson identifies the three major periods of single-party control and describes the current divided government.	45	Understand the beginning of political parties in the United States Identify the three major periods of single-party control, and describe the current divided government
 Quiz: Two-Party System in American History			
 Minor Parties	This lesson discusses minor parties that have made a difference in American politics.	45	Identify minor parties that have made a difference in American politics Understand why minor parties are important
 Quiz: Minor Parties			
 Party Organization	This lesson describes national parties and how parties are organized at the state and local levels.	45	Understand why the major parties do not have a central structure Describe national parties and how parties are organized at the state and local levels
 Quiz: Party Organization			
 Posttest 4			


Module 5: The Electoral Process

Lesson	Description	Time (min)	Objective(s)
 Electoral Process	This module lesson introduces students to the electoral process.	15	
 Nominating Process	This lesson describes different nominating methods.	45	Explain why the nominating process is a critical first step in the election process Describe the different nominating methods Discuss the direct primary as the main nominating method used in the United States today Understand why some candidates use the petition as a nominating device
 Quiz: Nominating Process			
 Elections	This lesson analyzes how the administration of elections in the United States helps make democracy work.	45	Analyze how the administration of elections in the United States helps make democracy work Define the role of precincts and polling places in the election process Describe the many ways voters can cast their ballots Outline the role that voting devices play in the election process
 Quiz: Elections			


Lesson	Description	Time (min)	Objective(s)
 Money and Elections	This lesson examines the various sources of funding for campaign spending and the federal laws which regulate that spending.	45	<p>Explain the issues raised by campaign spending</p> <p>Describe the various sources of funding for campaign spending</p> <p>Examine the federal laws that regulate campaign finance</p> <p>Outline the role of the Federal Election Commission in enforcing campaign finance laws</p> <p>Describe the difference between hard money and soft money</p>
 Quiz: Money and Elections			
 Posttest 5			







Module 6: Interest Groups




Lesson	Description	Time (min)	Objective(s)
 Interest Groups	This module lesson introduces students to interest groups.	15	
 The Nature of Interest Groups	This lesson examines interest groups and why people see them as both good and bad for American politics.	45	<p>Describe how interest groups influence public policy</p> <p>Compare political parties and interest groups</p> <p>Explain why people see interest groups as both good and bad for American politics</p>
 Quiz: The Nature of Interest Groups			

Lesson	Description	Time (min)	Objective(s)
 Types of Interest Groups	This lesson explains how and why the American tradition of joining organizations has resulted in the formation of many interest groups.	45	<p>Explain how the American tradition of joining organizations has resulted in many interest groups</p> <p>Describe four categories of groups based on economic interests</p> <p>Outline the reasons why other interest groups have been created</p> <p>Identify the purpose of public-interest groups</p>
 Quiz: Types of Interest Groups			
 Interest Groups at Work	This lesson identifies the methods used to influence public opinion and policy.	45	<p>Understand the difference between direct and indirect approaches of interest groups</p> <p>Describe how lobbyists influence the branches of government</p> <p>Examine how interest groups use grass-roots lobbying</p> <p>Identify the methods used to influence public opinion and policy</p>
 Quiz: Interest Groups at Work			
 Posttest 6			




Module 7: Congress








Lesson	Description	Time (min)	Objective(s)
 Congress	This module lesson introduces students to Congress.	15	

Lesson	Description	Time (min)	Objective(s)
 National Legislature	This lesson explains why the Constitution provides for a bicameral Congress.	45	Explain why the Constitution provides for a bicameral Congress Describe a term of Congress Explain why the President may interfere with the sessions of Congress
 Quiz: National Legislature			
 The House of Representatives	This lesson explains how seats in the House of Representatives are won and describes the term of a representative.	45	Explain how House seats are won and describe the term of a representative Explain how House seats are reapportioned after each census Understand how Supreme Court decisions have changed the rules for reapportionment Understand the qualifications for election to the House
 Quiz: The House of Representatives			
 The Senate	This lesson describes how senators are elected and the differences between a senator's term and a representative's term.	45	Compare the size of the Senate to the size of the House of Representatives Describe how senators are elected Explain the differences between a senator's term and a representative's term Understand the qualifications for election to the Senate
 Quiz: The Senate			







Lesson	Description	Time (min)	Objective(s)
 Members of Congress	This lesson covers the duties performed by those who serve in Congress.	45	Identify the personal and political backgrounds of members of Congress Describe the duties performed by those who serve in Congress Understand the advantages of being a member of Congress
 Quiz: Members of Congress			
 Posttest 7			

Module 8: Powers of Congress

Lesson	Description	Time (min)	Objective(s)
 Powers of Congress	This module lesson introduces students to the powers of Congress.	15	
 Expressed Powers of Money and Commerce	This lesson explains congressional power to tax and why the Framers gave Congress the power to issue currency.	45	Identify the three types of congressional power Analyze the commerce power of Congress Summarize the congressional power to tax Explain why the Framers gave Congress the power to issue currency Explain the bankruptcy and borrowing powers
 Quiz: Expressed Powers of Money and Commerce			

Lesson	Description	Time (min)	Objective(s)
<p> Other Expressed Powers</p>	<p>This lesson covers the foreign relations powers of Congress and the relationship between Congress and the President with regard to war and national defense.</p>	<p>45</p>	<p>Identify the foreign relations powers of Congress Describe the relationship between Congress and the President on the issues of war and national defense List the other key powers of Congress</p>
<p> Quiz: Other Expressed Powers</p>			
<p> Implied Powers</p>	<p>This lesson covers the key developments in the battle over the implied powers of Congress.</p>	<p>45</p>	<p>Explain the Necessary and Proper Clause Compare strict construction and liberal construction Summarize the key developments in the battle over the implied powers of Congress</p>
<p> Quiz: Implied Powers</p>			
<p> Nonlegislative Powers</p>	<p>This lesson describes the role of Congress in amending the Constitution, deciding elections, and its power to impeach.</p>	<p>45</p>	<p>Describe the role of Congress in amending the Constitution and in deciding elections Describe Congress's power to impeach, and summarize presidential impeachment cases Identify the executive powers of Congress Describe the role of Congress to investigate</p>
<p> Quiz: Nonlegislative Powers</p>			
<p> Posttest 8</p>			

Module 9: Congress In Action

Lesson	Description	Time (min)	Objective(s)
 Congress In Action	This module lesson introduces students to Congress in action.	15	
 Congress Organizes	This lesson identifies the duties of the party officers in Congress.	45	Describe how and when Congress comes together Compare the roles of the head officers in the Senate and the House Identify the duties of the party officers in Congress Describe how committee chairmen are chosen and explain their role
 Quiz: Congress Organizes			
 Committees in Congress	This lesson explains how congressional standing committees and their subcommittees work.	45	Explain how standing committees and their subcommittees work Describe the duties and responsibilities of the House Rules Committee Describe the role of select committees Compare the functions of joint committees and conference committees
 Quiz: Committees in Congress			
 Making Laws: The House	This lesson details what happens to a bill that moves from a House committee to the House floor and the final step in the passage of a House bill.	45	List the first steps in the introduction of a bill to the House Describe what happens to a bill once it is brought to a committee Explain how House leaders schedule debate on a bill Explain what happens to a bill on the House floor and identify the final step in the passage of a bill in the House


Lesson	Description	Time (min)	Objective(s)
📎 Quiz: Making Laws: The House			
📎 Making Laws: The Senate	This lesson compares the Senate's rules for debate with those of the House and examines the role of conference committees.	45	<p>Explain how a bill is introduced in the Senate</p> <p>Compare the Senate's rules for debate with those of the House</p> <p>Describe the role of conference committees in the legislative process</p> <p>Describe the actions the President can take after both houses have passed a bill</p>
📎 Quiz: Making Laws: The Senate			
★ Posttest 9			

Review Test




Lesson	Description	Time (min)	Objective(s)
★ Review Test			





American Government (Prescriptive)

Course Home


Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		







Module 1: Mass Media and Public Opinion



Lesson	Description	Time (min)	Objective(s)
 Mass Media and Public Opinion	This module lesson introduces students to the mass media and public opinion.	15	
 The Formation of Public Opinion	This lesson analyzes how family, education, and four additional factors shape public opinion.	45	<p>Examine the term public opinion and understand why it is difficult to define</p> <p>Analyze how family and education shape public opinion</p> <p>Describe four additional factors that shape public opinion</p>
 Quiz: The Formation of Public Opinion			

Lesson	Description	Time (min)	Objective(s)
 Measuring Public Opinion	This lesson discusses the five steps in the polling process and the difficulties involved in evaluating polls.	45	Describe the challenges involved in measuring public opinion Explain why scientific opinion polls are the best measure of public opinion Identify five steps in the polling process Understand the difficulties involved in evaluating polls Recognize the limits on the impact of public opinion in a democracy
 Quiz: Measuring Public Opinion			
 Mass Media	This lesson describes how the mass media influences politics.	45	Examine the role of the mass media in providing the public with political information Explain how the mass media influence politics Understand the factors that limit the influence of the media
 Quiz: Mass Media			
 Posttest 1			


Module 2: The Presidency

Lesson	Description	Time (min)	Objective(s)
 The Presidency	This module lesson introduces students to the Presidency.	15	

Lesson	Description	Time (min)	Objective(s)
 The President's Job Description	This lesson describes the President's many roles and the constitutional qualifications to become President.	45	Describe the President's many roles Understand the formal qualifications necessary to become President Explain how the President's term of office has changed over time Describe the President's pay and benefits
 Quiz: The President's Job Description			
 Presidential Succession	This lesson explains how the Constitution provides for presidential succession as well as the role of the Vice President.	45	Explain how the Constitution provides for presidential succession Understand the constitutional provisions relating to presidential disability Describe the role of the Vice President
 Quiz: Presidential Succession			
 Presidential Selection: The Framers' Plan	This lesson covers the plan of the original Framers for choosing a President and the changes that political parties have made to the process.	45	Explain the Framers' original plan for choosing the President Understand how political parties changed the original process for choosing a President
 Quiz: Presidential Selection: The Framers' Plan			

Lesson	Description	Time (min)	Objective(s)
 Presidential Nominations	This lesson follows the election of a President from primaries to the national convention.	45	Explain the role of conventions in the presidential nominating process Evaluate the importance of presidential primaries Understand the caucus-convention process List the important events that happen during a national convention Consider the typical characteristics of most presidential candidates
 Quiz: Presidential Nominations			
 Presidential Election	This lesson discusses the role of the electoral college.	45	Describe the features of a presidential campaign Explain how the electoral college works Identify the problems with the electoral college system Outline the advantages and disadvantages of proposed reforms of the electoral college
 Quiz: Presidential Election			
 Posttest 2			







Module 3: The Presidency in Action





Lesson	Description	Time (min)	Objective(s)
 The Presidency in Action	This module lesson introduces students to the Presidency in action.	15	

Lesson	Description	Time (min)	Objective(s)
 Presidential Power	This lesson discusses how the views of various Presidents have shaped the power of the office.	45	Explain why Article II of the Constitution can be described as "an outline" Understand the reasons for the growth of presidential power Explain how various Presidents' views have shaped the power of the office
 Quiz: Presidential Power			
 Executive Powers	This lesson examines how the President executes the law.	45	Examine how the President executes the law Understand the ordinance power Explain how the appointment power works and the debate over the removal power Understand the power of executive privilege
 Quiz: Executive Powers			
 Diplomatic and Military Powers	This lesson examines the powers that the President has in the role of commander in chief.	45	Explain how treaties are made and approved Explain why and how executive agreements are made Understand the power of recognition Understand the powers that the President has in the role of commander in chief
 Quiz: Diplomatic and Military Powers			
 Legislative and Judicial Powers	This lesson covers the President's legislative and judicial powers.	45	Understand the President's two major legislative powers Examine the President's judicial powers
 Quiz: Legislative and Judicial Powers			



Lesson	Description	Time (min)	Objective(s)
★ Posttest 3			






Module 4: Government at Work: The Bureaucracy


Lesson	Description	Time (min)	Objective(s)
 Government at Work: The Bureaucracy	This module lesson introduces students to government bureaucracy.	15	
 The Federal Bureaucracy	This lesson identifies the major elements of the federal bureaucracy.	45	Define a bureaucracy Identify the major elements of the federal bureaucracy Explain how groups within the federal bureaucracy are named Describe the difference between a staff agency and a line agency
 Quiz: The Federal Bureaucracy			
 Executive Office of the President	This lesson explains the duties of the White House Office, the National Security Council, and the Office of Management and Budget.	45	Describe the Executive Office of the President Explain the duties of the White House Office, the National Security Council, and the Office of Management and Budget Identify additional agencies in the Executive Office of the President
 Quiz: Executive Office of the President			
 Executive Departments	This lesson covers how members of the Cabinet are chosen and the role of the Cabinet in the President's decisions.	45	Describe the origin and work of the executive departments Explain how members of the Cabinet are chosen Identify the role of the Cabinet in the President's decisions

 Quiz: Executive Departments			
Lesson	Description	Time (min)	Objective(s)
 Independent Agencies	This lesson identifies the characteristics of independent executive agencies and explains the structure and function of the independent regulatory commissions.	45	Explain why Congress has created independent agencies Identify the characteristics of independent executive agencies Describe the history and formation of NASA, the OPM, and Selective Service System Explain the structure and function of the independent regulatory commissions Describe the structure of government corporations
 Quiz: Independent Agencies			
 Posttest 4			

Module 5: Foreign Policy and National Defense

Lesson	Description	Time (min)	Objective(s)
 Foreign Policy and National Defense	This module lesson introduces students to foreign policy and national defense.	15	
 Foreign Affairs and Diplomacy	This lesson examines a nation's foreign policy and the actions it takes in dealing with other countries.	45	Understand the difference between isolationism and internationalism Understand that a nation's foreign policy is all the actions it takes in dealing with other countries Explain the functions, components, and organization of the State Department







<p> Quiz: Foreign Affairs and Diplomacy</p>			
Lesson	Description	Time (min)	Objective(s)
<p> National Security</p>	<p>This lesson details the functions, components, and organization of the Department of Defense and the other military departments.</p>	<p>45</p>	<p>Summarize the functions, components, and organization of the Department of Defense and the military departments Explain how the Office of the Director of National Intelligence and the Department of Homeland Security contribute to the nation's security</p>
<p> Quiz: National Security</p>			
<p> American Foreign Policy Overview</p>	<p>This lesson covers U.S. foreign policy through two world wars, the Cold War, and today.</p>	<p>45</p>	<p>Summarize American foreign policy from independence through World War I Show how the two world wars affected America's policy of isolationism Explain the principles of collective security and deterrence and their use during the Cold War Describe American foreign policy since the end of the Cold War Explain why the world remains a dangerous place</p>
<p> Quiz: American Foreign Policy Overview</p>			

<p> Foreign Aid and Defense Alliances</p>	<p>This lesson describes the major security alliances developed by the United States, including its role in the United Nations.</p>	<p>45</p>	<p>Identify the two types of foreign aid and describe U.S. foreign aid policy Describe the major security alliances developed by the United States Examine the role and structure of the United Nations and the problems it faces</p>
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Lesson	Description	Time (min)	Objective(s)
📄 Quiz: Foreign Aid and Defense Alliances			
★ Posttest 5			


Module 6: The Federal Court System






Lesson	Description	Time (min)	Objective(s)
📄 The Federal Court System	This module lesson introduces students to the federal court system.	15	
📄 National Judiciary	This lesson explains why the Constitution created a national judiciary and describes its structure.	45	<p>Explain why the Constitution created a national judiciary and describe its structure</p> <p>List the types of cases heard in federal courts and compare the types of federal court jurisdiction</p> <p>Understand the appointment process for federal judges and list their terms of office</p> <p>Understand the impact of judicial philosophy</p> <p>Examine the role of federal court officers</p>
📄 Quiz: National Judiciary			
📄 The Inferior Courts	This lesson describes the structure and jurisdiction of the federal district courts, federal courts of appeals, and other constitutional courts.	45	<p>Describe the structure and jurisdiction of the federal district courts</p> <p>Describe the structure and jurisdiction of the federal courts of appeals</p> <p>Describe the structure and jurisdiction of the two other constitutional courts</p>




 Quiz: The Inferior Courts			
Lesson	Description	Time (min)	Objective(s)
 The Supreme Court	This lesson discusses the jurisdiction of the Supreme Court and explains how cases get to the Supreme Court.	45	Understand the concept of judicial review Describe the jurisdiction of the Supreme Court Understand how cases get to the Supreme Court Examine the way the Supreme Court works
 Quiz: The Supreme Court			
 The Special Courts	This lesson details how a citizen can sue the government in the Court of Federal Claims and the types of cases heard in the U.S. Tax Court.	45	Understand the difference in jurisdiction between the Court of Appeals for the Armed Forces and the Court of Appeals for Veterans Claims Explain how a citizen may sue the government in the Court of Federal Claims Examine the roles of the territorial courts and the District of Columbia courts Explain the types of cases heard in the U.S. Tax Court
 Quiz: The Special Courts			
 Posttest 6			

Module 7: Civil Liberties: First Amendment Freedoms




Lesson	Description	Time (min)	Objective(s)
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 Civil Liberties: First Amendment Freedoms	This module lesson introduces students to the First Amendment freedoms.	15	
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Lesson	Description	Time (min)	Objective(s)
<p> Unalienable Rights</p>	<p>This lesson discusses the actions of Americans that led to the Bill of Rights and the guarantee of those individual rights.</p>	<p>45</p>	<p>Explain the actions of Americans that led to the Bill of Rights Understand that the rights guaranteed in the Constitution are limited Understand how federalism affects individual rights Describe how the 9th Amendment helps protect individual right</p>
<p> Quiz: Unalienable Rights</p>			
<p> Freedom of Religion</p>	<p>This lesson covers the Supreme Court rulings on religion and education, as well as other Establishment Clause cases.</p>	<p>45</p>	<p>Examine why the freedom of religion is protected in the Bill of Rights Describe the separation of church and state Summarize the Supreme Court rulings on religion and education as well as other Establishment Clause cases Explain how the Supreme Court has interpreted and limited the Free Exercise Clause</p>
<p> Quiz: Freedom of Religion</p>			
<p> Freedom of Speech and Press</p>	<p>This lesson covers the guarantees associated with the freedom of expression.</p>	<p>45</p>	<p>Explain the guarantees of free expression Summarize how the Supreme Court has limited seditious speech and obscenity Examine the limitations the Supreme Court has placed on the media Understand symbolic and commercial speech and describe the limits on their exercise</p>

 Quiz: Freedom of Speech and Press			
Lesson	Description	Time (min)	Objective(s)
 Freedom of Assembly and Petition	This lesson discusses the freedoms of assembly and petition.	45	Explain the freedoms of assembly and petition Summarize how the government can limit assembly Compare and contrast the assembly issues on public versus private property Explore how the Supreme Court interprets freedom of association
 Quiz: Freedom of Assembly and Petition			
 Posttest 7			

Module 8: Civil Liberties: Protecting Individual Rights

Lesson	Description	Time (min)	Objective(s)
 Civil Liberties: Protecting Individual Rights	This module lesson introduces students to the protection of individual rights.	15	
 Due Process of Law	This lesson examines the meaning of due process of law as set out in the 5th and 14th amendments.	45	Explain the meaning of due process of law as set out in the 5th and 14th amendments Define police power and understand its relationship to civil rights Describe the right of privacy and its origins in constitutional law
 Quiz: Due Process of Law			





Lesson	Description	Time (min)	Objective(s)
<p> Freedom and Security of the Person</p>	<p>This lesson explains the constitutional provisions designed to guarantee the security of home and person.</p>	<p>45</p>	<p>Outline Supreme Court decisions regarding slavery and involuntary servitude</p> <p>Explain the intent and application of the 2nd Amendment's protection of the right to keep and bear arms</p> <p>Summarize the constitutional provisions designed to guarantee security of home and person</p>
<p> Quiz: Freedom and Security of the Person</p>			
<p> Rights of the Accused</p>	<p>This lesson explains the writ of habeas corpus, bills of attainder, ex post facto laws, and other rights of the accused.</p>	<p>45</p>	<p>Define the writ of habeas corpus, bills of attainder, and ex post facto laws</p> <p>Outline how the right to a grand jury and the guarantee against double jeopardy help ensure the rights of the accused</p> <p>Describe issues that arise from the guarantee of a speedy and public trial</p> <p>Determine what constitutes a fair trial by jury</p> <p>Examine the right to an adequate defense and the guarantee against self-incrimination</p>
<p> Quiz: Rights of the Accused</p>			

<p> Punishment</p>	<p>This lesson details the purpose of bail and preventative detention and the Supreme Court's interpretation of captial punishment.</p>	<p>45</p>	<p>Explain the purpose of bail and preventative detention Describe the Supreme Court's interpretation of cruel and unusual punishment Outline the history of the Supreme Court's decisions on capital punishment Define the crime of treason</p>
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Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: Punishment			
★ Posttest 8			

Module 9: Civil Rights: Equal Justice Under Law

Lesson	Description	Time (min)	Objective(s)
📁 Civil Rights: Equal Justice Under Law	This module lesson introduces students to the concept of equal justice under the law.	15	
📁 Diversity and Discrimination in American Society	This lesson examines the history of discrimination in the United States.	45	<p>Understand what it means to live in a heterogeneous society</p> <p>Summarize the history of race-based discrimination in the United States</p> <p>Examine past and present discrimination against women</p>
🔍 Quiz: Diversity and Discrimination in American Society			
📁 Equality Before the Law	This lesson covers the importance of the Equal Protection Clause and the history of segregation in America.	45	<p>Explain the importance of the Equal Protection Clause</p> <p>Describe the history of segregation in America</p> <p>Examine how classification by gender relates to discrimination</p>
🔍 Quiz: Equality Before the Law			
📁 Federal Civil Rights Laws	This lesson outlines the history of civil rights legislation from the Reconstruction period to today.	45	<p>Outline the history of civil rights legislation from the Reconstruction period to today</p> <p>Explore the issues surrounding affirmative action</p>

<p> Quiz: Federal Civil Rights Laws</p>			
Lesson	Description	Time (min)	Objective(s)
<p> American Citizenship</p>	<p>This lesson discusses how the United States is a nation of immigrants and how people from other countries can become American citizens.</p>	<p>45</p>	<p>Describe how people become American citizens by birth and by naturalization Explain how an American can lose citizenship Understand how the United States is a nation of immigrants Compare and contrast the status of undocumented aliens and legal immigrants</p>
<p> Quiz: American Citizenship</p>			
<p> Posttest 9</p>			

Review Test

Lesson	Description	Time (min)	Objective(s)
<p> Review Test</p>			




US History






US History A Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		

Module 1: The American Revolution





Lesson	Description	Time (min)	Objective(s)
 The American Revolution	An introduction to The American Revolution.	10	
 Causes of the Revolution	This lesson describes the colonial political heritage and explains the relationship between the colonists and the British. It also outlines the events that led to the Declaration of Independence and the American Revolution.	45	<p>Describe the colonists' political heritage</p> <p>Explain the colonists' reaction to new taxes</p> <p>Describe the methods the colonists used to protest British taxes</p> <p>Understand the significance of the First Continental Congress in 1774</p>
 Quiz: Causes of the Revolution			

Lesson	Description	Time (min)	Objective(s)
<p> Declaration of Independence</p>	<p>This lesson addresses the conflicts among colonists and the resulting divisions within the colonies. It explains the influence Thomas Paine had on the decision to separate from Britain and the eventual drafting of the Declaration of Independence.</p>	<p>45</p>	<p>Explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress</p> <p>Describe the Loyalists' view of the Patriots</p> <p>Analyze the impact of Thomas Paine's Common Sense</p> <p>Assess why Congress declared independence and the ideas underlying the Declaration of Independence</p>
<p> Quiz: Declaration of Independence</p>			
<p> Turning Points of the Revolution</p>	<p>This lesson focuses on the key battles of the war and the continued will of the Patriots to fight after losing many battles. It also addresses the roles of women colonists and foreign allies in the war effort.</p>	<p>45</p>	<p>Explain the advantages the British held at the start of the war and the mistakes they made by underestimating the Patriots</p> <p>Describe the frontier war</p> <p>Evaluate the major military turning points of the war</p>
<p> Quiz: Turning Points of the Revolution</p>			
<p> The Revolution's End and Impact</p>	<p>This lesson analyzes why the British lost the war in the South, how they were finally defeated, and the terms of the Paris Peace Treaty. It also explains the impact the war had on Native Americans, women, and slaves.</p>	<p>45</p>	<p>Assess why the British failed to win the war in the South</p> <p>Describe how the British were finally defeated</p> <p>List the terms of the peace treaty</p> <p>Explain how the war and the peace treaty affected minority groups and women</p> <p>Assess the impact of the American Revolution on other countries</p>




 Quiz: The Revolution's End and Impact			
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Lesson	Description	Time (min)	Objective(s)
★ Posttest 1			



Module 2: The Constitution

Lesson	Description	Time (min)	Objective(s)
 The Constitution	An introduction to The Constitution.	10	
 The Articles of Confederation	This lesson discusses the models for early state governments, the creation of the Articles of Confederation. It also addresses the growing tensions with Great Britain and Spain and why the Articles proved to be weak and unworkable.	45	Explain how the states' new constitutions reflected republican ideals Describe the structure and powers of the national government under the Articles of Confederation Summarize the Congress's plan for the settlement and governance of western lands List the main weaknesses of the Articles
 Quiz: The Articles of Confederation			
 The Constitutional Convention	This lesson describes the important issues debated by the delegates to the Constitutional Convention. The lesson introduces the key players, explains the differences between the two rival plans, and explains the crucial compromises.	45	Understand the reasons leaders called for the Constitutional Convention Summarize the rival plans of government proposed at the convention Describe the compromises made in order to reach agreement on the Constitution







 Quiz: The Constitutional Convention			
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Lesson	Description	Time (min)	Objective(s)
 Ratifying the Constitution	This lesson discusses the struggle among convention delegates to get the Constitution ratified. The lesson explains the philosophies of the Federalists and Antifederalists, the compromises that were agreed to, and the final list of basic principles.	45	Summarize the arguments for and against ratification of the Constitution Describe how the Constitution was ratified Explain the principles of the Constitution
 Quiz: Ratifying the Constitution			
 Posttest 2			

Module 3: The New Republic






Lesson	Description	Time (min)	Objective(s)
 The New Republic	An introduction to The New Republic.	10	
 Building the Federal Government	This lesson discusses how key leaders like Washington, Hamilton, Jefferson, and Madison built the federal government. The lesson addresses Hamilton’s controversial plans for the economy, the Whiskey Rebellion, and the emergence of a two-party system.	45	Describe the steps Washington's administration took to build the federal government Analyze Hamilton's plans for the economy and the opposition to them Explain how a two-party system emerged in the new nation




? Quiz: Building the Federal Government			
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Lesson	Description	Time (min)	Objective(s)
 The First Foreign Policy Debates	This lesson describes America’s first debates over foreign policy, which included dealing with Native Americans, France, Britain, and Spain. The lesson also covers Washington’s retirement, President Adams’s tenure, and the 1800 election.	45	Explain how territorial expansion brought Americans into conflict with the British and with Native Americans Describe American relations with Britain, France, and Spain Analyze how the political parties' debates over foreign policy further divided them
 Quiz: The First Foreign Policy Debates			
 The Age of Jefferson	This lesson discusses Jefferson’s presidency, including the “republican revolution,” the lasting influence of Chief Justice John Marshall, and the Louisiana Purchase. It also addresses the Barbary War, reexport trade, and British impressment.	45	Understand why some saw Jefferson's election as a republican revolution Explain the impact of John Marshall's tenure as Chief Justice of the United States Identify the importance of the Louisiana Purchase Analyze Jefferson's foreign policies
 Quiz: The Age of Jefferson			
 The War of 1812	This lesson covers the War of 1812, including the call for war by the War Hawks. It reviews the major battles, as well as the war’s aftermath and impact on the nation.	45	Identify the events that led to the War Hawks's call for war Analyze the major battles and conflicts of the War of 1812 Explain the significance of the War of 1812
 Quiz: The War of 1812			




★ Posttest 3			
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Module 4: Nationalism and Sectionalism

Lesson	Description	Time (min)	Objective(s)
 Nationalism and Sectionalism	An introduction to Nationalism and Sectionalism.	10	
 Industry and Agriculture	This lesson describes new types of transportation and the inventions that led to industrial growth in the early 1800s. It also discusses the effects of industry in the North and of cotton production in the South.	45	<p>Summarize the key developments in the transportation revolution of the early 1800s</p> <p>Analyze the rise of industry in the United States in the early 1800s</p> <p>Describe some of the leading inventions and industrial developments in the early 1800s</p> <p>Analyze why industrialization took root in the northern part of the United States</p> <p>Describe the impact of industrialization on northern life</p> <p>Analyze the reasons that agriculture and slavery became entrenched in the South</p>
 Quiz: Industry and Agriculture			
 Nationalism	The lesson discusses how nationalism affected both domestic policies and foreign affairs. In addition, it discusses how the nation compromised over slavery.	45	<p>Analyze the causes and effects of nationalism on domestic policy during the years following the War of 1812</p> <p>Describe the impact of nationalism on the nation's foreign policy</p> <p>Summarize the struggle over the issue of slavery as the nation grew</p>
 Quiz: Nationalism			

Lesson	Description	Time (min)	Objective(s)
 The Age of Jackson	This lesson discusses the Age of Jackson and the state of the democracy during that time. It also discusses several constitutional issues, including nullification and the bank war.	45	<p>Analyze the movement toward greater democracy and its impact</p> <p>Describe the personal and political qualities of Andrew Jackson</p> <p>Summarize the causes and effects of the removal of Native Americans in the early 1800s</p> <p>Evaluate the significance of the debate over tariffs and the idea of nullification</p> <p>Summarize the key events over the second Bank of the United States in the 1830s</p> <p>Analyze the political environment in the United States after Andrew Jackson</p>
 Quiz: The Age of Jackson			
 Posttest 4			




Module 5: A Changing Nation

Lesson	Description	Time (min)	Objective(s)
 A Changing Nation	An introduction to A Changing Nation.	10	
 The Abolition Movement	This lesson summarizes the antislavery movement in the North. It describes the lives of enslaved and free African Americans, the abolition movement, and the opposition to abolition.	45	<p>Describe the lives of enslaved and free African Americans</p> <p>Identify the leaders and tactics of the abolition movement</p> <p>Summarize the opposition to abolition</p>
 Quiz: The Abolition Movement			

Lesson	Description	Time (min)	Objective(s)
 The Women's Movement	This lesson addresses the development of the women's movement. The lesson describes the limits women faced in the early 1800s, the leaders of the women's movement, and the impact of the Seneca Falls Convention.	45	Identify the limits faced by American women in the early 1800s Trace the development of the women's movement Describe the Seneca Falls Convention and its effects
 Quiz: The Women's Movement			
 Manifest Destiny	This lesson describes America's westward expansion in the mid-1800s. The lesson also discusses settlement of the Spanish borderlands, the concept of Manifest Destiny, and the challenges of migrating to the West.	45	Trace the settlement and development of the Spanish borderlands Explain the concept of Manifest Destiny Describe the causes and challenges of westward migration
 Quiz: Manifest Destiny			
 Effects of Territorial Expansion	This lesson discusses Texas independence and the debate over westward expansion. It also describes the Mexican-American War and its aftermath, the California gold rush, and the impact of California's application for statehood.	45	Explain how Texas won independence from Mexico Analyze the goals of President Polk Trace the causes and outcome of the Mexican-American War Explain the effects of the Mexican-American War on the United States Trace the causes and effects of the California Gold Rush Describe the political impact of California's application for statehood
 Quiz: Effects of Territorial Expansion			

★ Posttest 5			
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Module 6: The Union in Crisis

Lesson	Description	Time (min)	Objective(s)
 The Union in Crisis	An introduction to The Union in Crisis.	10	
 Slavery Divides the Nation	This lesson covers the economies, societies, and political views of the North and the South. Students learn about the role of the Free-Soil Party, the issue of territory, and how Congress tries to settle that issue.	45	Contrast the economies, societies, and political views of the North and the South Describe the role of the Free-Soil Party in the election of 1848 Analyze why slavery in the territories was a divisive issue between North and South and how Congress tried to settle the issue in 1850
 Quiz: Slavery Divides the Nation			
 The Rise of Protest and Violence	This lesson covers the continuing debates about slavery. Students learn about the Fugitive Slave Act, the Kansas-Nebraska Act, and the cause of fighting in Kansas.	45	Analyze why the Fugitive Slave Act increased tensions between the North and South Assess how the Kansas-Nebraska Act was seen differently by the North and South Explain why fighting broke out in Kansas and the effects of that conflict
 Quiz: The Rise of Protest and Violence			
 The Shifting Political Scene	This lesson covers the deepening sectional distrust that affected the nation's politics, the positions of Abraham Lincoln and Stephen Douglas on the issue of slavery, and the effect of John Brown's raid on the slavery debate.	45	Analyze how deepening sectional distrust affected the nation's politics Compare the positions of Abraham Lincoln and Stephen Douglas on the issue of slavery Explain the effect of John Brown's raid on the slavery debate

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Shifting Political Scene			
📁 Lincoln, Secession, and War	This lesson covers the candidates and election of 1860, the reason for secession of the southern states from the union, and the events that led to the outbreak of the Civil War.	45	<p>Compare the candidates in the election of 1860, and analyze the results</p> <p>Analyze why southern states seceded from the Union</p> <p>Assess the events that led to the outbreak of war</p>
🔍 Quiz: Lincoln, Secession, and War			
★ Posttest 6			









Module 7: The Civil War

Lesson	Description	Time (min)	Objective(s)
📁 The Civil War	An introduction to The Civil War.	10	
📁 Strategies and Early Battles	This lesson covers the resources and strategies of the North and South. Students also learn the outcomes and effects of the early battles of the Civil War.	45	<p>Contrast the resources and strategies of the North and the South</p> <p>Describe the outcomes and effects of the early battles of the Civil War</p>
🔍 Quiz: Strategies and Early Battles			
📁 Emancipation	This lesson covers Lincoln’s motivation in issuing the Emancipation Proclamation and what it achieved. Students also learn about the roles African Americans played in the Civil War.	45	<p>Analyze why Lincoln decided to issue the Emancipation Proclamation and what it achieved</p> <p>Assess the different roles that African Americans played in the Civil War</p>







<p> Quiz: Emancipation</p>			
<p>Lesson</p>	<p>Description</p>	<p>Time (min)</p>	<p>Objective(s)</p>
<p> Life During the War</p>	<p>This lesson covers the ways in which the war changed the economy and society in the North and South. Students also learn how soldiers experienced war and the roles women played in the war.</p>	<p>45</p>	<p>Analyze how the war changed the economy and society in the North and South Discuss how northern and southern soldiers experienced the war Explain the impact of the war on women</p>
<p> Quiz: Life During the War</p>			
<p> Turning Points of the War</p>	<p>This lesson covers the battles of Vicksburg and Gettysburg. In addition, students learn how the Union pressed its military advantage after 1863.</p>	<p>45</p>	<p>Explain what the Union gained by capturing Vicksburg Describe the importance of the Battle of Gettysburg Analyze how the Union pressed its military advantage after 1863</p>
<p> Quiz: Turning Points of the War</p>			
<p> The War's End and Impact</p>	<p>This lesson covers the final events of the Civil War. Also discussed are the reasons why the North won the war and the impact the war had on both North and South.</p>	<p>45</p>	<p>Analyze the final events of the Civil War Explain why the North won the war Assess the impact of the Civil War on North and South</p>
<p> Quiz: The War's End and Impact</p>			
<p> Posttest 7</p>			








Module 8: Reconstruction

Lesson	Description	Time (min)	Objective(s)
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 Reconstruction	An introduction to Reconstruction.	10	
Lesson	Description	Time (min)	Objective(s)
 Rival Plans for Reconstruction	This lesson explains why a reconstruction plan was needed for the South after the Civil War and compares the plans of Lincoln, Johnson, and Congress. The lesson also discusses the impeachment of Andrew Johnson.	45	<p>Explain why a plan was needed for Reconstruction of the South</p> <p>Compare the Reconstruction plans of Lincoln, Johnson, and Congress</p> <p>Discuss Johnson's political difficulties and impeachment</p>
 Quiz: Rival Plans for Reconstruction			
 Reconstruction in the South	This lesson discusses how the Republicans gained control of the South during Reconstruction. It also explains how freedmen adjusted to their new lives. Lastly, the lesson examines the increase of racial violence and the government's response.	45	<p>Explain how Republicans gained control of southern state governments</p> <p>Discuss how freedmen adjusted to freedom and the South's new economic system</p> <p>Summarize efforts to limit African Americans' rights and the federal government's response</p>
 Quiz: Reconstruction in the South			
 The End of Reconstruction	This lesson explains why Reconstruction ended. It also discusses the lasting effects of Reconstruction by examining its successes and failures.	45	<p>Explain why Reconstruction ended</p> <p>Evaluate the successes and failures of Reconstruction</p>
 Quiz: The End of Reconstruction			
 Posttest 8			






Module 9: The Industrial Period

Lesson	Description	Time (min)	Objective(s)
 The Industrial Period	An introduction to The Industrial Period.	10	
 The New South	This lesson explains how the South’s economy changed in the late 1800s. It also describes how farmers gained political power by forming the Farmers’ Alliance. Lastly, the lesson examines the experiences of African Americans as the South changed.	45	<p>Explain how the southern economy changed in the late 1800s</p> <p>Analyze how southern farmers consolidated their political power</p> <p>Describe the experience of African Americans in the changing South</p>
 Quiz: The New South			
 Westward Expansion	This lesson compares the culture clashes between the Native Americans and white settlers and how this led to conflict. It also discusses the impact of the Indian Wars.	45	<p>Compare the ways Native Americans and white settlers viewed and used the land</p> <p>Describe the conflicts between white settlers and Indians</p> <p>Evaluate the impact of the Indian Wars</p>
 Quiz: Westward Expansion			
 Transforming the West	This lesson describes the effect of miners, railroaders, and ranchers on western development in the late 1800s. It also discusses the life of farmers who settled in homesteads.	45	<p>Analyze the impact of mining and railroads on the settlement of the West</p> <p>Explain how ranching affected western development</p> <p>Discuss the ways various peoples lived in the West and their impact on the environment</p>
 Quiz: Transforming the West			


Lesson	Description	Time (min)	Objective(s)
 Industrial Growth	This lesson explains the causes and effects of industrialization of the United States in the late 1800s. It also discusses how new inventions changed the lives of many Americans.	45	Analyze the factors that led to the industrialization of the United States in the late 1800s Explain how new inventions and innovations changed Americans' lives Describe the impact of industrialization in the late 1800s
 Quiz: Industrial Growth			
 The Rise of Big Business	This lesson explains the different ways that businesses made profits. It also discusses the debate over big business and how the government tried to block abuse of corporate power.	45	Analyze different methods that businesses used to increase their profits Describe the public debate over the impact of big business Explain how the government took steps to block abuses of corporate power
 Quiz: The Rise of Big Business			
 The Organized Labor Movement	This lesson explains the problems workers faced in the late 1800s and how those problems led to the formation of labor unions. The lesson also analyzes the causes and effects of the major strikes that followed.	45	Assess the problems that workers faced in the late 1800s Compare the goals and strategies of different labor organizations Analyze the causes and effects of strikes
 Quiz: The Organized Labor Movement			
 Posttest 9			

Module 10: Politics, Immigration, and Urbanization

Lesson	Description	Time (min)	Objective(s)
 Politics, Immigration, and Urbanization	An introduction to Politics, Immigration, and Urbanization.	10	
 Immigration	This lesson covers “new immigration.” Students learn about the factors that led immigrants to America, the challenges immigrants faced, and how they adapted to American life while trying to maintain familiar cultural practices.	45	Compare the new immigration of the late 1800s to earlier immigration Explain the push and pull factors leading immigrants to America Describe the challenges that immigrants faced in traveling to America Analyze how immigrants adapted to American life while trying to maintain familiar cultural practices
 Quiz: Immigration			
 Cities Expand and Change	This lesson covers urban growth in the late 1800s, how technology improved city life, and the problems caused by rapid growth. In addition, students learn about changes in American life with regard to shopping, mass culture, and entertainment.	45	Analyze the causes of urban growth in the late 1800s Explain how technology improved city life Evaluate how city dwellers solved the problems caused by rapid urban growth Explain how new types of stores and marketing changed American life Analyze the ways in which Americans developed a mass culture Describe the new forms of popular entertainment in the late 1800s
 Quiz: Cities Expand and Change			

Lesson	Description	Time (min)	Objective(s)
 Segregation and Social Tension	This lesson covers the segregation of African Americans and efforts to limit immigration. Students also compare the situations of Mexican Americans and of women to those of other groups.	45	<p>Assess how whites created a segregated society in the South and how African Americans responded</p> <p>Analyze efforts to limit immigration and the effects</p> <p>Compare the situations of Mexican Americans and of women to those of other groups</p>
 Quiz: Segregation and Social Tension			
 Political and Economic Challenges	This lesson covers corruption in national politics and civil service reform in the late 1800s. Students also learn about the economic issues of the Gilded Age, about difficulties faced by farmers, and about the Populist Party.	45	<p>Analyze the issue of corruption in national politics in the 1870s and 1880s</p> <p>Discuss civil service reform during the 1870s and 1880s</p> <p>Assess the importance of economic issues in the politics of the Gilded Age Analyze the problems farmers faced and the groups they formed to address them</p> <p>Assess the goals of the Populists, and explain why the Populist Party did not last</p>
 Quiz: Political and Economic Challenges			
 Posttest 10			

Module 11: The Progressive Era

Lesson	Description	Time (min)	Objective(s)
 The Progressive Era	An introduction to The Progressive Era.	10	

Lesson	Description	Time (min)	Objective(s)
<p> Origins of Progressivism</p>	<p>This lesson introduces the Progressive Movement and explains the reforms it addressed. It also analyzes the role that journalists and other writers played in the movement.</p>	<p>45</p>	<p>Identify the causes of Progressivism and compare it to Populism Analyze the role that journalists played in the Progressive Movement Evaluate some of the social reforms that Progressives tackled Explain what Progressives hoped to achieve through political reforms</p>
<p> Quiz: Origins of Progressivism</p>			
<p> The Struggle Against Discrimination</p>	<p>This lesson discusses the changing roles of women in education, the workforce, and society, as well as passage of the Nineteenth Amendment. Lastly, this lesson analyzes attitudes toward minorities and how various groups organized to gain rights.</p>	<p>45</p>	<p>Analyze the impact of changes in women's education on women's roles in society Explain what women did to win workers' rights and to improve family life Evaluate the tactics women used to win passage of the Nineteenth Amendment</p> <p>Analyze Progressives' attitudes toward minority rights Explain why African Americans organized Examine the strategies used by members of other minority groups to defend their rights</p>
<p> Quiz: The Struggle Against Discrimination</p>			

Lesson	Description	Time (min)	Objective(s)
 Roosevelt's Square Deal	This lesson explains Theodore Roosevelt’s economic and environmental policies of his Square Deal. It also compares and contrasts policies of Presidents Roosevelt and Taft.	45	<p>Discuss Theodore Roosevelt's ideas on the role of government</p> <p>Analyze how Roosevelt changed the government's role in the economy</p> <p>Explain the impact of Roosevelt's actions on natural resources</p> <p>Compare and contrast Taft's policies with Roosevelt's</p>
 Quiz: Roosevelt's Square Deal			
 Wilson's New Freedom	This lesson describes the goals and impact of Woodrow Wilson’s “New Freedom” program. The lesson also explains how Wilson regulated the economy.	45	<p>Evaluate what Wilson hoped to do with his New Freedom program</p> <p>Describe Wilson's efforts to regulate the economy</p> <p>Assess the legacy of the Progressive Era</p>
 Quiz: Wilson's New Freedom			
 Posttest 11			

Review Test

Lesson	Description	Time (min)	Objective(s)
 Review Test			





US History

US History B Syllabus

Course Home

Lesson	Description	Time (min)	Objective(s)
 Student Resources	Helpful information for students.		
 Teacher Resources	Helpful information for teachers.		






Module 1: An Emerging World Power


Lesson	Description	Time (min)	Objective(s)
 An Emerging World Power	An introduction to An Emerging World Power.	10	
 Imperialism	This lesson introduces the causes of imperialism and examines the first steps the United States took toward global power. It also explains the key events that led to the annexation of Hawaii.	45	<p>Identify the key factors that prodded America to expand</p> <p>Explain how the United States took its first steps toward increased global power</p> <p>Summarize the chain of events leading up to the U.S. annexation of Hawaii</p>
 Quiz: Imperialism			
 The Spanish-American War	This lesson explains the causes of the Spanish- American War and discusses the war's major battles. It also examines the effects of the war, including the debate about imperialism.	45	<p>Explain the causes of the Spanish-American War</p> <p>Identify the major battles of the war</p> <p>Describe the consequences of the war, including the debate over imperialism</p>

Lesson	Description	Time (min)	Objective(s)
🔍 Quiz: The Spanish-American War			
📖 The United States and East Asia	This lesson describes the causes and effects of the Philippine insurrection. It also discusses the Open Door Policy in China and the relationship between the United States and Japan in the early 1900s.	45	Examine the causes and consequences of the Philippine insurrection Analyze the effects of the Open Door Policy Describe how the United States dealt with the rising power of Japan
🔍 Quiz: The United States and East Asia			
📖 The United States and Latin America	This lesson explains what happened to Cuba and Puerto Rico after the Spanish-American War. It also discusses Theodore Roosevelt’s “big stick” diplomacy. Lastly, the lesson compares Woodrow Wilson’s “moral diplomacy” with the policies of his predecessors.	45	
🔍 Quiz: The United States and Latin America			
★ Posttest 1			

Module 2: World War I



Lesson	Description	Time (min)	Objective(s)
📖 World War I	An introduction to World War I.	10	



Lesson	Description	Time (min)	Objective(s)
 From Neutrality to War	This lesson describes the events that led to the start of World War I, the impact new military technology had on the war, and the role President Woodrow Wilson played in trying to keep the United States out of the war.	45	Identify the causes of World War I Describe the course and character of the war Explain why the United States entered the conflict on the side of the Allies
 Quiz: From Neutrality to War			
 Mobilization and Opposition	This lesson examines how the government tried to get public support for World War I. The lesson also tells how some people opposed the war and how the war impacted American society.	45	Analyze how the American government mobilized the public to support the war effort Describe opposition to the war Outline significant social changes that occurred during the war
 Quiz: Mobilization and Opposition			
 Wilson, War, and Peace	This lesson examines how American involvement in World War I was critical to Allied victory and how opposition to President Wilson’s ideas for peace—the Fourteen Points—led to U.S. nonparticipation in the League of Nations.	45	Understand how the United States military contributed to the Allied victory in the war Describe the aims of the Fourteen Points Analyze the decisions made at the Paris Peace Conference Explain why the United States Senate refused to ratify the treaty ending World War I
 Quiz: Wilson, War, and Peace			






 Effects of the War	This lesson examines life after World War I, including the 1918 influenza pandemic, changes in the American economy and workforce, and the impact of the Red Scare on American society.	45	Describe the problems Americans faced immediately after the war Analyze how these problems contributed to the Red Scare Understand how the war changed America's role in world affairs
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Lesson	Description	Time (min)	Objective(s)
 Quiz: Effects of the War			
 Posttest 2			

Module 3: Boom Times to Hard Times

Lesson	Description	Time (min)	Objective(s)
 Boom Times to Hard Times	An introduction to Boom Times to Hard Times.	10	
 Economic and Political Changes	This lesson describes the social, economic, and political events of the 1920s. The impact of Henry Ford's Model T on American industry is discussed, as are the presidencies of Warren Harding and Calvin Coolidge.	45	Explain the impact of Henry Ford and the automobile Analyze the consumer revolution and the bull market of the 1920s Compare the different effects of the economic boom on urban and rural America Analyze how the policies of Presidents Harding and Coolidge favored business growth Discuss the most significant scandals during Harding's presidency Explain the role that the United States played in the world during the 1920s

<p> Quiz: Economic and Political Changes</p>			
<p> Social and Cultural Tensions</p>	<p>This lesson describes differences between traditionalism and modernism, and it examines the changing viewpoints on immigration and the revival of the Ku Klux Klan. Also discussed is the passage of the Eighteenth Amendment and its impact on society.</p>	<p>45</p>	<p>Compare economic and cultural life in rural America to that in urban America Discuss the changes in U.S. immigration policy in the 1920s Analyze the goals and motives of the Ku Klux Klan in the 1920s Discuss the successes and failures of the Eighteenth Amendment</p>



Lesson	Description	Time (min)	Objective(s)
<p> Quiz: Social and Cultural Tensions</p>			
<p> The Harlem Renaissance</p>	<p>This lesson describes the African American community during the 1920s, from the ideas of Marcus Garvey to the development of jazz. The themes popularized during the Harlem Renaissance are also addressed.</p>	<p>45</p>	<p>Analyze the racial and economic philosophies of Marcus Garvey Trace the development and impact of jazz Discuss the themes explored by writers of the Harlem Renaissance</p>
<p> Quiz: The Harlem Renaissance</p>			
<p> Causes of the Depression</p>	<p>This lesson examines the causes of the Great Depression, including an uneven distribution of wealth and the impact of credit. The stock market crash, bank failures, and business failures are reviewed, and the depression’s global impact is introduced.</p>	<p>45</p>	<p>Discuss the weaknesses in the economy of the 1920s Explain how the stock market crash contributed to the coming of the Great Depression Describe how the Great Depression spread overseas</p>
<p> Quiz: Causes of the Depression</p>			



★ Posttest 3			
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Module 4: The Great Depression

Lesson	Description	Time (min)	Objective(s)
📁 The Great Depression	An introduction to The Great Depression.	10	




Lesson	Description	Time (min)	Objective(s)
📁 Americans Face Hard Times	This lesson examines the impact the Great Depression had on city dwellers, farmers, and minorities. The causes and impact of the Dust Bowl are also discussed.	45	<p>Examine the spread of unemployment in America's cities</p> <p>Discuss the impact of the Great Depression on rural America</p> <p>Explain the human and geographical factors that created the Dust Bowl</p>
🔍 Quiz: Americans Face Hard Times			
📁 Hoover's Response	This lesson discusses the way President Hoover responded to the Great Depression. It also examines the events surrounding the Bonus Army's march on Washington.	45	<p>Discuss how Hoover's initial conservative response to the Great Depression failed</p> <p>Explain the changes in the President's policies as the crisis continued</p> <p>Describe how Americans reacted to Hoover's relief programs</p>
🔍 Quiz: Hoover's Response			

 Franklin Delano Roosevelt	This lesson describes how Franklin Delano Roosevelt became President during the Great Depression. It examines his New Deal programs and their impact. It also reviews the opinions and policies of those who were critics of the New Deal.	45	Analyze the impact Franklin D. Roosevelt had on the American people after becoming President Identify critical responses to the New Deal
 Quiz: Franklin Delano Roosevelt			




Lesson	Description	Time (min)	Objective(s)
 The Second New Deal	This lesson describes the social and economic reforms of the Second New Deal. It also examines the impact these programs had on the growth of organized labor. Roosevelt’s role in the court-packing plan to help the New Deal is also discussed.	45	Discuss the programs of social and economic reform in the Second New Deal Explain how New Deal legislation affected the growth of organized labor Describe the impact of Roosevelt's court-packing plan on the course of the New Deal
 Quiz: The Second New Deal			
 Effects of the New Deal	This lesson describes the impact of the New Deal on women and minorities. It discusses the importance of Eleanor Roosevelt’s ideas on equality and examines FDR’s influence on the role of the federal government.	45	Describe how the New Deal affected different groups in American society Analyze how the New Deal changed the shape of American party politics Discuss the impact of Franklin D. Roosevelt on the presidency
 Quiz: Effects of the New Deal			
 Posttest 4			





Lesson	Description	Time (min)	Objective(s)
 Europe at War	An introduction to Europe at War.	10	



Lesson	Description	Time (min)	Objective(s)
 Dictators and Wars	This lesson examines the shift to totalitarian states during the 1930s; describes leaders Joseph Stalin, Benito Mussolini, and Adolf Hitler; and discusses the reaction by the League of Nations.	45	<p>Explain how dictators and militaristic regimes arose in several countries in the 1930s</p> <p>Summarize the actions taken by aggressive regimes in Europe and Asia</p> <p>Analyze the responses of Britain, France, and the United States to the aggressive regimes</p>
 Quiz: Dictators and Wars			
 From Isolation to Involvement	This lesson describes the events leading up to American involvement in World War II.	45	<p>Understand the course of the early years of World War II in Europe</p> <p>Describe Franklin Roosevelt's foreign policy in the mid-1930s and the great debate between interventionists and isolationists</p> <p>Explain how the United States became more involved in the conflict</p>
 Quiz: From Isolation to Involvement			




<p> America Enters the War</p>	<p>This lesson describes the events of Pearl Harbor and how they led the United States into World War II. The early battles in the Pacific are also discussed.</p>	<p>45</p>	<p>Explain why Japan decided to attack Pearl Harbor, and describe the attack itself Outline how the United States mobilized for war after the attack on Pearl Harbor Summarize the course of the war in the Pacific through the summer of 1942</p>
<p> Quiz: America Enters the War</p>			
<p> Posttest 5</p>			

Module 6: World War II

Lesson	Description	Time (min)	Objective(s)
<p> World War II</p>	<p>An introduction to World War II.</p>	<p>10</p>	
<p> The Allies Turn the Tide</p>	<p>This lesson analyzes the Allies’ “Europe First” strategy and explains why the battles of Stalingrad and Midway were major turning points of the war. It also discusses how the Allies put increasing pressure on the Axis in North Africa and Europe.</p>	<p>45</p>	<p>Analyze the reasons for and impact of the Allies Europe First strategy Explain why the battles of Stalingrad and Midway were major turning points in the war Discuss how the Allies put increasing pressure on the Axis in North Africa and Europe</p>
<p> Quiz: The Allies Turn the Tide</p>			



 The Home Front	This lesson explains how World War II increased opportunities for many minorities. It also analyzes the effects of the war on civil liberties for Japanese Americans. Finally, it examines how the need to support the war effort changed American lives.	45	Explain how World War II increased opportunities for women and minorities Analyze the effects of the war on civil liberties for Japanese Americans and others Examine how the need to support the war effort changed American lives
 Quiz: The Home Front			
 Victory in Europe and the Pacific	This lesson analyzes the D-Day invasion of France, the Allies' final victory in Europe, and the reasons for the use of the atomic bomb against Japan.	45	Analyze the planning and impact of the D-Day invasion of France Understand how the Allies achieved final victory in Europe Explore the reasons President Truman decided to use the atomic bomb against Japan
 Quiz: Victory in Europe and the Pacific			





Lesson	Description	Time (min)	Objective(s)
 The Holocaust	This lesson traces the roots and progress of Hitler's campaign against the Jews. It also explores the Nazis' "final solution" and the nature of the Nazi death camps. Finally, it examines how the United States responded to the Holocaust.	45	Trace the roots and progress of Hitler's campaign against the Jews Explore the goals of Hitler's final solution and the nature of the Nazi death camps Examine how the United States responded to the Holocaust
 Quiz: The Holocaust			



 Postwar Politics	This lesson evaluates the goals that Allied leaders set for the postwar world. It also describes the steps that the United States took toward international cooperation. Finally, it explains the impact of World War II on postwar America.	45	Evaluate the goals that Allied leaders set for the postwar world Describe the steps that the United States and other nations took toward international cooperation Explain the impact of World War II on the postwar United States
 Quiz: Postwar Politics			
 Posttest 6			




Module 7: The Cold War

Lesson	Description	Time (min)	Objective(s)
 The Cold War	An introduction to The Cold War.	10	

Lesson	Description	Time (min)	Objective(s)
 The Cold War Begins	This lesson traces the reasons why the wartime alliance between the United States and Soviet Union unraveled. It describes President Truman’s response to Soviet domination of Eastern Europe and the causes and effects of Stalin’s blockade of Berlin.	45	Trace the reasons that the wartime alliance between the United States and the Soviet Union unraveled Explain how President Truman responded to Soviet domination of Eastern Europe Describe the causes and results of Stalin's blockade of Berlin
 Quiz: The Cold War Begins			



 The Korean War	This lesson explains how Mao Zedong and the communists gained power in China. It also describes the causes and progress of the war in Korea. Finally, it identifies the long-term effects of the Korean War.	45	Explain how Mao Zedong and the communists gained power in China Describe the causes and progress of the war in Korea Identify the long-term effects of the Korean War
 Quiz: The Korean War			
 The Cold War Expands	This lesson describes the causes and effects of the arms race between the United States and the Soviet Union. It also discusses the results of Soviet efforts in space exploration.	45	Describe the causes and results of the arms race between the United States and the Soviet Union Explain how Eisenhower's response to communism differed from that of Truman Analyze worldwide Cold War conflicts that erupted in Eastern Europe, the Middle East, and other places Discuss the effects of Soviet efforts in space exploration
 Quiz: The Cold War Expands			




Lesson	Description	Time (min)	Objective(s)
 The Cold War in America	This lesson describes the efforts of the U.S. government to fight communism at home. It explains how domestic spy cases increased fears of communist influence. Finally, the lesson analyzes the rise and fall of Senator Joseph McCarthy and McCarthyism.	45	Describe the efforts of President Truman and the House of Representatives to fight communism at home Explain how domestic spy cases increased fears of communist influence in the U.S. government Analyze the rise and fall of Senator Joseph McCarthy and the methods of McCarthyism
 Quiz: The Cold War in America			

 Economy and Society	This lesson describes the U.S. economy after World War II. It examines the 1950s economic boom, the rise of the suburbs, and changes in education. It also discusses the accomplishments of Presidents Harry Truman and Dwight Eisenhower.	45	Describe how the United States made the transformation to a peacetime economy Discuss the accomplishments of Presidents Harry Truman and Dwight Eisenhower Analyze the 1950s economic boom Examine the rise of the suburbs and the growth of the Sunbelt Describe changes in the U.S. economy and education in the postwar period
 Quiz: Economy and Society			
 Posttest 7			

Module 8: The Civil Rights Movement







Lesson	Description	Time (min)	Objective(s)
 The Civil Rights Movement	An introduction to The Civil Rights Movement.	10	

Lesson	Description	Time (min)	Objective(s)
 Early Demands for Equality	This lesson describes the beginnings of the civil rights movement in the 1940s and 1950s. It covers the efforts to end segregation, the impact of Brown v. Board of Education, school desegregation in Little Rock, and the Montgomery bus boycott.	45	Describe efforts to end segregation in the 1940s and 1950s Explain the importance of Brown v. Board of Education Describe the controversy over school desegregation in Little Rock, Arkansas Describe the Montgomery bus boycott and its impact
 Quiz: Early Demands for Equality			

<p> The Movement Gains Ground</p>	<p>This lesson discusses how the civil rights movement gained ground in the 1960s. It describes the sit-ins, freedom rides, protests in Birmingham, the March on Washington, as well as the provisions and impact of the Civil Rights Act of 1964.</p>	<p>45</p>	<p>Describe the sit-ins, freedom rides, and the actions of James Meredith in the early 1960s Explain how the protests at Birmingham and the March on Washington were linked to the Civil Rights Act of 1964 Summarize the provisions of the Civil Rights Act of 1964</p>
<p> Quiz: The Movement Gains Ground</p>			
<p> Successes and Challenges</p>	<p>This lesson discusses key elements of the 1960s' civil rights movement, including voting rights, Freedom Summer, the march on Selma, and urban violence. Also discussed are the new black leaders, the King assassination, and affirmative action.</p>	<p>45</p>	<p>Explain the significance of Freedom Summer, the march on Selma, and why violence erupted in some American cities in the 1960s Compare the goals and methods of African American leaders Describe the social and economic situation of African Americans by 1975</p>
<p> Quiz: Successes and Challenges</p>			
<p> Posttest 8</p>			

Module 9: Politics of the 1960s


Lesson	Description	Time (min)	Objective(s)
<p> Politics of the 1960s</p>	<p>An introduction to Politics of the 1960s.</p>	<p>10</p>	

 President John F. Kennedy	This lesson explains steps Kennedy took to change American foreign policy. It analyzes the Bay of Pigs invasion, the Cuban missile crisis, and the Berlin Crisis, and the lesson examines the results of these events in the early 1960s.	45	<p>Explain the steps Kennedy took to change American foreign policy</p> <p>Analyze the causes and effects of the Bay of Pigs invasion and the Cuban missile crisis</p> <p>Assess the results of the Berlin Crisis and other foreign-policy events of the 1960s</p>
 Quiz: President John F. Kennedy			
 The New Frontier	This lesson describes Kennedy's domestic policies and his assassination.	45	<p>Evaluate Kennedy's domestic policies</p> <p>Assess the impact of the Kennedy assassination</p>
 Quiz: The New Frontier			
 President Lyndon B. Johnson	This lesson describes Lyndon Johnson's domestic policies as President, including the Great Society. The lesson also discusses the effects of landmark Supreme Court cases.	45	<p>Evaluate Johnson's policies up to his victory in the 1964 presidential election</p> <p>Analyze Johnson's goals and actions as seen in his Great Society programs</p> <p>Assess the achievements of the Great Society</p>
 Quiz: President Lyndon B. Johnson			
 Posttest 9			


Module 10: The Vietnam Era

Lesson	Description	Time (min)	Objective(s)
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Lesson	Description	Time (min)	Objective(s)
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 The Vietnam Era	An introduction to The Vietnam Era.	10	
 The Vietnam War	This lesson describes how the United States helped France fight the Vietnamese and identifies ways in which the United States opposed communism in Southeast Asia. It also analyzes how the United States increased its involvement in Vietnam.	45	Describe the reasons that the United States helped the French fight the Vietnamese Identify ways in which the United States opposed communism in Southeast Asia Analyze how the United States increased its involvement in Vietnam
 Quiz: The Vietnam War			
 U.S. Involvement Grows	This lesson identifies the reasons for increased American troop strength in Vietnam and assesses the nature of the war in Vietnam. It also evaluates the effects of low morale on American troops and on the home front.	45	Identify the factors that caused President Johnson to increase American troop strength in Vietnam Assess the nature of the war in Vietnam and the difficulties faced by both sides Evaluate the effects of low morale on American troops and on the home front
 Quiz: U.S. Involvement Grows			
 The War Divides America	This lesson describes the divisions within American society over the Vietnam War. It also analyzes the Tet Offensive and the American reaction to it. Finally, it summarizes the factors that influenced the outcome of the 1968 presidential election.	45	Describe the divisions within American society over the Vietnam War Analyze the Tet Offensive and the American reaction to it Summarize the factors that influenced the outcome of the 1968 presidential election
 Quiz: The War Divides America			






Lesson	Description	Time (min)	Objective(s)
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<p> The End of the Vietnam War</p>	<p>This lesson assesses President Nixon’s new approach to the war. It also explains what led to the Paris Peace Accords and why South Vietnam eventually fell to the communists. Finally, it evaluates the impact of the Vietnam War on the United States.</p>	<p>45</p>	<p>Assess Nixon's new approach to the war, and explain why protests continued Explain what led to the Paris Peace Accords and why South Vietnam eventually fell to the communists Evaluate the impact of the Vietnam War on the United States</p>
<p> Quiz: The End of the Vietnam War</p>			
<p> Era of Change</p>	<p>This lesson analyzes the impact of the women’s movement. It also examines the Latino and Native American rights movements of the 1960s and 1970s. Finally, it analyzes the causes, effects, and controversies of the environmental movement.</p>	<p>45</p>	<p>Analyze how a movement for women's rights arose in the 1960s Explain the goals and tactics of the women's movement Assess the impact of the women's movement on American society Analyze the Latino and Native American rights movements of the 1960s and 1970s Assess the causes and effects of the environmental movement Analyze why environmental protection became a controversial issue</p>
<p> Quiz: Era of Change</p>			
<p> Posttest 10</p>			


Module 11: The Conservative Revolution





Lesson	Description	Time (min)	Objective(s)
<p> The Conservative Revolution</p>	<p>An introduction to The Conservative Revolution.</p>	<p>10</p>	



Lesson	Description	Time (min)	Objective(s)
<p> President Richard M. Nixon</p>	<p>This lesson explains Richard Nixon’s foreign policy and describes his attitude toward “big” government. It also explains how he expanded his base of support. Finally, this lesson describes the Watergate scandal and its consequences.</p>	<p>45</p>	<p>Explain the thinking behind Richard Nixon's foreign policy Define Nixon's foreign policy toward China and the Soviet Union Describe Richard Nixon's attitude toward government Analyze Nixon's southern strategy Explain the Watergate incident and its consequences</p>
<p> Quiz: President Richard M. Nixon</p>			
<p> The Ford and Carter Years</p>	<p>This lesson evaluates the presidencies of Gerald Ford and Jimmy Carter and reviews the U.S. foreign policies of both Presidents. It also analyzes how American society changed in the 1970s.</p>	<p>45</p>	<p>Evaluate the presidency of Gerald Ford Assess the domestic policies of Jimmy Carter Analyze how American society changed in the 1970s Compare the policies of Gerald Ford and Jimmy Carter toward the Soviet Union Discuss changing U.S. foreign policy in the developing world Identify the successes and failures of Carter's foreign policy in the Middle East</p>
<p> Quiz: The Ford and Carter Years</p>			



Lesson	Description	Time (min)	Objective(s)
<p> The Reagan Revolution</p>	<p>This lesson reviews the presidency and economic policies of Ronald Reagan. It also compares the viewpoints of liberals and conservatives, and it examines the conservative movement.</p>	<p>45</p>	<p>Describe the differences between liberal and conservative viewpoints</p> <p>Analyze the reasons behind the rise of conservatism in the early 1980s</p> <p>Explain why Ronald Reagan won the presidency in 1980</p> <p>Analyze Reagan's economic policies as President</p> <p>Summarize how Reagan strengthened the conservative movement</p> <p>Evaluate the steps taken to address various problems in the 1980s and early 1990s</p>
<p> Quiz: The Reagan Revolution</p>			
<p> The Cold War Ends</p>	<p>This lesson describes the ways President Reagan challenged communism. It also outlines the collapse of communism in Europe and the Soviet Union, and it describes other foreign policy issues of the 1980s.</p>	<p>45</p>	<p>Analyze the ways that Ronald Reagan challenged communism and the Soviet Union</p> <p>Explain why communism collapsed in Europe and in the Soviet Union</p> <p>Describe other foreign policy challenges that faced the United States in the 1980s</p>
<p> Quiz: The Cold War Ends</p>			
<p> Posttest 11</p>			




Module 12: Globalization and the Twenty-first Century

Lesson	Description	Time (min)	Objective(s)
 Globalization and the Twenty-first Century	An introduction to Globalization and the Twenty-first Century.	10	


Lesson	Description	Time (min)	Objective(s)
 A New Role in the World	This lesson reviews the foreign policies of George H.W. Bush. It also summarizes the Gulf War and its results.	45	Analyze why George H.W. Bush decided to use force in some foreign disputes and not in others Summarize the Persian Gulf War and its results
 Quiz: A New Role in the World			
 The Technology Revolution	This lesson describes the impact of the computer and technology revolutions on communications, business, and industry. It also describes how globalization affected the U.S. economy.	45	Describe the development of the computer and its impact on business and industry Analyze the impact of new technology on communications Explain how globalization and the rise of the service sector affected the American economy
 Quiz: The Technology Revolution			



<p> President William J. Clinton</p>	<p>This lesson evaluates the presidency of Bill Clinton. It reviews his domestic and foreign policies, as well as his impeachment. It also examines the rise of Republicans in Congress and describes U.S. relations with various Middle Eastern countries.</p>	<p>45</p>	<p>Explain why Bill Clinton won the presidency in 1992 Assess the success of Clinton's domestic policies Describe the Contract With America and its impact Analyze the Clinton impeachment Analyze how the United States responded to changes in the global economy Assess the foreign policy goals and actions of the Clinton administration Describe U.S. relations with various Middle Eastern countries and groups</p>
<p> Quiz: President William J. Clinton</p>			






Lesson	Description	Time (min)	Objective(s)
<p> President George W. Bush</p>	<p>This lesson evaluates the presidency of George W. Bush. It reviews the goals and achievements of his domestic policy, and it describes the impact of 9/11. Finally, the lesson assesses the important issues of Bush's second term.</p>	<p>45</p>	<p>Assess the outcome of the 2000 presidential election Explain the goals and achievements of George W. Bush's domestic policy Analyze the impact of terrorist attacks on the United States Summarize the important issues of Bush's second term</p>
<p> Quiz: President George W. Bush</p>			


 Americans Look to the Future	This lesson analyzes the impact of immigration on American society. It also describes how American demographics have changed.	45	Analyze the impact of immigration on American society Summarize the causes and effects of changing demographics
 Quiz: Americans Look to the Future			
 Posttest 12			

Module 13: Global Challenges

Lesson	Description	Time (min)	Objective(s)
 The Economy and Obama's Reelection	In this lesson, students learn how the lingering effects of the great recession affected the reelection of President Obama. Students also learn about tough economic conditions globally and the mild recovery in the United States.	45	Understand what the Eurozone is and how its members are interconnected Understand how the United States made a modest, uneven recovery from the great recession Understand how President Obama won reelection in 2012 and what the key issues were

Lesson	Description	Time (min)	Objective(s)
 Quiz: The Economy and Obama's Reelection			
 The Arab Spring	In this lesson, students learn about the Arab Spring and how popular uprisings in North Africa and the Middle East led to regime changes throughout the region.	45	Understand how popular uprisings toppled dictators in the Middle East and North Africa Understand why rebuilding toppled governments can be such a difficult task

 Quiz: The Arab Spring			
 Evolving Technology	In this lesson, students learn how modern technology is helping science fiction become science reality. Students learn about artificial body parts and driverless cars.	45	Recognize how modern technology has helped science fiction become science reality Understand how advances in technology create challenging ethical issues that are being debated
 Quiz: Evolving Technology			
 Society in Rapid Transition	In this lesson, students learn about Internet security, threats to privacy, population growth, sources of energy, and how climate change is causing more extreme weather events.	45	Understand the potential impact of cyberthreats as well as effects of the world's growing population Identify extreme weather events that have occurred in recent years and examine whether or not our climate is changing
			Understand where the world is likely to get the energy resources that it will need in coming years
 Quiz: Society in Rapid Transition			

Lesson	Description	Time (min)	Objective(s)
 The U.S. and the World	In this lesson, students learn how the United States remains engaged with regions throughout the world politically, militarily, and economically. Students also learn how drought in the United States can lead to a	45	Understand why the United States is involved politically and militarily throughout the world Understand why a food crisis may be looming and what it could mean

	worldwide food crisis.		
🔗 Quiz: The U.S. and the World			
★ Posttest 13			

Review Test

Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

APPENDIX A CURRICULUM

A.2 COURSE GUIDES

e. WORLD LANGUAGES

This document is part of Appendix A: Curriculum.

It includes course guides for each World Language class.

- Elementary Chinese I
- Elementary Chinese II
- Elementary Sign Language
- Elementary Spanish I
- Elementary Spanish II
- French I
- French II
- French III
- French IV
- German I
- German II
- German III
- Middle Chinese I
- Middle Chinese II
- Middle Spanish I
- Middle Spanish II
- Sign Language 6 - 8
- Sign Language I
- Sign Language II
- Spanish I
- Spanish II
- Spanish III
- Spanish IV

Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. Course guides include information on:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides)
- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides)

Elementary Chinese I



Elementary Chinese I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Chinese I is an introductory-level course that will introduce the student to Mandarin Chinese. The units are designed to introduce the student to Chinese language and culture through familiar topics such as my family, my week, and food. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Mandarin-speaking world.

Course Outline

1. My World

1. Welcome to Mandarin!
 - Explain why it is good to learn about other countries and their languages
 - Identify how to greet people in Mandarin
 - Recognize how Mandarin words are written
 - Recognize and say Mandarin words using the English alphabet
2. What's Your Name?
 - Introduce yourself in Mandarin using your first and last names
 - Recognize and say the Mandarin words for "boy" and "girl"
 - Recognize the tone marks used in pinyin terms and identify the four tones they represent
3. What Is Your Family Like?
 - Recognize the sound and say the Mandarin words for "father," "mother," "family," and "my"
 - Identify family traditions in the Mandarin-speaking world
4. Meet My Family!
 - Recognize the sound and say the Mandarin words for "sister" and "brother"
 - Recognize the sound and say the Mandarin word for the number "zero"
 - Write and recognize the characters for the numbers "one," "two," and "three"
 - Identify the oldest son as the child that received the highest honors in the traditional Mandarin-speaking world
 - Describe the one-child rule
5. Meet My Friends!

- Recognize the sounds and state the words for "friend" and for the numbers "four," "five," and "six"
 - Write and recognize the characters for the numbers "four," "five," and "six"
 - Examine and discuss friendships in the Mandarin-speaking world
6. Happy Birthday to Me!
- Recognize the sound and say the Mandarin words for "years old" and "birthday" and the numbers "seven" to "ten"
 - Write and recognize the characters for the numbers "seven" to "ten"
 - State your age in Mandarin
 - Examine how birthdays are celebrated in the Mandarin-speaking world
7. A Fun Day – and Night!
- Recall and use the correct Mandarin vocabulary to greet others and identify family members and friends
 - Recognize the important characteristics of Mandarin: characters, tones, and tone marks
 - Recognize and write the Mandarin words for the numbers "one" to "ten"
 - Explain why it is good to learn Mandarin and its importance in the world
 - Describe families in the Mandarin-speaking world

2. My Time

1. My Monday Morning Routine
- Recognize the sound and say the Mandarin words for "Monday," "wake up," "bus," and "school"
 - Write and recognize the Mandarin characters for "Monday"
 - Describe the typical morning activities for a student in the Mandarin-speaking world
 - Compare the morning activities of a student in the Mandarin-speaking world with your own morning activities
2. Today is Tuesday
- Recognize the sound and say the Mandarin words for "Tuesday," "class," "classmate," and "subject"
 - Write and recognize the Mandarin characters for "Tuesday"
 - Describe a typical school day for Mandarin-speaking world students
 - Discuss what learning about a typical day in the life of Mandarin students can teach you about their culture
3. After-School Activities
- Recognize the sound and say the Mandarin words for "Wednesday," "music," "sports," "art," and "homework"
 - Write and recognize the Mandarin characters for "Wednesday"
 - Describe the typical after-school activities of a student in the Mandarin-speaking world
4. My Free Time
- Recognize the sound and state the Mandarin words for "Thursday," "reading," "Internet," and the numbers 11 through 19
 - Write and recognize the Mandarin characters for "Thursday" and the numbers 11 through 19
 - List some activities a student in the Mandarin-speaking world typically does during free time on weekdays
 - Compare the free-time activities of students in the Mandarin-speaking world with your free-time activities
5. It's Friday!

- Recognize the sound and say the Mandarin terms for "Friday," "television," "talking," and the number 20
- Write and recognize the Mandarin characters for "Friday" and the number 20
- Describe what Mandarin-speaking world students do with their families in the evenings

6. It's the Weekend!

- Recognize the sound and say the Mandarin words for "Saturday," "play," "chores," and the numbers 30, 40, 50, 60, 70, 80, and 90
- Recognize and write the Mandarin characters for the numbers 30, 40, 50, 60, 70, 80, and 90
- Describe what an elementary student in the Mandarin-speaking world might do on Saturday
- Compare the Saturday activities of a student in the Mandarin-speaking world with your typical Saturday activities

7. Sunday in the Park

- Recognize the sound and characters for "Sunday" and write the Mandarin character for "Sunday"
- Recall the Mandarin vocabulary learned in prior lessons
- Recall what you have learned about Mandarin tones and tone marks
- Recall what you have learned about schools and activities in the Mandarin-speaking world

3. My Food

1. It's Time to Eat

- Recognize the sound and say the Mandarin words for "food," "breakfast," "lunch," and "dinner"
- Recognize and write the Mandarin character for "food"
- Examine what meal time is like in the Mandarin-speaking world
- Compare meal time traditions in the Mandarin-speaking world with your meal time traditions

2. It's Breakfast Time

- Recognize the sound and say the Mandarin words for "morning," "milk," "bread," "tea," and "rice"
- Recognize and write the Mandarin characters for "morning"
- Identify common breakfast foods in the Mandarin-speaking world
- Compare breakfast in the Mandarin-speaking world with your typical breakfast

3. It's Time for Lunch!

- Identify foods eaten during lunchtime in China
- Compare American lunchtime to Chinese lunchtime
- Recognize the sound and say the Mandarin words for "afternoon," "noodles," "soup," and "water"

4. Mom's Famous Fish Dish

- Recognize the sound and say the Mandarin words for "evening," "fish," "chicken," and "salad"
- Recognize and write the Mandarin word for "evening"
- Discuss what students in the Mandarin-speaking world eat for dinner
- Compare dinners in the Mandarin-speaking world with dinners eaten in the United States

5. Snack Time

- Recognize the sound and say the Mandarin words for "banana," "apple," "carrot," and "red"
 - Recognize and write the Mandarin characters for "red"
 - Discuss snacks in the Mandarin-speaking world
 - Compare snacks in the Mandarin-speaking world with the snacks you normally eat
6. To the Market
- Recognize the sound and say the Mandarin terms for "shop," "fruit," "vegetable," and "yellow"
 - Recognize and write the Mandarin characters for "yellow"
 - Apply your knowledge of what stores are like in the Mandarin-speaking world to create a portfolio
 - Compare and contrast stores in the Mandarin-speaking world with stores in the United States
7. Visiting a Chinese Restaurant
- Recognize the sound and say the Mandarin word "blue"
 - Recognize and write the Mandarin characters for "blue"
 - Compare mealtime traditions in the Mandarin-speaking world and the United States

Elementary Chinese II



Elementary Chinese II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will further develop communication skills in Mandarin Chinese at a more advanced level. The student will continue to learn about Chinese culture by exploring historic places in China and other Mandarin-speaking countries, and by learning about holidays and special traditions celebrated there. In addition, the student will practice Mandarin Chinese skills by continuing to converse with a native Mandarin speaker.

Course Outline

1. My Travels

1. Visiting the Great Wall
 - Recognize the sounds and say the Mandarin words for "big," "small," "close," and "far"
 - Recognize and write the Mandarin characters for "big" and "small"
 - Discuss key facts about the Great Wall
2. My Trip to Shanghai
 - Recognize the sound and say the Mandarin words for "city," "building," "car," and "plane"
 - Recognize and write the Mandarin characters for "city"
 - Demonstrate the correct tones used for each vocabulary word
 - Identify the main characteristics of Shanghai
3. An Incredible Find!
 - Recognize the sound and say the Mandarin words for "happy," "sad," "angry," and "excited"
 - Recognize and write the Mandarin characters for "happy"
 - Describe the Terracotta Warriors
4. Meeting the Pandas in Sichuan
 - Recognize the sound and say the Mandarin words for "black," "white," "green," and "orange"
 - Recognize and write the Mandarin characters for "white"
 - Recognize the importance of the panda to the people of China
 - Discuss what life is like in the small towns of Sichuan
5. Visiting Tibet

- Recognize the sound and say the Mandarin words for "town," "mountain," "low," and "high"
 - Recognize and write the Mandarin character for "mountain"
 - Recognize Tibet as a part of the Mandarin-speaking world and locate it on a map
 - Describe main features of Tibet
6. My Trip to Taiwan
- Recognize the sound and say the Mandarin words for "sea," "island," "boat," and "sad"
 - Recognize and write the Mandarin character for "sea"
 - Recognize that Taiwan was once a much closer part of China
 - Locate Taiwan on a map and describe its main characteristics
7. Visiting Singapore
- Apply the Mandarin vocabulary learned in prior lessons
 - Recall and use what you have learned about Mandarin tones and tone marks
 - Recall and use what you have learned about travel and traditions in the Mandarin-speaking world

2. My Holidays

1. Chinese New Year (Spring Festival)
- Recognize the sound and say the Mandarin words for "year," "moon," "animal," and "festival"
 - Recognize and write the Mandarin characters for "festival" and "moon"
 - Recognize the importance of the Chinese New Year
 - Identify some Chinese New Year traditions
2. Lantern Festival
- Recognize the sound and say the Mandarin words for "children," "fun," "love," and "sky"
 - Recognize the sound and write the Mandarin character for "love"
 - Read about and discuss traditions of the Lantern Festival
3. Tomb-Sweeping Day
- Recognize the sound and say the Mandarin words for "January," "February," "March," "April," and "May"
 - Recognize and write the Mandarin characters for "January," "February," "March," "April," and "May"
 - Recognize the importance of honoring ancestors to people in the Mandarin-speaking world
 - Describe Tomb-Sweeping Day traditions
4. Dragon Boat Festival
- Recognize the sound and state the Mandarin words for June, July, August, September, and dragon
 - Recognize and write the Mandarin for June, July, August, and September
 - Recognize that this festival celebrates the memory of a poet from the past
 - Identify Dragon Boat Festival traditions
5. Chinese Valentine's Day
- Recognize the sound and say the Mandarin words for October, November, December, please, and thank you
 - Recognize and write the Mandarin characters for October, November, and December
 - Identify Chinese Valentine's Day traditions

- Compare and contrast Chinese Valentine's Day with Valentine's Day in the United States

6. Mid-Autumn Festival

- Apply the Mandarin vocabulary learned in prior lessons
- Recall and describe what you have learned about festivals in the Mandarin-speaking world

3. My Home

1. Our New Home!

- Recognize the sound and state the Mandarin words for "home," "buy," "expensive," and "cheap"
- Recognize and write the Mandarin character for "home"
- Recognize considerations when buying a home, in the Mandarin-speaking world, including feng shui traditions
- Identify the different types of housing in the Mandarin-speaking world

2. Our Living Room

- Recognize the sound and state the Mandarin words for "living room," "sofa," "feel," "sad," and "pet"
- Recognize and write the Mandarin character for "living room"
- Identify cultural traditions in the Mandarin-speaking world to decorate a living room
- Recognize how having a pet in the Mandarin-speaking world has changed over time and the importance of pets to its culture

3. Our Dining Room

- Recognize the sound and state the Mandarin words for "dining room," "dining table," "chair," and "eat"
- Recognize and write the Mandarin characters for "dining room" and "eat"
- Identify traditions in the Mandarin-speaking world to decorate a dining room
- Identify the story of a traditional dining table
- Identify some etiquette rules for meal time in the Mandarin-speaking world, and compare them with the ones used in the United States

4. Our Kitchen

- Recognize the sound and state the Mandarin words for "kitchen," "stove," "tap/faucet," and "window"
- Recognize and write the Mandarin character for "kitchen"
- Read and analyze the story of the Kitchen God
- Compare some characteristics of kitchens in the Mandarin-speaking world with the kitchen in your home

5. My Bedroom

- Recognize the sound and state the Mandarin words "bedroom," "bed," "(to) like," and "clothes"
- Recognize and write the Mandarin characters for "bedroom"
- Recognize the main characteristics of bedrooms in the Mandarin-speaking world, and compare them with bedrooms in the United States
- Identify the history and relevance of silk in the Mandarin-speaking world, as well as traditional clothes

6. Our Garden

- Recognize the sound and state the Mandarin words for "garden," "flower," "beautiful," and "(to) plant"
- Recognize and write the Mandarin characters for "flower" and "garden"

- Compare the characteristics of gardens in the Mandarin-speaking world to a garden you might have at your home
 - Identify national and popular flowers in the Mandarin-speaking world
7. You Are Our Guest!
- Apply the Mandarin vocabulary learned in prior lessons
 - Recall and describe what you have learned about homes and traditions in the Mandarin-speaking world
 - Recall and apply integrated vocabulary and culture words learned in previous units

Elementary Sign Language



Elementary Sign Language

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will be introduced to the fundamental concepts of American Sign Language. The student will explore vocabulary, numbers, grammar, and conversational skills using basic signing and fingerspelling techniques.

Course Outline

1. Intro

1. History/Culture
 - Define Deaf culture
 - Define Deaf community
 - Explain the characteristics of the Deaf community and Deaf culture
2. About ASL
 - Define American Sign Language (ASL)
 - Describe deaf education in America
3. ABCs
 - Learn the parameters of American Sign Language
 - Identify the manual alphabet
 - Demonstrate the manual alphabet
4. Fingerspelling
 - Fingerspell 3 and 4 letter words
 - Identify fingerspelled words
5. Greetings
 - Learn the rules for greetings, name signs, and saying goodbye
 - Be able to greet and introduce yourself to an ASL user
6. Etiquette
 - Define etiquette
 - Explain the social rules of the Deaf community
7. Unit Review
8. Unit Test

2. Numbers

1. Numbers 0–20
 - Sign the numbers 0–20
2. Numbers 21–100
 - Sign the numbers 21–100
3. Counting and Money
 - Demonstrate the signs for dollars, cents, and how much
 - Recognize the signs for numbers between 0 and 100
 - Demonstrate the signs for numbers between 0 and 100
4. Review
 - *There are no objectives for this lesson.*
5. Numbers Unit Test
 - *There are no objectives for this lesson.*

3. **Time**

1. On the Clock
 - Sign whole-hour times
2. Days of the Week
 - Sign the days of the week
3. Months of the Year
 - Sign the months of the year
4. Seasons and Holidays
 - Demonstrate how to sign the four seasons
5. Unit Review
6. Unit Test

4. **Nouns**

1. Family
 - Demonstrate the different signs for family members
 - Use the signs for family to have a signed conversation
2. Places
 - Learn the ASL signs for different places in the community
3. Food
 - Demonstrate the signs for different foods
 - Demonstrate the signs for different utensils
 - Identify ASL images of foods and utensils
4. Colors
 - Demonstrate the signs for different colors
5. Animals
 - Demonstrate signs for various animals
6. Review
7. Unit Test

5. **Descriptions**

1. Adjectives
 - Demonstrate signs for common adjectives
 - Demonstrate proper placement of adjectives
2. Feelings/Health
 - Demonstrate use of indexing
 - Demonstrate signs for common feelings
3. Sizes and Amounts
 - Demonstrate signs for sizes
 - Demonstrate signs for amounts
4. Possession

- Demonstrate signs for possessive pronouns
- 5. Locations
 - Demonstrate proper signs for various locations
- 6. Review
- 7. Unit Test

Elementary Spanish I



Elementary Spanish I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Elementary Spanish I is an introductory-level course that will introduce the student to Spanish. The units are designed to introduce the student to Spanish language and culture through familiar topics such as family and friends, my home, and food. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Spanish-speaking world.

Course Outline

1. My Family and Friends

1. Welcome to the Spanish-Speaking World!
 - Identify how to greet and say good bye to people in Spanish
 - Recognize the main characteristics of the Spanish language
 - Identify why it is valuable to learn about the Spanish language and culture
 - Explain where the Spanish language comes from and how it has changed over time
2. What's Your Name?
 - Demonstrate how to introduce yourself in Spanish and how to say where you are from
 - Recognize the different ways the Spanish language is spoken in different regions around the world
 - Identify relevant geographical and cultural characteristics of Spain
3. Meet My Family
 - Recognize and say the Spanish words for "mother," "father," "brother," "sister," "my," and the numbers 1 to 5
 - Identify the Spanish definite articles and their relation to gender and number
 - Describe the concept of family in the Spanish-speaking world and compare it to that of the U.S.
 - Identify relevant geographical and cultural characteristics of Madrid and other regions of Central Spain
4. A Big Family

- Recognize and say the Spanish words for "grandfather," "grandmother," "uncle," "aunt," "cousin," and the numbers 6 to 10
- Identify the Spanish indefinite articles and their relation to gender and number
- Describe the importance of extended family in the Spanish-speaking world, and compare it to that of the U.S.
- Identify relevant geographical and cultural characteristics of Southern Spain

5. Meet My Friends

- Recognize and say the Spanish words for the singular subject pronouns "I," "you," "he," and "she," as well as the word for "friend"
- Identify the differences between formal and informal speech
- Identify Spanish cognates and their usefulness for learning a language
- Describe the Spanish concept of friendship, and compare it to that of the U.S.
- Identify relevant geographical and cultural characteristics of Northern Spain

6. Party Time

- Recognize and say the Spanish words for the plural subject pronouns "you," "us," and "they," as well as the word for "party," and the numbers 11 to 15
- Describe how birthdays and anniversaries are celebrated in the Spanish-speaking world, and compare with how they are celebrated in the U.S
- Identify relevant geographical and cultural characteristics of Barcelona

7. Nice to Meet You!

- Recall and use the Spanish words for greeting others and introducing yourself
- Recall and use the Spanish words for family members and numbers 1 to 15
- Identify why it is valuable to learn about the Spanish language and culture
- Describe family culture in the Spanish-speaking world, and compare it with that of the U.S.
- Identify relevant geographical and cultural characteristics of some important places in Spain

2. My Home

1. Where I Live

- Recognize and say the Spanish words for "home," "door," "entrance," "room," and the numbers 16 to 20
- Identify the Spanish demonstratives "this is" and "these are," and their relation to distance
- Describe the different types of housing in the Spanish-speaking world and compare them with those in the United States
- Recognize considerations when buying a home in the Spanish-speaking world and compare with considerations in the United States
- Identify relevant geographical and cultural characteristics of Mexico

2. Our Living Room

- Recognize and say the Spanish words for "living room," "window," "in/on," and the numbers 20 to 50 by tens
- Identify the Spanish demonstratives "that" and "those," and their relation to distance
- Describe living rooms in the Spanish-speaking world and compare them with those of the United States
- Identify relevant geographical and cultural characteristics of Mexico City and other important places in Central Mexico

3. Our Dining Room

- Recognize and say the Spanish words for "dining room," "dishes," "glass," "table," "(to) be (estar)," and the numbers 60 to 100 by tens
- Demonstrate the use of the verb "(to) be (estar)" by joining it with singular subject pronouns
- Describe dining rooms in the Spanish-speaking world
- Describe mealtime manners and traditions in the Spanish-speaking world
- Identify relevant geographical and cultural characteristics of Northern Mexico

4. Our Kitchen

- Recognize and say the Spanish words for "kitchen," "stove," "refrigerator," "(to) cook," and "(to) wash"
- Demonstrate the use of the verb "(to) be (estar)" by joining it with plural subject pronouns
- Describe kitchens in the Spanish-speaking world and compare them with those of the United States
- Recognize the importance of mortars and chile peppers for cooking in Mexico

5. Our Bedrooms

- Recognize and say the Spanish words for "bedroom," "bed," "closet," "big," "small," "(to) sleep," and "(to) be (ser)"
- Demonstrate the use of the verb for "to be," "ser," by joining it with singular subject pronouns
- Describe bedrooms in the Spanish-speaking world and compare them with those in the United States
- Recognize the influence of TV and computers on daily life in both the Spanish-speaking world and the United States
- Identify geographical and cultural characteristics of Mérida, Yucatán

6. Our Patio

- Recognize and say the Spanish words for "garden," "yard," "plant," "flower," and "(to) celebrate"
- Demonstrate the use of the verb "(to) be (ser)" by joining it with plural subject pronouns
- Describe patios, backyards, and gardens in the Spanish-speaking world
- Recognize the history and friendship shared between Mexico and the United States through the story of how poinsettias were first introduced to the United States.
- Identify backyard activities in the Spanish-speaking world

7. Visiting Friends

- Recall and use the Spanish words for the rooms of a home and objects commonly found in those rooms
- Recall and use Spanish verbs and numbers 16 to 19 and 20 to 100 by tens
- Recognize Spanish expressions particular to Mexico
- Identify popular celebrations and holidays in the Spanish-speaking world

3. My Food

1. Time to Eat!

- Recognize and say the Spanish words for "hunger," "thirst," "food," "breakfast," "lunch," and "dinner"
- Demonstrate how to ask and answer yes or no questions in Spanish

- Recognize traditional eating habits in the Spanish-speaking world, including the importance of rice, and compare these habits with those of the United States
 - Identify main geographic and cultural characteristics of four South American countries: Argentina, Chile, Colombia, and Perú.
2. What's for Breakfast?
- Recognize and say the Spanish words for "milk," "bread," "cereal," "hot," "cold," and the color orange
 - Demonstrate how to tell time in Spanish
 - Compare and contrast a typical Argentinean breakfast with a typical breakfast in the United States
 - Recognize the importance of soccer in the Spanish-speaking world
 - Identify geographic and cultural characteristics of Argentina
3. What's for Lunch?
- Recognize and say the Spanish words for "salad," "chicken," "sandwich," "fruit," "water," and the color green
 - Demonstrate how to express likes and dislikes in Spanish
 - Recognize the cultural importance of the legend of Pehuén or Araucaria
 - Identify geographic and cultural characteristics of Chile, including traditional Chilean sandwiches
4. Snack Time
- Recognize and say the Spanish words for "snack," "apple," "banana," "strawberry," "carrot," and the color yellow
 - Demonstrate how to express want in Spanish
 - Describe popular Peruvian food and drink
 - Identify geographic and cultural characteristics of Perú
5. What's for Dinner?
- Recognize and say the Spanish words for "corn," "sauce," "meat," "fish," "tasty," and "bad"
 - Demonstrate how to make exclamations in Spanish
 - Identify some important facts about the Colombian writer Gabriel García Márquez
 - Recognize the importance of corn to Colombia
 - Identify geographic and cultural characteristics of Colombia
6. A Sunday Family Meal
- Recognize and say the Spanish words for "roast/barbecue," "rice with chicken," "beans," "cake," "(to) eat," and "(to) drink"
 - Demonstrate how to use Spanish direct object pronouns to say what someone is eating or drinking
 - Identify popular desserts in the Spanish-speaking world
 - Recognize the importance of beans to the Spanish-speaking world
 - Identify how food is related to artistic inspiration
7. Celebrate!
- Recall and use the Spanish words for mealtimes as well as objects and activities related to eating
 - Compare and contrast an asado in the Spanish-speaking world with a barbecue in the United States
 - Recognize the cultural importance of Colombian music and the Carnival celebration

- Compare and contrast Chilean Independence Day with that of the United States

Elementary Spanish II



Elementary Spanish II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Elementary Spanish II enables the student to further develop the communicative skills of listening, speaking, reading, and writing of Spanish at a more advanced level. The units are designed to develop the student's knowledge of Spanish language and culture through familiar topics such as my school, my clothes, and my community. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Spanish-speaking world.

Course Outline

1. My School

1. School in Puerto Rico
 - Recognize and say the Spanish words for school, principal, teacher, classmate, and bus
 - Demonstrate the correct use of the informal "tú" and the formal "usted" using the Spanish verbs learned so far, as well as demonstrate the correct use of the verb (to) go
 - Compare and contrast a Puerto Rican school building and schedule with those of a school in the United States
 - Identify geographic and cultural characteristics of the Caribbean islands
2. My Classroom
 - Recognize and say the Spanish words for classroom, blackboard, map, (to) study, and (to) read
 - Demonstrate the correct use of the Spanish verbs (to) read and (to) study
 - Recognize general characteristics of a Puerto Rican elementary school
 - Identify geographic and cultural characteristics of Puerto Rico, including island animals
3. My Backpack
 - Recognize and say the Spanish words for backpack, book, notebook, pencil, paper, and the color white
 - Demonstrate the correct use of the Spanish impersonal there is/there are
 - Recognize the important achievements of Puerto Rican scientists

- Identify characteristics of San Juan, capital city of Puerto Rico, and Puerto Rican traditional music
- 4. My Lab Class
 - recognize and say the Spanish words for lab, lab coat, safety, and the colors black and red
 - demonstrate the correct use of the Spanish verb (to) work
 - identify some of the endangered species of Cuba, as well as some endangered species of the United States
 - identify geographic and cultural characteristics of Cuba
 - recognize important achievements of Cuban scientists
- 5. My Art Class
 - Recognize and say the Spanish words for art class, color, painting, beautiful, ugly, (to) paint, and the color blue
 - Demonstrate the correct use of the Spanish verb (to) paint
 - Recognize the important achievements of Cuban artists and athletes
- 6. Recess Time!
 - Recognize and say the Spanish words for recess, swing set, soccer, baseball, and (to) play
 - Demonstrate the correct use of the Spanish verb (to) play with the preposition with
 - Compare and contrast the popular sports of the Dominican Republic with those of the United States
 - Identify geographic and cultural characteristics of the Dominican Republic
- 7. My Graduation
 - Recall and use the Spanish words for school and classroom, as well as objects and activities related to school
 - Compare and contrast a graduation ceremony in the Spanish-speaking world with one in the United States
 - Recognize the influence of Caribbean culture upon the culture of the United States
 - Identify geographic characteristics of the coral reefs of the Caribbean Sea

2. My Clothes

1. My Everyday Clothes
 - Recognize and say the Spanish words for "pants," "shirt," "blouse," "T-shirt," "socks," "old," and "new"
 - Demonstrate correct use of the Spanish first- and second-person possessive
 - Distinguish popular clothing styles in the Spanish-speaking world from traditional clothing
 - Recognize the cultural influence of the Spanish-speaking population within the United States
2. My Winter Clothes
 - Recognize and say the Spanish words for "coat," "sweater," "winter," "fall," "cold," and "heat"
 - Demonstrate the correct use of the Spanish verb "(to) have"
 - Identify geographic and cultural characteristics of California, including Los Angeles, Fresno, and other places related to Spanish culture
3. My Summer Clothes
 - Recognize and say the Spanish words for "shorts," "swimsuit," "skirt," "dress," "summer," and "spring"
 - Demonstrate the correct use of the Spanish verbs "(to) use" and "(to) wear"

- Identify geographic and cultural characteristics of Florida, including outdoor activities and Cultural Fridays
4. My Accessories
 - Recognize and say the Spanish words for "sunglasses," "belt," "purse," "cap," "hat," and "gloves"
 - Demonstrate the correct use of the Spanish verb "(to) put on"
 - Identify geographic and cultural characteristics of Texas, including the Chihuahuan Desert and the rodeo
 5. My Shoes
 - Recognize and say the Spanish words for "shoes," "boots," "sandals," "sneakers," "formal," and "informal"
 - Demonstrate correct use of Spanish adverbs
 - Recognize the important achievements of Spanish fashion designers and other important Spanish-speaking citizens of the United States
 6. My Formal Clothes
 - Recognize and say the Spanish words for "suit," "tie," "evening dress," "striped," "checked," and "plain"
 - Demonstrate the correct use of the Spanish interrogative "¿Cómo?"
 - Identify geographic and cultural characteristics of New York City, including Spanish-speaking neighborhoods, food, and theater
 7. International Day at School
 - Recall and use the Spanish words for types of clothing and the seasons, as well as activities related to clothing
 - Recognize the influence of the Spanish-speaking population upon United States culture
 - Explain what it means for the United States to be "a cultural melting pot"
- 3. My Community**
1. My Neighborhood
 - Recognize and say the Spanish words for neighborhood, neighbor, street, avenue, and square
 - Demonstrate the correct use of the Spanish verb (to) live
 - Identify the unique features of neighborhoods found in the Spanish-speaking world
 - Identify geographic and cultural characteristics of Central America, including the concept of a town plaza
 2. My Neighbors
 - Recognize and say the Spanish words for community helpers, firefighter, police officer, mail carrier, guard, and doctor
 - Demonstrate the correct use of the Spanish verb (to) help
 - Recognize general characteristics of the roles of Costa Rican community helpers
 - Identify geographic and cultural characteristics of Costa Rica, including local parks and wildlife
 3. Services in My Community
 - Recognize and say the Spanish words for hospital, post office, police station, left, right, and in front
 - Recall the correct use of the Spanish interrogative ¿Dónde?
 - Identify common breakfast items shared in the Spanish-speaking world, including frituras

- Identify geographic and cultural characteristics of Panamá, including the Panamá Canal
4. My Favorite Places
- Recognize and say the Spanish words for park, movie theater, museum, library, near, and far
 - demonstrate the correct use of the Spanish verb (to) come from, as well as Spanish contractions
 - Recognize the important characteristics and achievements of the Nicaraguan poet, Rubén Darío
 - Identify geographic and cultural characteristics of Nicaragua, including the National Library
5. Traveling in My Neighborhood
- Recognize and say the Spanish words for car, taxi, bike, traffic light, and (to) walk
 - Recall and combine previously learned Spanish vocabulary with the verb (to) walk in order to create new expressions
 - Compare and contrast public transportation in Honduran cities with that of the United States
 - Identify geographic and cultural characteristics of Honduras, including Cusuco National Park
6. Enjoying the Neighborhood
- Recognize and say the Spanish words for festival, music, interesting, fun, (to) stroll, and (to) have fun
 - Demonstrate the correct use of the Spanish verb (to) have fun
 - Explain the importance of el gallo pinto, the national dish of Nicaragua, and how it is made
 - Identify characteristics of Central America's weather and music
7. Neighborhood Celebrations
- Recall and use the Spanish words for neighborhood and types of transportation, as well as people, objects, and activities related to a community
 - Compare and contrast the National Museum Fair of Central America with the International Museum Day of the United States
 - Identify geographic and cultural characteristics of Central America, including volcanoes, local plants, and wildlife

French I



French I

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

The goal of this course is to give the student basic listening, speaking, reading, and writing skills through interesting and engaging activities. This course is organized into five topics including greetings, calendar, weather, time, and colors. The student will learn to talk about himself and other people, describe his surroundings, and use numbers for dates and times. The student will be introduced to regular verbs in the present tense and will practice simple grammatical structures in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the student understand the context of the language and the perspectives of the French-speaking world.

Semester A Outline

1. **Bonjour**

- Introduce yourself to someone and ask their name
- Ask how someone is
- Ask where someone lives
- Ask others for some basic information in real conversations
- Recognize and recite the French alphabet
- Spell words out loud using the French alphabet
- Use appropriate basic vocabulary to greet people at different times of the day
- Choose the right farewell for the situation
- Begin to learn about the complex nature of language
- Understand French culture and how it differs from ours
- Recognize the contributions that French-speaking countries have made to our world

2. **Le Jour et La Date**

- Talking about days of the week and months
- Expressing dates
- Expressing likes and dislikes
- Using subject pronouns
- Numbers from 1-31
- Cultural aspects

3. **Le Temps**

- Talk about the weather
- Talk about the seasons

- Convert degrees from the Fahrenheit scale to Centigrade and vice versa
- Express possession
- Learn the indefinite articles
- Manipulate regular –er verbs
- Talk about what you wear in various situations
- Learn about Switzerland

4. **L'Heure**

- Talk about places in a town
- Talk about things to do in school
- Talk about things you do at different places in a town
- Manipulate some irregular verbs
- Manipulate regular –ir and –re verbs
- Learn to ask yes/no and information questions
- Learn about French-speaking Canada

5. **Les Couleurs**

- To describe yourself and others using etre and adjectives
- To describe things using colors
- That adjectives in French have different forms based on gender and number
- That most adjectives in French are placed differently than in English
- Additional people nouns
- How to talk about basic things that might be in your school, desk, or backpack
- How to talk about your school day
- About Cote d'Ivoire (Ivory Coast)

6. **Exam**

- To describe yourself and others using etre and adjectives
- To describe things using colors
- That adjectives in French have different forms based on gender and number
- That most adjectives in French are placed differently than in English
- Additional people nouns
- How to talk about basic things that might be in your school, desk, or backpack
- How to talk about your school day
- About Cote d'Ivoire (Ivory Coast)

Semester B Summary:

The goal of this course is to continue to give the student basic listening, speaking, reading, and writing skills through a variety of activities. Throughout the course, the student will learn to talk about himself and other people, describe his surroundings, and use numbers for dates and times. The student will be introduced to irregular verbs in the present tense and will practice simple grammatical structures in innovative and interesting ways with a variety of learning styles in mind. In this course, the student will also begin to learn some complex grammar. Culture is presented throughout the course to help the student understand the context of the language and the perspectives of the French-speaking world.

Semester B Outline

1. **Les Endroits**

- Talk about your city or town
- Talk about additional stores or places in your town
- Describe where things are in relation to other things in your town
- Talk about things you do, like to do, need to do, want to do, or have to do

- Talk more about cognates
- Research and gather information about Quebec
- Understand more about cities in French-speaking countries

2. La Famille

- Talk about your family members
- Talk about your family members' birthdays and ages
- Review dates and numbers
- Investigate cultural practices in French families
- Learn possessive adjectives
- Research holidays in the French-speaking world
- Learn additional cognates
- Learn additional verbs and how they work in French

3. La Cuisine

- Talk about food
- Learn to order food and converse in a restaurant
- Learn the partitive article in French
- Learn additional factors in making a sentence negative in French
- Learn about dining habits in the French-speaking world

4. Les Passetemps

- Talk about sports and leisure time activities in the French-speaking world
- Learn how to talk about what you like to do
- Learn the verb "jouer"
- Learn what activities you might be able to do in the French-speaking world
- Learn to talk about what games you like to play
- Learn to talk about how frequently you do activities
- Learn to stress pronouns and additional prepositions to use them with
- Learn additional cognate patterns

5. L'Ecole

- Talk about schools and school activities in the French-speaking world
- Learn to talk about your school day in more detail
- Learn to talk about your house
- Learn to talk about chores and responsibilities you have at home
- Learn to talk about your plans
- Review verb structures you have had this year in French
- Learn additional cognate patterns

6. Semester Exam

- Use culturally appropriate behavior for a special occasion
- Name a typical pet
- Use common restaurant phrases, including price and cost
- List favorite devices in a classroom survey

French II



French II

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course builds on the skills the student learned in French I. In this course, the student will be introduced to a variety of areas of language learning. The student will learn listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics: daily routine, animals, hobbies, the body, and descriptions. Throughout this course, the student will learn to express himself using an ever increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the French-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

This course is a continuation of French II A. The student will continue to be introduced to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics: house, shopping, entertainment, spare time, and travel. In this course, the student will learn to express himself using an ever increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the French-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Course Outline

SEMESTER A

1. La Routine

- Talk about what they do in a typical day
- Review telling time
- Continue to develop conversational skills
- Learn about important geographical regions in France

2. Les Animaux

- Learn to talk about farm animals

- Learn to talk about tropical forest animals
- Compare nouns
- Form the superlative in French
- Use demonstrative adjectives to talk about which things they prefer
- Learn additional cognate patterns
- Learn about Corsica, another of France's regions

3. Les Distractions

- Talk about their hobbies
- Talk about sports and other pastimes
- Make comparison statements
- Make superlative statements
- Learn direct object pronouns and placement
- Study another of France's regions

4. Le Corps

- Talk about the body
- Talk about what different body parts do
- Talk about a doctor's visit
- Talk about various illnesses
- Learn indirect object pronouns
- Begin to learn the preterit (past tense) verb forms
- Continue to learn about the Occitanie region of France

5. La Description

- Describe themselves and others using être and adjectives
- Learn more of the past tense verbs in French
- Learn to use the passé composé with être
- Learn to talk about people's nationalities
- Learn about the French region of Nouvelle-Aquitaine

6. Semester Exam

1. Semester Review
2. Semester Exam

SEMESTER B

1. La Maison

- Talk about their house (rooms and furnishings)

- Learn additional expressions to talk about things happening now
- Learn additional cognate patterns
- Learn about homes in other countries
- Continue to develop conversational skills in French

2. **Les Achats**

- Learn to talk about shopping
- Compare things and people
- Talk about fashion
- Talk about their preferences
- Learn the numbers beyond one hundred
- Talk about activities that happened in the past
- Learn additional cognate patterns

3. **Les Loisirs**

- Talk about events they can go to
- Talk about eating at a restaurant
- Learn negative expressions
- Talk about things they enjoy
- Talk about how frequently they do things
- Talk about when things happen (today, yesterday, tomorrow)

4. **Le Temps Libre**

- Talk about sports and other activities
- Learn additional expressions to talk about how they feel
- Learn additional cognate patterns
- Learn additional expressions to talk about who items belongs to
- Talk about activities that happened in the past
- Talk about what hobbies or activities they like to do in their spare time

5. **Le Transport**

- Learn to talk about taking a trip internationally
- Plan an international trip
- Learn to ask where things are located in a city
- Learn to talk about things that are going to happen in the near future
- Talk about things that happened in the past
- Talk about things you know and about people/places you are familiar with
- Learn additional false cognates
- Review telling time

6. **Semester Exam**

- Semester Review
- Semester Exam

French III



French III

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

French III A is a continuation of the first two years of French instruction. The student will continue to improve his listening, speaking, reading, and writing skills through a variety of activities. The course is organized into five topics: feelings, transportation, work, countries, and the future. Throughout this course, the student will build on his previous French knowledge. The student will learn additional vocabulary, verb tenses, and grammatical structures that are appropriate to his level. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Exposure to the culture of France and other French-speaking countries can be found throughout the course in order to help the student understand French, which is a dynamic language that is used by millions of people throughout the world.

Semester A Outline

1. **Introduction to French III**

1. Welcome to French III!

2. **Chez nous**

1. Contextes PA
 - Use vocabulary to discuss rooms, furniture, and tasks in a home
 - Label a diagram of a house with the correct definite articles
 - Exchange opinions about whether a book or its movie adaptation is better
2. Contextes PB
 - Use vocabulary to discuss appliances, tasks in a home
3. Contextes
4. Les sons et les lettres PA
 - Apply proper French pronunciation
5. Les sons et les lettres PB
 - Apply proper French pronunciation of semi-vowels
6. Structures PA.1
 - Form the passé composé and imperfect tenses when writing sentences in French
7. Structures PA.2
 - Select the passé composé or imperfect tenses when writing sentences in French
 - Identify expressions that signal the past

- Use the verb vivre correctly
 - 8. Structures PB.1
 - Demonstrate accurate use of the passé composé and imperfect tenses when writing sentences in French
 - 9. Structures PB.2
 - Differentiate between the verbs savoir and connaître
 - Form verbs correctly in the past tense
 - 10. Structures
 - 11. Synthèse PA: Le Zapping
 - Lead an oral presentation and group discussion on furniture and artists of French origin.
 - Explain meanings of words using analogies
 - 12. Chez nous Portfolio
 - 13. Chez nous Practice
 - 14. Chez nous Test
- 3. La nourriture**
1. Contextes 1A
 - Use vocabulary to discuss food
 - Interact with a waiter to substitute menu item ingredients
 2. Contextes 1B
 - Recognize vocabulary to discuss items pertaining to food and meals
 - Apply the correct indefinite articles when discussing food
 3. Contextes
 4. Les sons et les lettres 1A
 - Demonstrate correct pronunciation of words with a silent and unaccented e
 5. Les sons et les lettres 1B
 - Demonstrate correct stress and rhythm in oral French communication
 6. Structures 1A.1
 - Conjugate the verb venir, and other verbs like venir, correctly
 - Conjugate verbs using the passé récent tense
 - Apply time expressions depuis, pendant, and il y a
 7. Structures 1A.2
 - Conjugate the verbs devoir, vouloir, and pouvoir using passé composé and present tenses
 8. Structures 1B.1
 - Form the comparative and superlative forms of adjectives and adverbs
 9. Structures 1B.2
 - Demonstrate correct usage of double object pronouns in writing
 10. Structures
 11. Synthèse 1A: Le Zapping
 - Organize steps in a recipe to reflect the correct order
 - Apply vocabulary about food from Breton to answer questions and demonstrate comprehension
 12. La nourriture Portfolio
 13. La nourriture Practice
 14. La nourriture Test
- 4. La santé**
1. Contextes 2A
 - Use vocabulary to discuss daily life, including body parts and daily activities
 2. Contextes 2B
 - Use vocabulary to discuss medicine and illnesses

3. Contextes
4. Les sons et les lettres 2A
 - Produce correct pronunciation for letter combinations in French
5. Les sons et les lettres 2B
 - Demonstrate correct pronunciation of consonants in French
6. Structures 2A.1
 - Conjugate reflexive verbs
 - Form affirmative and negative commands to discuss daily activities with reflexive verbs
7. Structures 2A.2
 - Form reflexive verbs and use them in an idiomatic context
 - Conjugate irregular reflexive verbs
 - Describe a scene using reflexive verbs
8. Structures 2B.1
 - Conjugate reflexive verbs in the present, passé composé, and imperfect tenses
9. Structures 2B.2
 - Select which pronoun, y or en, to use including using correct placement
10. Structures
11. Synthèse 2A: Le Zapping
 - Apply vocabulary about brand names and preferences
12. La santé Portfolio
13. La santé Practice
14. La santé Test
5. **La technologie**
 1. Contextes 3A
 - Use vocabulary to discuss technology
 2. Contextes 3B
 - Use vocabulary to discuss parts of a car and the technology found in a car
 3. Contextes
 4. Les sons et les lettres 3A
 - Produce correct pronunciation of final consonants in French
 5. Les sons et les lettres 3B
 - Demonstrate correct pronunciation of the letter x in French
 6. Structures 3A.1
 - Apply prepositions with infinitives orally and in writing
 7. Structures 3A.2
 - Form reciprocal verbs orally and in writing
 8. Structures 3B.1
 - Conjugate irregular verbs ouvrir and offrir, and other similar verbs
 9. Structures 3B.2
 - Form verbs in the conditional tense
 - Apply correct spelling changes when forming the conditional tense
 - Conjugate irregular verbs in the conditional tense
 10. Structures
 11. Synthèse 3A: Le Zapping
 - Use new vocabulary to write about technology in France
 12. La technologie Portfolio
 13. La technologie Practice
 14. La technologie Test
6. **Semester A**

1. Semester A Practice
2. Semester A Test

Semester B Summary:

French III B is a continuation of the first two and a half years of French instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics: health, home, measurement, professions, and my history. The student will learn to express himself using an ever-increasing vocabulary, verbs in various tenses, articles, and adjectives. The student will review all verb tenses, including present tense, past tense, future tense, conditional tense, the passive voice, imperative verbs, and more. The student will learn to use two-object pronouns and review grammar from previous French instruction. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the French-speaking world and culture appear throughout the course, including people, geographical locations, and histories. The student will also learn about the various countries where French is spoken.

Semester B Outline

1. Introduction to French III

1. Welcome to French III!

2. En ville

1. Contextes 4A
 - Use vocabulary to discuss location in a city or town
2. Contextes 4B
 - Use vocabulary to discuss navigating a city or town
3. Contextes
4. Les sons et les lettres 4A
 - Apply proper French pronunciation to the letter h
5. Les sons et les lettres 4B
 - Apply rules of capitalization in French
 - Compare rules of capitalization in English and French
6. Structures 4A.1
 - Form present, past, and conditional tenses of voir, croire, recevoir, and apercevoir
7. Structures 4A.2
 - Construct negative and affirmative expressions orally and in writing
8. Structures 4B.1
 - Conjugate verbs using the simple future tens
 - Organize information on a timeline, using future tense to describe events
9. Structures 4B.2
 - Compose irregular verbs using simple future tense orally and in writing
10. Structures
11. Synthèse 4A: Le Zapping
 - Use new vocabulary to describe information about French-speaking cities
 - Compare a city in France with a city in the student's region in writing
12. En ville Portfolio
13. En ville Practice
14. En ville Test

3. L'avenir et les métiers

1. Contextes 5A

- Use vocabulary to discuss daily life in an office
 - Explain steps for obtaining a job in the correct sequence
 - Recall vocabulary to read classified ads for jobs in French
2. Contextes 5B
 - Use vocabulary to discuss professions
 - Apply new vocabulary to write captions about professions
 3. Contextes
 4. Les sons et les lettres 5A
 - Apply correct punctuation when writing
 - Compare English and French punctuation
 5. Les sons et les lettres 5B
 - Apply neologisms of the English language (or borrowed words) when speaking and writing French
 6. Structures 5A.1
 - Form verbs using the simple future tense with quand and dès que
 - Compare verb tenses in English and French, including when French uses future tense, while English uses present tense
 7. Structures 5A.2
 - Apply the interrogative pronoun lequel in all its forms
 8. Structures 5B.1
 - Select the correct verb tenses with si clauses
 9. Structures 5B.2
 - Select proper relative pronouns when writing in French
 10. Structures
 11. Synthèse 5A: Le Zapping
 - Describe a traditional profession in France
 12. L'avenir et les métiers Portfolio
 13. L'avenir et les métiers Practice
 14. L'avenir et les métiers Test
- 4. L'espace vert**
1. Contextes 6A
 - Use vocabulary to discuss the environment and ways to protect it
 - Organize events from a story in chronological order
 - Exchange written information to compare everyday products, practices, and perspectives in native and other cultures
 2. Contextes 6B
 - Use vocabulary to discuss the environment
 - Describe francophone countries and the environment
 3. Contextes
 4. Les sons et les lettres 6A
 - Apply proper spelling rules in French
 - Compare spelling rules in English and French
 5. Les sons et les lettres 6B
 - Use homophones in writing
 - Determine meaning of words using context (including parts of speech)
 6. Structures 6A.1
 - Select proper demonstrative pronouns when writing
 - Use demonstrative pronouns in writing to describe illustrations.
 7. Structures 6A.2
 - Form verbs using the subjunctive tense with impersonal expressions of opinion

- Apply impersonal expressions of opinion correctly selecting the subjunctive and infinitive
- 8. Structures 6B.1
 - Conjugate verbs using the subjunctive tense with impersonal expressions of will and emotion
 - Apply impersonal expressions of will and emotion with the subjunctive and infinitive, determining which expressions require subjunctive or infinitive
- 9. Structures 6B.2
 - Produce the comparative and superlative forms of nouns
- 10. Structures
- 11. Synthèse 6A: Le Zapping
 - Describe banking in a francophone country and the effects on the environment
 - Organize events from a story in chronological order
 - Create an oral presentation about an organization that protects the environment in a francophone country
- 12. L'espace vert Portfolio
- 13. L'espace vert Practice
- 14. L'espace vert Test

5. **Les arts**

1. Contextes 7A
 - Describe illustrations using vocabulary about the arts
2. Contextes 7B
 - Use vocabulary to discuss the arts
 - Describe the importance of the arts in writing, using learned vocabulary
3. Contextes
4. Les sons et les lettres 7A
 - Produce liaisons to connect sounds in French
 - Examine liaisons between different parts of speech
5. Les sons et les lettres 7B
 - Produce acronyms in French with proper pronunciation, noting that some acronyms are spelled out while others are read like words
6. Structures 7A.1
 - Form verbs using the subjunctive tense with verbs of doubt, disbelief, and uncertainty
 - Categorize which expressions require the subjunctive and which require the indicative
 - Describe illustrations using verbs of doubt and certainty in writing
 - Conjugate irregular verbs in the subjunctive tense
7. Structures 7A.2
 - Select correct possessive pronouns with prepositions and être à orally and in writing
8. Structures 7B.1
 - Conjugate verbs using the subjunctive tense with conjunctions
 - Select correct conjunctions when writing sentences
 - Determine the correct verb tense, subjunctive or indicative, depending on prepositions and conjunctions
9. Structures 7B.2
 - Form verbs using the subjunctive tense
 - Organize pictures of events in chronological order after listening to a story
 - Select the correct verb tense, subjunctive or indicative, depending on

impersonal expressions, prepositions, and conjunctions

- Compose an advertisement using impersonal expressions, verbs of doubt and certainty, and prepositions

10. Structures

11. Synthèse 7A: Le Zapping

- Identify cultural elements in a film
- Describe an artistic event in a dramatic way incorporating new vocabulary
- Create a different ending for a film using learned vocabulary

12. Les arts Portfolio

13. Les arts Practice

14. Les arts Test

6. **Semester B**

1. Semester B Practice

2. Semester B Test

French IV



French IV

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

French IV A continues to build on the skills the student has mastered in his previous French courses. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. Throughout the five topics in the course, the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, future-tense verbs, conditional-tense verbs, subjunctive mood, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. The course is rich in authentic reading material and native-speaker recordings and presentations to enrich culture, grammar, and vocabulary presentations. Elements of the French-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Semester A Outline

1. **Ressentir et vivre**

1. Pour commencer
 - Use vocabulary to discuss relationships
 - Use commands to give advice
 - Use a variety of transitions
2. Vocabulaire
3. Court métrage
 - Use vocabulary to discuss relationships
 - Sort events in order after watching a film
 - Compare and contrast types of relationships, using target vocabulary
 - Apply target vocabulary to write an email giving advice
4. Imaginez: Les États-Unis
 - Identify relationships between the United States and France from the Age of Exploration
 - Determine contributions of French-speaking and francophone individuals
 - Create a presentation about a francophone event or place
5. Structures 1.1
 - Conjugate –er verbs with spelling change patterns in the present tense

6. Structures 1.2
 - Construct irregular verbs in the present and futur proche tenses
 - Form idiomatic expressions with faire in the present tense
 - Use target vocabulary to give advice in writing
 - Describe family members and their activities in writing using target vocabulary
7. Structures 1.3
 - Compose questions using interrogative words, including adjectives and pronouns
 - Construct questions with est-ce que
 - Apply inversion to compose questions
8. Structures
9. Fiche de grammaire 1.4
 - Construct the present tense of regular -er and -ir verbs and irregular -re verbs
10. Fiche de grammaire 1.5
 - Construct the imperative to give a command or suggestion
11. Culture
 - Describe elements of francophone culture in the United States.
12. Ressentir et vivre Portfolio
 - Compare two texts using organizational features
13. Ressentir et vivre Practice
 - Use culturally appropriate behavior when trying new food
14. Ressentir et vivre Test

2. Habiter en ville

1. Pour commencer
 - Use vocabulary to discuss transportation and life in a city
 - Use a variety of interjections in conversation
2. Vocabulaire
3. Court métrage
 - Use vocabulary to discuss relationships
 - Describe characters in a film, using target vocabulary about relationships
 - Create a diary entry about a film
4. Imaginez: La France
 - Identify characteristics of Marseilles and Lyon
 - Compare and contrast the cities of Marseilles and Lyon
 - Analyze a photograph, discussing advantages of city living
 - Create an itinerary that describes a trip to Marseilles or Lyon
5. Structures 2.1
 - Select the correct reflexive, reciprocal, and pronominal verbs to use orally and in writing
 - Describe illustrations using reflexive verbs to discuss daily activities
 - Form present tense of verbs when writing
 - Apply the imperative form to give commands
6. Structures 2.2
 - Select correct endings for adjectives, depending on number and gender orally and in writing
 - Apply correct word order for adjectives orally and in writing
 - Describe a favorite place or city using adjectives in writing
7. Structures 2.3
 - Create sentences with adverbs orally and in writing, using correct formation

- Apply correct word order for adverbs orally and in writing
 - Describe what a person's activities using adverbs in writing
8. Structures
 9. Fiche de grammaire 2.4
 - Determine when to use definite and indefinite nouns in writing, paying close attention to gender and agreement
 - Produce correct agreement with singular and plural nouns
 10. Fiche de grammaire 2.5
 - Distinguish between the use of *il est* and *c'est*, and use them with correct agreement
 - Compose sentences with subject pronouns with the verb *être*, using correct agreement
 11. Culture
 - Describe cultural elements in a francophone culture
 - Create a program for a cultural event in writing
 12. Habiter en ville Portfolio
 - Use organizational features of texts to analyze them
 13. Habiter en ville Practice
 14. Habiter en ville Test
3. **L'influence des médias**
1. Pour commencer
 - Use vocabulary to discuss media orally and in writing
 - Create a news report in writing, using target vocabulary
 2. Vocabulaire
 3. Court métrage
 - Apply vocabulary to answer questions about and discuss the media
 - Summarize a short film
 - Compose an article using techniques found in the media, using target vocabulary
 - Create a portrait of a character in a film
 4. Imaginez: Le Québec
 - Identify cultural and historical aspects of Quebec, including the Quiet Revolution, politics, festivals, food, music, and film
 - Determine contributions of French-speaking people to Quebec's culture
 - Create a brochure to demonstrate understanding of Quebec's culture
 - Describe photographs of cultural aspects in Quebec
 5. Structures 3.1
 - Form the *passé composé* with the verb *avoir*
 - Utilize adverbs with the *passé composé* with correct word order
 - Identify the difference between the *passé composé* and present tenses
 6. Structures 3.2
 - Construct the *passé composé* with the verb *être*
 - Form the *passé composé* with reflexive and reciprocal verbs
 7. Structures 3.3
 - Compare and contrast the *passé composé* and imperfect tenses
 - Conjugate verbs in the *passé composé* and imperfect tenses
 8. Structures
 9. Fiche de grammaire 3.4
 - Employ possessive adjectives with agreement of gender and number
 10. Fiche de grammaire 3.5
 - Conjugate verbs in the imperfect tense

- List the uses of the imperfect tense
 - 11. L'influence des médias Portfolio
 - 12. L'influence des médias Practice
 - 13. L'influence des médias Test
- 4. La valeur des idées**
1. Pour commencer
 - Use vocabulary to discuss justice and politics
 2. Vocabulaire
 3. Court métrage
 - Select correct vocabulary to discuss justice and politics
 - Sort events from a film in chronological order
 - Create a paragraph in writing to propose a solution to a current political issue
 - Compose a letter in writing about a current political issue
 4. Imaginez: Les Antilles
 - Identify cultural and historical aspects of Antilles
 - Determine contributions of French-speaking individuals on Antilles
 - Describe a photograph of Antilles, using target vocabulary
 - Create a journal entry about the cultural and historical aspects of Antilles
 5. Structures 4.1
 - Conjugate verbs in the plus-que-parfait tense
 - Differentiate between the use of the passé composé and plus-que-parfait tenses
 6. Structures 4.2
 - Select correct word order with negation
 - Utilize indefinite adjectives and pronouns
 7. Structures 4.3
 - Conjugate irregular -ir verbs
 - Correctly form stem-changing -ir verbs
 8. Structures
 9. Fiche de grammaire 4.4
 - Apply demonstrative adjectives in singular and plural forms
 10. Fiche de grammaire 4.5
 - Conjugate verbs in the passé simple tense
 - Conjugate verbs in the passé composé
 11. La valeur des idées Portfolio
 12. La valeur des idées Practice
 13. La valeur des idées Test
- 5. La société en évolution**
1. Pour commencer
 - Identify and recall vocabulary about current cultural issues
 2. Vocabulaire
 3. Court métrage
 - Select vocabulary about current cultural issues
 - Compose sentences in writing about a film to explain cultural heritage and diversity
 - Produce a written composition about multiculturalism
 - Create an email about prejudice
 4. Imaginez: L'Afrique de l'Ouest
 - Identify cultural and historical aspects of West Africa
 - Determine contributions of French-speaking people in West Africa
 - Describe photographs of historical and cultural aspects of West Africa

5. Structures 5.1
 - Employ partitive articles
 - Utilize expressions of quantity
 - Differentiate between definite, indefinite, and partitive articles
6. Structures 5.2
 - Differentiate between the usage of the pronouns y and en
7. Structures 5.3
 - Apply the correct order of pronouns in sentences and in commands
 - Form the imperative with the correct order of pronouns
8. Structures
9. Fiche de grammaire 5.4
 - Differentiate between direct and indirect object pronouns with the correct verb tenses
10. Fiche de grammaire 5.5
 - Utilize past participle agreement with the passé composé and the verb être
 - Conjugate the passé composé of reflexive verbs
11. La société en évolution Portfolio
 - Describe how societal attitudes are reflected in school systems in Africa and the United States
12. La société en évolution 2
 - Argue to change a school policy
 - Clearly express a personal opinion
13. La société en évolution Practice
 - Argue to change a school policy
 - Discuss how societal attitudes are reflected in the school system of another culture
14. La société en évolution Test
 - Argue to change a school policy
 - Discuss how societal attitudes are reflected in the school system of another culture

6. Semester A

1. Semester A Practice
 - Use a variety of interjections in conversation
 - Use culturally appropriate behavior when trying new food
 - Compare familiar and unfamiliar cityscapes
 - Discuss how societal attitudes are reflected in the school system of another culture
 - Argue to change a school policy
2. Semester A Test
 - Use a variety of interjections in conversation
 - Use culturally appropriate behavior when trying new food
 - Compare familiar and unfamiliar cityscapes
 - Discuss how societal attitudes are reflected in the school system of another culture
 - Argue to change a school policy

Semester B Summary:

This course is a continuation of the first three and a half years of French instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. Throughout the five topics in this course, the student will learn to express himself

using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, future-tense verbs, conditional-tense verbs, subjunctive mood, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. The course is rich in authentic reading material and native-speaker recordings and presentations to enrich culture, grammar, and vocabulary presentations. Elements of the French-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Semester B Outline

1. Las générations que bougent

1. Pour commencer
 - Use vocabulary to discuss family
2. Vocabulaire
3. Court métrage
 - Use vocabulary to discuss family
 - Create an oral presentation using learned vocabulary by analyzing key questions
 - Organize the events in a film
 - Create an email about a the film using learned vocabulary
4. Imaginez: L'Afrique du Nord et le Liban
 - Identify cultural and historical aspects of North Africa and Lebanon
 - Describe a photograph of cultural aspects of North Africa in writing
5. Structures 6.1
 - Form the present subjunctive tense orally and in writing
 - Employ impersonal expressions and expressions of will and emotion with the subjunctive tense
 - Compare and contrast subjects using the subjunctive tense when necessary
6. Structures 6.2
 - Utilize demonstrative pronouns with correct agreement of gender and number orally and in writing
7. Structures 6.3
 - Conjugate irregular -re verbs orally and in writing in multiple tenses
8. Structures
9. Fiche de grammaire 6.4
 - Employ disjunctive pronouns in writing
 - Utilize indirect object pronouns in writing
10. Fiche de grammaire 6.5
 - Utilize possessive pronouns with correct agreement of gender and number in writing
 - Compare possessive adjectives and possessive pronouns
11. Las générations que bougent Portfolio
12. Las générations que bougent Practice
13. Las générations que bougent Test

2. À la recherche du progrès

1. Pour commencer
 - Use vocabulary to discuss technology used to carry out research
2. Vocabulaire
3. Court métrage
 - Use vocabulary to discuss technology used to carry out research
 - Summarize a short film in writing
 - Interpret a short film in writing

- Create a story based on the short film using target vocabulary
- 4. Imaginez: La Belgique, la Suisse et le Luxembourg
 - Identify cultural and historical aspects of Belgium, Switzerland, and Luxembourg
 - Determine contributions of people from Belgium, Switzerland, and Luxembourg
 - Describe a photograph of cultural aspects of a French-speaking country
 - Compose a report about the importance of a cultural aspect (chocolate) of Belgium, incorporating photographs and writing
- 5. Structures 7.1
 - Form the comparative and superlative forms of adjectives and adverbs in writing
 - Apply correct word order when creating sentences with comparatives and superlatives
 - Compare and contrast objects using comparatives and superlatives
- 6. Structures 7.2
 - Conjugate regular and irregular verbs in the futur simple tense orally and in writing
- 7. Structures 7.3
 - Form the subjunctive tense after expressions of doubt and conjunctions orally and in writing
 - Conjugate the past subjunctive tense orally and in writing
- 8. Structures
- 9. Fiche de grammaire 7.4
 - Utilize past participles as adjectives with agreement in gender and number orally and in writing
 - Describe a photograph using past participles as adjectives in writing
- 10. Fiche de grammaire 7.5
 - Employ expressions of time orally and in writing
- 11. À la recherche du progrès Portfolio
- 12. À la recherche du progrès Practice
- 13. À la recherche du progrès Test
- 3. **S'évader et s'amuser**
 1. Pour commencer
 - Use vocabulary to discuss hobbies orally and in writing
 2. Vocabulaire
 3. Court métrage
 - Use vocabulary to discuss hobbies in writing
 - Summarize a short film, answering questions orally and in writing
 - Interpret a short film, using target vocabulary
 4. Imaginez: L'océan Indien
 - Identify cultural and historical aspects of French-speaking countries in the Indian Ocean
 - Describe a photograph of cultural aspects of French-speaking countries in writing
 5. Structures 8.1
 - Employ infinitives orally and in writing with correct pronoun placement
 - Form infinitives with negation orally and in writing
 - Construct infinitives in the past and present tenses in writing
 6. Structures 8.2
 - Utilize prepositions with geographical names orally and in writing

- Create an oral presentation about a geographic location, using correct prepositions
- 7. Structures 8.3
 - Conjugate verbs in the conditional tense orally and in writing
 - Identify the uses for the conditional tense
- 8. Structures
- 9. Fiche de grammaire 8.4
 - Employ prepositions with the infinitive form orally and in writing
- 10. Fiche de grammaire 8.5
 - Form the subjunctive tense after indefinite antecedents and in superlative statements orally and in writing
 - Differentiate between usage of subjunctive and indicative tenses
- 11. S'évader et s'amuser Portfolio
 - Describe in written messages a friend's difficult situation
- 12. S'évader et s'amuser Practice
- 13. S'évader et s'amuser Test
- 4. **Perspectives de travail**
 1. Pour commencer
 - Use vocabulary to discuss work and finances orally and in writing
 2. Vocabulaire
 3. Court métrage
 - Use vocabulary to discuss work in writing
 - Summarize short film using target vocabulary, answering questions orally and in writing
 - Organize events of a short film in chronological order
 - Analyze a short film using target vocabulary
 - Analyze the meaning of a song that contains target vocabulary
 4. Imaginez: L'Afrique Centrale
 - Identify cultural and historical aspects of Central Africa
 - Determine contributions of French-speaking people in Central Africa
 - Describe the cultural aspects of a photograph, using target vocabulary
 - Create a report about Central Africa with photographs to support the writing
 5. Structures 9.1
 - Employ relative pronouns orally and in writing
 - Demonstrate proper use of indefinite relative pronouns orally and in writing
 6. Structures 9.2
 - Form the present participle orally and in writing
 7. Structures 9.3
 - Conjugate irregular -oir verbs orally and in writing
 8. Structures
 9. Fiche de grammaire 9.4
 - Compare the difference between the verbs savoir and connaître and correctly use each verb in context
 10. Fiche de grammaire 9.5
 - Construct the faire causatif structure in writing
 11. Perspectives de travail Portfolio
 - Describe a service-learning project in written communication with a peer
 12. Perspectives de travail Practice
 13. Perspectives de travail Test
- 5. **Les richesses naturelles**
 1. Pour commencer

- Use vocabulary to discuss the environment orally and in writing
 - 2. Vocabulaire
 - 3. Court métrage
 - Apply vocabulary to discuss the environment in writing
 - Summarize a short film about the environment, answering questions in writing
 - Organize events in a short film in chronological order
 - Interpret a short film in writing, using target vocabulary
 - 4. Imaginez: La Polynésie française
 - Identify cultural and historical aspects of French Polynesia
 - Describe the cultural aspects found in a photograph in writing, using target vocabulary
 - Create a report on cuisine in French Polynesia, using target vocabulary
 - 5. Structures 10.1
 - Conjugate verbs in the past conditional tense orally and in writing
 - 6. Structures 10.2
 - Form verbs in the future perfect tense orally and in writing
 - Organize parts of a sentence chronologically, using the verb tense to determine the correct order
 - 7. Structures 10.3
 - Construct siclauses with the present, imparfait, and plus-que-parfait tenses orally and in writing
 - 8. Structures
 - 9. Fiche de grammaire 10.4
 - Employ indirect discourse, changing the subjects and verbs correctly in writing
 - Identify the difference between direct and indirect discourse
 - 10. Fiche de grammaire 10.5
 - Form the passive voice in writing
 - Identify the difference between active and passive voices
 - 11. Les richesses naturelles Portfolio
 - 12. Les richesses naturelles Practice
 - 13. Les richesses naturelles Test
6. **Semester B**
- 1. Semester B Practice
 - 2. Semester B Test

German I



German I

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

This is a beginning level course that will introduce the student to a variety of areas of language learning.

In Semester A, the student will learn listening, speaking, reading, and writing skills through a variety of activities. Throughout the five units, or themes, of material (greetings, the date, weather, time, and colors), the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course.

In Semester B, the student will learn listening, speaking, reading, and writing skills through a variety of activities. Throughout the five units, or themes, of material (city, family, food, leisure time, and school and chores), the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.

Semester A

1. Die Grüße

1. Lektion 1
 - Identify unit objectives and expectations
 - Identify German words frequently used in English
2. Lektion 2
 - Identify vocabulary and expressions for greetings and farewells
 - Identify reasons for learning the German language
3. Lektion 3
 - Recognize and recite the German alphabet

- Identify special characters in German, and how to make them on a computer
- 4. Lektion 4
 - Use greetings and farewells appropriate to time and situation
- 5. Lektion 5
 - Apply knowledge of German to give your name and ask for someone's name
- 6. Lektion 6
 - Apply knowledge of German to ask and answer the question, "Where are you from?"
 - Use vocabulary to express how you are doing
 - Compose a written conversation that demonstrates the ability to give a greeting, ask basic questions, and give a farewell
- 7. Lektion 7
 - Apply knowledge of German to ask and answer the question, "Where do you live?"
- 8. Lektion 8
 - Identify characteristics of Frankfurt
 - Recall how to respond to basic questions about yourself in German
- 9. Lektion 9
 - Determine when to use the formal or informal form of "you"
- 10. Lektion 10
 - Apply knowledge of German to ask and answer the question, "Where do you live?"
 - Recall vocabulary for greetings and farewells
 - Ask and answer basic questions in formal and informal situations
- 11. Lektion 11
 - Identify several places where German is spoken
- 12. Lektion 12
 - Identify German contributions that impact American culture
 - Recall unit vocabulary
- 13. Lektion 13
 - Ask and answer basic questions in formal and informal situations
 - Use vocabulary to refer to other people
 - Compare and contrast the structure of the German and English languages
- 14. Lektion 14
 - Describe people using vocabulary and the third person singular conjugation
 - Apply proper word order when asking and answering questions
- 15. Lektion 15
 - Recall unit vocabulary
- 16. Lektion 16
 - Identify biographical information about Albert Einstein
- 17. Lektion 17

2. **Der Kalender**

- 1. Lektion 1
 - Use vocabulary related to the days of the week
- 2. Lektion 2
 - Identify geographic and cultural characteristics of Germany
- 3. Lektion 3
 - Identify architectural characteristics of Germany
 - Identify cultural characteristics of Munich
 - Use vocabulary for common activities
- 4. Lektion 4
 - Ask and answer questions in a written conversation about activities using the days of the week
- 5. Lektion 5

- Identify rules of German etiquette, including appearance, nonverbal communication, and gestures
6. Lektion 6
 - Apply singular and plural nouns appropriately
 - Apply definite articles in agreement with gender and plurality
 - Apply rules of gender and plurality to nouns
 7. Lektion 7
 - Identify characteristics of calendars in Germany
 - Identify numbers 0 to 10
 8. Lektion 8
 - Apply knowledge of numbers 0 to 10 to perform simple math equations in German
 9. Lektion 9
 - Identify numbers 0 to 31
 - Use vocabulary to ask for and express the date; apply knowledge of German conventions to write and interpret the date
 10. Lektion 10
 - Obtain and provide information about friends and their activities by conjugating verbs into the third person using the appropriate third-person pronouns
 11. Lektion 11
 - Apply rules of grammar to subject pronouns
 12. Lektion 12
 - Match subject pronouns in German to their English equivalents
 13. Lektion 13
 - Use vocabulary related to months
 14. Lektion 14
 - Match months in German to their English translations
 15. Lektion 15
 - Conjugate regular verbs in the present tense
 - Match verb endings with the appropriate pronoun
 16. Lektion 16
 - Demonstrate listening proficiency by matching spoken German with its written English translation
 17. Lektion 17
3. **Das Wetter**
1. Lektion 1
 - Identify characteristics of the weather in Germany
 2. Lektion 2
 - Use vocabulary and expressions to ask about and describe the weather
 - Match weather phrases in German to their English translations
 3. Lektion 3
 - Identify Celsius as the scale used to measure temperature in Germany and many other countries
 - Use vocabulary and expressions to ask about and describe the temperature
 - Apply knowledge of the Celsius scale to determine whether a temperature is cold, cool, warm, or hot
 - Apply knowledge of vocabulary to identify information from a reading passage about the weather, seasons, and other information
 - Engage in written conversations about the weather and locations
 4. Lektion 4
 - Use action verbs to describe what the weather is doing
 - Use vocabulary related to seasons

- Demonstrate proficiency with spoken German by recording yourself reciting a German poem
 - Write journal entries describing the date and day, your activities, and the weather
5. Lektion 5
 - Match vocabulary related to the weather and date to their English translations
 - Match vocabulary related to the weather to the appropriate season
 6. Lektion 6
 - Identify characteristics of sport, recreation, and leisure activities in Germany
 7. Lektion 7
 - Identify characteristics of German homes
 - Identify characteristics of German towns or villages, including gardens, shops, and food stores
 8. Lektion 8
 - Conjugate the irregular verbs haben and sein in the present tense
 9. Lektion 9
 - Describe your likes
 10. Lektion 10
 - Describe your dislikes
 - Use interrogative pronouns to ask for specific information
 - Engage in written conversations about likes and dislikes
 11. Lektion 11
 - Section introduction
 12. Lektion 12
 - Use vocabulary related to sports and leisure activities
 13. Lektion 13
 - Match vocabulary related to sports and leisure activities to their English translations
 - Apply knowledge of vocabulary to identify information from a reading passage about activities and likes
 - Conjugate the irregular verbs lesen, fern sehen, and Rad fahren in the present tense
 14. Lektion 14
 - Identify the correct verb form for subject pronouns and verbs
 - Use vocabulary related to leisure activities
 - Use interrogative pronouns to ask for specific information
 15. Lektion 15
 - Apply inverted word order to ask yes/no questions
 - Match questions about activities to their English translations
 - Apply knowledge of unit vocabulary to identify specific information from a reading passage
 - Demonstrate speaking proficiency and knowledge of question structure, formal and informal address, and unit vocabulary when asking and answer questions
 16. Lektion 16
 - Match unit vocabulary to their English translations
 - Demonstrate listening proficiency by matching spoken German questions with appropriate responses
 17. Lektion 17
4. **Die Uhrzeit**
1. Lektion 1
 - Identify geographic and cultural characteristics of Switzerland
 - Use vocabulary related to places found in a city or town
 2. Lektion 2
 - Match vocabulary related to places found in a city or town with their English translations
 - Identify verbs associated with specific places in a city or town
 3. Lektion 3

- Match verbs with their English translations
 - Evaluate how specific products manufactured in Austria, Germany, or Switzerland reflect their culture
4. Lektion 4
 - Apply vowel change patterns to conjugate the irregular (stem-changing) verbs laufen, fahren, sprechen, nehmen, sehen, and lesen
 - Use irregular verbs to ask and answer questions about specific activities
 - Apply knowledge of German vocabulary to identify specific information from a reading passage
 5. Lektion 5
 - Recall interrogative pronouns
 - Change word order in a question to obtain more specific information
 - Match questions about activities to their English translations
 6. Lektion 6
 - Conjugate the irregular verb sein in the present tense
 - Conjugate the irregular verbs laufen, fahren, sprechen, nehmen, sehen, and lesen
 7. Lektion 7
 - Identify cultural characteristics of Switzerland
 - Describe your location and what you are doing there
 - Use the prepositions in and im to describe where you are
 8. Lektion 8
 - Recall numbers 0 to 100
 - Apply knowledge of numbers 0 to 100 to perform simple math equations in German
 9. Lektion 9
 - Apply knowledge of numbers and time-specific vocabulary to express the time
 - Identify differences between the 24- and 12-hour clock
 10. Lektion 10
 - Demonstrate listening proficiency by identifying a spoken time
 - Apply knowledge of numbers and time-specific vocabulary to express the time
 - Identify European time zones; identify the difference in time between European countries and U.S. Eastern Standard Time
 11. Lektion 11
 - Use the phrase "Um wie viel Uhr?" to ask what time something takes place
 - Use the preposition um to express at what time something takes place
 - Apply knowledge of numbers and time-specific vocabulary to express the time
 12. Lektion 12
 - Recall vocabulary specific to expressing the time
 13. Lektion 13
 - Recall vocabulary related to places found in a city or town
 - Demonstrate listening proficiency by answering questions about a spoken passage
 14. Lektion 14
 - Identify historical characteristics of Switzerland
 - Apply knowledge of numbers 0 to 100 to perform simple math equations in German
 15. Lektion 15
 - Translate English phrases and questions about time, place, and activities into German
 - Apply time-manner-place sentence order
 - Match times expressed in the 12-hour clock to those expressed in the 24-hour clock
 16. Lektion 16
 - Apply knowledge of numbers 0 to 100 to perform simple math equations in German
 - Demonstrate listening proficiency by matching spoken times and numbers to their numeric or written forms

17. Lektion 17

5. **Die Farben**

1. Lektion 1

- Compare German and English sentence structure

2. Lektion 2

- Identify adjectives commonly used to describe people
- Conjugate the irregular verb sein in the present tense

3. Lektion 3

- Match forms of sein to their appropriate pronouns
- Conjugate the separable prefix verb aussehen to ask about or describe how someone looks

4. Lektion 4

- Apply knowledge of German vocabulary to identify specific information from a reading passage
- Write a description of yourself using adjectives and the verb sein
- Use vocabulary to ask someone what he or she looks like
- Identify fairy tales as an important aspect of German culture

5. Lektion 5

- Use vocabulary specific to colors
- Match colors to their English translations

6. Lektion 6

- Conjugate the separable prefix verb aussehen to ask about or describe how someone looks
- Match adjectives to their English translations

7. Lektion 7

- Use vocabulary specific to colors

8. Lektion 8

- Use vocabulary related to school
- Match school subjects to their English translations
- Use the phrase "es gibt" to express what there is or there are
- Use the verb haben to express possession

9. Lektion 9

- Use the phrase "es gibt" to express what there is or there are
- Use the verb haben to express possession
- Change the form of articles for masculine direct objects

10. Lektion 10

- Change the form of articles for masculine direct objects
- Transcribe spoken words

11. Lektion 11

- Identify kindergarten as a concept that came to the United States from Germany
- Combine nouns appropriately to form compound nouns
- Use the preposition zum to express using something for a purpose

12. Lektion 12

- Recall prior learning
- Recall rules of pronunciation, such as those for "s" before "t" or "p" at the beginning of a word or syllable sounds like /sch/, and the "ei" and "ie" vowel sounds

13. Lektion 13

- Identify English translations for school supplies
- Identify specific cognates and false cognates between English and German
- Recall rules of pronunciation, such as those for "s" before "t" or "p" at the beginning of a word or syllable sounds like /sch/, and the "ei" and "ie" vowel sounds

14. Lektion 14

- Apply rules of gender and plurality to articles and adjective endings

15. Lektion 15

- Apply rules of gender and plurality to articles and adjective endings

16. Lektion 16

6. **Semester Exam**

1. Semester Exam

Semester B

1. **Die Stadt**

1. Lektion 1

- Identify unit objectives and expectations
- Recall vocabulary for places in a city or town

2. Lektion 2

- Identify differences between the city and the country
- Use vocabulary specific to places in the city and the country
- Match vocabulary specific to places in the city and the country to their English translations

3. Lektion 3

- Use indefinite articles in agreement with gender and plurality

4. Lektion 4

- Identify characteristics of the Spanish Riding School and Lipizzan stallions
- Conjugate the verb wissen

5. Lektion 5

- Use vocabulary specific to expressing location in relation to another place
- Apply the dative case

6. Lektion 6

- Use modal auxiliary verbs to express desires, abilities, and obligations

7. Lektion 7

- Use modal auxiliary verbs to express desires, abilities, and obligations

8. Lektion 8

- Differentiate between using möchte and a verb + gern to express whether you would like or you do like

9. Lektion 9

- Translate spoken German into written English
- Use modal auxiliary verbs to express desires, abilities, and obligations

10. Lektion 10

- Use modal auxiliary verbs to express desires, abilities, and obligations
- Translate spoken German into written English

11. Lektion 11

- Identify biographical characteristics of Johan Strauß, Jr.
- Apply knowledge of German vocabulary to identify specific information from a reading passage
- Describe your town, including what places are located there and where they are located in relation to other places in the town

12. Lektion 12

- Conjugate modal auxiliary verbs
- Use modal auxiliary verbs to express desires, abilities, and obligations

13. Lektion 13

- Use vocabulary to ask and answer the questions "Where are you going?" and "Why?"

14. Lektion 14

- Use vocabulary to ask and answer the questions "Where are you going?" and "Why?"
- Use dative and accusative prepositions

15. Lektion 15

- Translate vocabulary and expressions from the unit
- Apply dative and accusative prepositions to unit vocabulary

16. Lektion 16

- Recall unit vocabulary and grammar

17. Lektion 17

2. **Die Familie**

1. Lektion 1

- Recall vocabulary for expressing dates in German
- Use vocabulary related to family members

2. Lektion 2

- Use vocabulary related to family members
- Match vocabulary related to family members to their English translations

3. Lektion 3

- Use possessives to express what you do or do not have

4. Lektion 4

- Use vocabulary for expressing dates in German

5. Lektion 5

- Use vocabulary and expressions to ask and answer the question, "When is your birthday?"
- Apply pronunciation when singing in German

6. Lektion 6

- Use adjectives to make comparisons
- Match German expressions to their English translations
- Use possessives to express what you or someone else does or does not have

7. Lektion 7

- Use vocabulary related to family members

8. Lektion 8

- Express personal preferences and the preferences of others

9. Lektion 9

- Express personal preferences and the preferences of others

10. Lektion 10

- Apply forms of the possessive adjective sein in agreement with gender and plurality

11. Lektion 11

- Apply forms of the possessive adjectives ihr, unser, and euer in agreement with gender and plurality

12. Lektion 12

- Use possessive adjectives

13. Lektion 13

- Use vocabulary related to family members
- Identify cultural characteristics of German birthdays and other special events

14. Lektion 14

- Use vocabulary and expressions related to birthdays and other special events

15. Lektion 15

- Apply knowledge of German vocabulary to identify specific information from a reading passage
- Use vocabulary related to family members
- Use possessive adjectives

16. Lektion 16

- Match vocabulary and expressions related to birthdays and other special events to their English translations

17. Lektion 17

3. Das Essen

1. Lektion 1
 - Recall vocabulary and expressions for discussing preferences
 - Identify vocabulary related to breakfast and breakfast foods
2. Lektion 2
 - Use vocabulary related to breakfast and breakfast foods
 - Match vocabulary related to breakfast foods with their English translations
3. Lektion 3
 - Use vocabulary related to dining
 - Identify characteristics of the Black Forest
 - Describe your breakfast preferences and ask about the preferences of others; describe the preferences of others
4. Lektion 4
 - Identify cultural characteristics of the midday Mittagessen and Mittagspause in Germany
 - Use vocabulary related to food and dining
5. Lektion 5
 - Use vocabulary to describe whether someone is hungry or thirsty
 - Use accusative pronouns to describe specific objects
6. Lektion 6
 - Use accusative pronouns to describe specific objects
 - Use vocabulary related to beverages
 - Categorize vocabulary associated with food and drinks
7. Lektion 7
 - Match expressions related to food and dining to their English translations
8. Lektion 8
 - Identify characteristics of the Black Forest
 - Identify German cultural perspectives and practices related to dining
9. Lektion 9
 - Use accusative prepositions and prepositional phrases to show the relationship between two things
 - Use vocabulary related to food and dining
 - Demonstrate proficiency by responding in writing to spoken questions
10. Lektion 10
 - Identify German cultural perspectives and practices related to dining
11. Lektion 11
 - Match accusative prepositions with their English translations
 - Translate prepositional phrases into German
12. Lektion 12
 - Identify German cultural perspectives and practices related to dining
13. Lektion 13
 - Apply knowledge of German vocabulary to identify specific information from a reading passage
 - Use vocabulary and expressions related to dining in a restaurant
14. Lektion 14
 - Use vocabulary and expressions related to dining in a restaurant
15. Lektion 15
 - Recall vocabulary and expressions related to food and dining
16. Lektion 16
17. Lektion 17

4. Die Freizeit

1. Lektion 1

- Use vocabulary and expressions related to sports and leisure activities
 - 2. Lektion 2
 - Match vocabulary and expressions related to sports and leisure activities to their English translations
 - Use vocabulary and expressions related to sports and leisure activities
 - 3. Lektion 3
 - Apply knowledge of German vocabulary to identify specific information from reading passages
 - Use vocabulary and expressions generally used in telephone conversations
 - 4. Lektion 4
 - Determine whether to use forms of Sport, machen, or treiben when talking about sports
 - Use vocabulary to describe the frequency of actions
 - Match vocabulary for time and frequency to their English translations
 - 5. Lektion 5
 - Identify cultural and geographical characteristics of northern Germany
 - Recall accusative and dative prepositions
 - 6. Lektion 6
 - Recall forms of the definite article "the"
 - Describe the time of day or frequency that you perform specific activities
 - 7. Lektion 7
 - Recall accusative and dative prepositions
 - 8. Lektion 8
 - Use vocabulary and expressions related to sports and leisure activities
 - 9. Lektion 9
 - Use vocabulary to describe the frequency of actions
 - Apply knowledge of German vocabulary to identify specific information from written and spoken passages
 - Use vocabulary and expressions related to sports and leisure activities
 - 10. Lektion 10
 - Use accusative and dative prepositions
 - 11. Lektion 11
 - Use vocabulary and expressions related to sports and leisure activities
 - Identify similarities and differences between American and German cultures relative to leisure time
 - 12. Lektion 12
 - Use accusative and dative prepositions
 - 13. Lektion 13
 - Identify how to extend and accept an invitation
 - 14. Lektion 14
 - Identify how to extend, accept, and decline an invitation
 - 15. Lektion 15
 - Identify similarities and differences between American and German cultures relative to leisure time
 - Use vocabulary and expressions related to sports and leisure activities
 - Use vocabulary to describe the frequency of actions
 - 16. Lektion 16
 - Apply knowledge of German to extend, accept, and decline invitations
 - 17. Lektion 17
5. **Die Schule und Pflichten**
- 1. Lektion 1
 - Recall vocabulary related to school and education

2. Lektion 2
 - Identify characteristics of schools and a typical student's day in Germany
 - Compare the typical school day in Germany to the typical school day in the United States
 - Use vocabulary related to school and school supplies
 3. Lektion 3
 - Use vocabulary related to school subjects
 - Match vocabulary related to school subjects with their English translations
 4. Lektion 4
 - Use vocabulary related to school subjects
 5. Lektion 5
 - Use words to describe sequence; use appropriate vocabulary to express schedule information
 - Describe your school schedule and ask a classmate about his or school schedule
 6. Lektion 6
 - Recall conjugations for stem-changing verbs
 - Identify characteristics of the typical German and European school schedule
 7. Lektion 7
 - Use vocabulary and expressions related to transportation
 8. Lektion 8
 - Identify characteristics of German homes
 9. Lektion 9
 - Use vocabulary and expressions related to homes and furniture
 - Describe your home
 10. Lektion 10
 - Use vocabulary and expressions related to appliances, cleaning supplies, and household chores
 - Match vocabulary and expressions related to appliances, cleaning supplies, and household chores with their English translations
 - Use the noun "man" to describe what one does
 11. Lektion 11
 - Use vocabulary and expressions related to appliances, cleaning supplies, and household chores
 - Conjugate and use mixed verbs to express duty, preference, and ability
 12. Lektion 12
 13. Lektion 13
 - Identify characteristics of student life in Germany; compare and contrast student life in Germany with student life in the United States
 14. Lektion 14
 - Use separable-prefix verbs and multiple-verb sentences
 15. Lektion 15
 - Recall unit vocabulary and grammar
 - Apply knowledge of German vocabulary to identify specific information from spoken passages
 - Describe your home life, including the chores that you do
 - Describe your habits and preferences concerning school and studying
 16. Lektion 16
6. **Semester Exam**
1. Semester Exam

German II



German II

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

German II A is an intermediate level course that will introduce the student to a variety of areas of language learning. In this course, the student will continue to learn listening, speaking, reading, and writing skills through a variety of activities. Throughout the five units, or themes, of material (daily routine, animals, pastimes, the body, and descriptions), the student will learn to express himself using an ever-increasing vocabulary, past-tense verbs, demonstrative articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.

Semester A Outline

1. **Der Tagesablauf**
 - Introduce oneself in German
 - Distinguish between cognates and false friends
 - Use reflexive verbs to describe daily activities
 - Tell and ask for the time
 - Discuss likes and dislikes of Bavarian food
2. **Die Tiere**
 - Identify additional cognate patterns and avoid more false friends.
 - Talk about pets, farm animals and exotic animals.
 - Form the comparative and superlative of German adjectives.
 - Use demonstrative adjectives to talk about which things students prefer.
 - Experience Berlin, Germany's capital.
3. **Die Freizeit**
 - Engage in conversations about hobbies.
 - Obtain and present information about sports and other pastimes.
 - Make comparison statements
 - Make superlative statements
 - Place direct object pronouns correctly
4. **Der Körper**
 - Talk about what one does with different body parts.
 - Report physical complaints to a doctor.

- Describe various illnesses.
 - Use indirect object pronouns to refer to body parts.
 - Speak in the past tense about things that happened.
5. **Die Beschreibung**
- Describe oneself and others using "sein" and adjectives.
 - Obtain and present information about people's nationalities.
 - Use verbs of motion in the past tense.
 - Differentiate the verbs "kennen" and "wissen".
 - Discuss the German state of Baden-Württemberg.
6. **Semester Exam**
1. Semester Exam
 - Identify strategies that you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, answers to lesson questions, and key vocabulary terms

Semester B Summary:

This course is a continuation of German II A. In this course, the student will continue to learn listening, speaking, reading, and writing skills through a variety of activities. Throughout the five units, or themes, of material (house, shopping, leisure, travel destinations, and flying), the student will learn to express himself using an ever-increasing vocabulary, past-tense verbs, dative expressions, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.

Semester B Outline

1. **Das Haus**
 - Talk about your house using terminology related to different rooms and furnishings
 - Discuss events that happened in the past
 - Learn additional cognate patterns
 - Explore homes in other countries
 - Continue to develop conversational skills in German
2. **Das Einkaufen**
 - Use the numbers beyond one hundred to obtain and understand pricing information
 - Talk about shopping habits and preferences
 - Ask for and understand information related to purchasing various goods
 - Compare shopping habits such as the use of credit cards, ATMs etc. in Germany and the U.S.
 - Explore the KaDeWe, Germany's largest department store
3. **Die Freizeit Angebot**
 - Discuss a variety of types of entertainment
 - Describe German snack foods
 - Use more past tense forms
 - Use adjectives and adverbial phrases of time
 - Respond negatively to questions
4. **Reiseziele**
 - Discuss plans for traveling and camping
 - Express feelings and describe experiences
 - Demonstrate your understanding of the dependent clauses

- Obtain and present information using indirect questions
- Review giving commands

5. **Flugreisen**

- Discuss plans for taking an international trip
- Experience the steps necessary when entering a German-speaking country
- Engage in conversations using "in order to..." to link cause and effect
- Obtain and present information using the 24-hour time system
- Navigate public transportation in German-speaking countries

6. **Semester Exam**

1. Semester Exam

German III



German III

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

German III A is a continuation of the first two years of German instruction. In this course, the student will continue to learn and practice successful communication through speaking, writing, reading, and listening. Throughout the five units, or themes, of material (Die Gefühle, Der Verkehr, Bei der Arbeit, Land und Leute, and Die Zukunft), the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.

Semester A Outline

1. Introduction to German III

1. Welcome to German III!

2. Gesundheit

1. Lektion 1A Kontext (Day 1)

- Identify vocabulary to discuss everyday routines
- Recognize vocabulary for parts of the body
- Organize events in chronological order

2. Lektion 1A Kontext (Day 2)

- Label the parts of the body
- Recognize vocabulary to discuss everyday routines
- Demonstrate listening comprehension, writing down dictated words

3. Lektion 1A Aussprache und Rechtschreibung

- Produce vocalic r with proper pronunciation
- Demonstrate listening comprehension by writing down dictated words

4. Lektion 1A Fotoroman

- Recall vocabulary that discusses everyday routines
- Summarize a short film, discussing the details and characters

5. Lektion 1A Kultur

- Identify cultural aspects found in Germany
- Summarize information about cultural aspects in Germany

6. Strukturen 1A.1 (Day 1)
 - Form reflexive verbs with accusative reflexive pronouns
7. Strukturen 1A.1 (Day 2)
 - Select the correct reflexive pronoun in sentences
 - Conjugate reflexive verbs with accusative reflexive pronouns
8. Strukturen 1A.2 (Day 1)
 - Produce reflexive verbs with dative reflexive pronouns
 - Select the correct article to use with reflexive verbs
9. Strukturen 1A.2 (Day 2)
 - Differentiate between the accusative and dative cases
 - Select the correct reflexive pronoun
 - Compose sentences with reflexive verbs and dative reflexive pronouns
10. Strukturen 1A.3 (Day 1)
 - Form reciprocal and reflexive verbs with prepositions
 - Distinguish the difference between reciprocal and reflexive verbs
 - Produce sentences with reflexive pronouns
 - Describe pictures using reciprocal and reflexive verbs
11. Strukturen 1A.3 (Day 2)
 - Distinguish the difference between reciprocal and reflexive verbs
 - Select the correct reflexive pronoun
 - Describe pictures using reciprocal and reflexive verbs
12. Lektion 1A (Review)
 - Produce correct pronunciation for the vocabulary in this unit
 - Recognize vocabulary to discuss everyday routines
13. Lektion 1A (Quiz)
14. Zapping
 - Summarize a television advertisement
15. Lektion 1B Kontext (Day 1)
 - Recognize vocabulary and expressions related to healthcare
16. Lektion 1B Kontext (Day 2)
 - Recognize vocabulary to discuss illnesses and injuries
 - Select the correct dative pronoun
 - Demonstrate listening comprehension to match sentences with pictures
17. Lektion 1B Aussprache und Rechtschreibung
 - Produce correct pronunciation of different syllabic stress
 - Demonstrate listening comprehension, writing down dictated sentences
18. Lektion 1B Fotoroman
 - Summarize a short film
 - Organize events from a short film in chronological order
19. Lektion 1B Kultur
 - Summarize information about an apothecary in Germany
20. Strukturen 1B.1 (Day 1)
 - Conjugate verbs in the subjunctive tense
 - Compose sentences in the subjunctive tense
21. Strukturen 1B.1 (Day 2)
 - Conjugate verbs in the subjunctive tense
 - Differentiate between the indicative and subjunctive tenses
22. Strukturen 1B.2 (Day 1)
 - Compose sentences with the subjunctive form *würden* plus the infinitive
 - Describe pictures using the subjunctive form *würden* plus the infinitive

23. Strukturen 1B.2 (Day 2)
24. Lektion 1B (Review)
 - Produce correct pronunciation for the vocabulary in this unit
 - Recognize vocabulary to discuss illness, injuries, and healthcare
25. Lektion 1B (Quiz)
26. Panorama
 - Identify cultural and historical aspects in Germany
27. Lesen and Hören
28. Gesundheit Portfolio
29. Gesundheit Practice
30. Gesundheit Test

3. Stadtleben

1. Lektion 2A Kontext (Day 1)
 - Identify vocabulary to discuss errands
 - Produce vocabulary to discuss errands with correct pronunciation
2. Lektion 2A Kontext (Day 2)
 - Recall vocabulary related to errands and places in town
3. Lektion 2A Aussprache und Rechtschreibung
 - Produce proper pronunciation of the glottal stop
 - Demonstrate listening comprehension, writing dictated sentences
4. Lektion 2A Fotoroman
 - Summarize a short film, including describing characters
5. Lektion 2A Kultur
 - Identify vocabulary about pedestrian zones
6. Strukturen 2A.1 (Day 1)
 - Select the correct subordinating conjunction in sentences
 - Distinguish the difference between als and wenn
7. Strukturen 2A.1 (Day 2)
 - Select the appropriate subordinating conjunction
 - Construct sentences with als and the perfect tense
8. Strukturen 2A.2 (Day 1)
 - Compose sentences using adjectival nouns
9. Strukturen 2A.2 (Day 2)
 - Produce sentences with adjectival nouns
10. Strukturen 2A.3 (Day 1)
 - Conjugate verbs in the future I tense
11. Strukturen 2A.3 (Day 2)
 - Form verbs in the future I tense in writing
12. Lektion 2A (Review)
 - Recognize vocabulary to discuss errands and places in town
 - Demonstrate proper pronunciation of this unit's vocabulary
13. Lektion 2A (Quiz)
14. Kurzfilm
 - Summarize a short film
15. Lektion 2B Kontext (Day 1)
 - Identify vocabulary about a city
16. Lektion 2B Kontext (Day 2)
 - Recall vocabulary about life in a city, matching English to German words
 - Define vocabulary using antonyms
 - Discuss directions to a variety of places in a city

17. Lektion 2B Aussprache und Rectshreibung
 - Demonstrate proper pronunciation of borrowed words
 - Demonstrate listening comprehension, writing dictated sentences
18. Lektion 2B Fotoroman
 - Summarize a short film
 - Organize events of a film in chronological order
19. Lektion 2B Kultur
 - Identify cultural aspects in Germany, including the arts
20. Strukturen 2B.1 (Day 1)
 - Select the correct preposition of direction in writing
21. Strukturen 2B.1 (Day 2)
 - Construct sentences with prepositions of direction
 - Demonstrate listening comprehension, matching pictures to dictated sentences
22. Strukturen 2B.2 (Day 1)
 - Identify vocabulary to discuss nationalities
23. Strukturen 2B.2 (Day 2)
 - Recall vocabulary to discuss nationalities, including country names, adjectives, and languages
24. Lektion 2B (Review)
 - Recognize vocabulary about life in a city and nationalities
 - Demonstrate proper pronunciation of vocabulary in this unit
25. Lektion 2B (Quiz)
26. Panorama
 - Identify cultural, historical, and geographic aspects of a region in Germany
27. Lesen and Horen
 - Identify contributions of German writers
 - Identify information about the German government system
28. Stadtleben Portfolio
29. Stadtleben Practice
30. Stadtleben Test

4. Semester A

1. Semester Exam Practice
2. Semester Exam

Semester B Summary:

This course is a continuation of German III A. In this course, the student will continue to learn and practice successful communication through speaking, writing, reading, and listening. This course presents material according to a specific theme, and the student will learn to express himself through a variety of activities using his ever-increasing vocabulary and grammar knowledge. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.

Semester B Outline

1. Introduction to German III

1. Welcome to German III!

2. Beruf und Karriere

1. Lektion 3A Kontext (Day 1)
 - Define vocabulary to discuss jobs and careers
2. Lektion 3A Kontext (Day 2)

- Recall vocabulary related to jobs, careers, and activities in the office
 - Organize events in chronological order
 - Demonstrate listening comprehension, matching pictures to dictated sentences
3. Lekiton 1A Aussprache und Rectshreibung
 - Produce proper pronunciation for borrowed words
 - Demonstrate listening comprehension, writing dictated sentences
 4. Lektion 3A Fotoroman
 - Summarize a short film
 5. Lektion 3A Kultur
 - Identify cultural aspects of a German-speaking country
 6. Lektion 3A Kultur
 - Select the correct relative pronouns in sentences
 7. Strukturen 3A.1 (Day 2)
 - Select the correct relative pronouns in sentences
 - Identify the relative pronouns in a sentence, using listening comprehension
 8. Strukturen 3A.2 (Day 1)
 - Compose sentences with the correct form of the past tense
 9. Strukturen 3A.2 (Day 2)
 - Produce the correct forms of the past tense
 - Describe pictures using the past tense
 - Identify the different forms of the past tense orally
 10. Lektion 3A (Review)
 - Recognize vocabulary to discuss jobs, careers, and activities in an office
 - Demonstrate proper pronunciation for vocabulary in this unit
 11. Lektion 3A (Quiz)
 12. Kurzfilm
 - Identify vocabulary from a short film
 - Organize events from a short film in chronological order
 13. Lektion 3B Kontext (Day 1)
 - Identify vocabulary to discuss different types of jobs and careers
 14. Lektion 3B Kontext (Day 2)
 - Recall vocabulary to discuss jobs and careers
 15. Lekiton 3B Aussprache und Rectshreibung
 - Recognize near-cognates
 - Produce proper pronunciation of near-cognates
 - Demonstrate listening comprehension, writing dictated sentences
 16. Lektion 3B Fotoroman
 - Describe characters in a short film
 - Summarize a short film
 17. Lektion 3B Kultur
 - Identify elements of German society, including social insurance
 18. Strukturen 3B.1 (Day 1)
 - Conjugate verbs in the future II tense
 19. Strukturen 3B.1 (Day 2)
 - Form verbs in the future II tense
 - Distinguish between future I, future II, and perfect tenses
 20. Strukturen 3B.2 (Day 1)
 - Select the appropriate adjectival endings
 21. Strukturen 3B.2 (Day 2)
 - Select the appropriate adjectival endings

- Form the correct adjectival endings in writing
22. Lektion 3B (Review)
 - Recall vocabulary related to jobs, careers, and activities in an office
 - Demonstrate proper pronunciation for vocabulary words in this unit
 23. Lektion 3B (Quiz)
 24. Panorama
 - Identify cultural, historical, and geographic aspects of regions of Germany
 25. Lesen and Hören
 - Identify contributions of German writers
 - Distinguish between past, present, and future tenses of verbs
 - Demonstrate listening comprehension, taking notes about the conversation
 26. Beruf und Karriere Portfolio
 27. Beruf und Karriere Practice
 28. Beruf und Karriere Test

3. Natur

1. Lektion 4A Kontext (Day 1)
 - Identify vocabulary to discuss nature and a variety of environments
2. Lektion 4A Kontext (Day 2)
 - Recall vocabulary related to nature
3. Lektion 4A Aussprache und Rechtschreibung
 - Demonstrate proper intonation when speaking
 - Demonstrate listening comprehension by writing dictated sentences
4. Lektion 4A Fotoroman
 - Summarize a short film
 - Describe characters in a short film
5. Lektion 4A Kultur
 - Identify geographic aspects of Germany
 - Identify contributions of a German geographer
6. Strukturen 4A.1 (Day 1)
 - Conjugate verbs in the past subjunctive
 - Compose sentences in the past subjunctive tense
7. Strukturen 4A.1 (Day 2)
 - Select correct form of the auxiliary verb
 - Compose sentences in the past subjunctive tense
 - Demonstrate listening comprehension, writing dictated sentences
8. Strukturen 4A.2 (Day 1)
 - Select the correct form of the present participle
 - Form the present participle in sentences
9. Strukturen 4A.2 (Day 2)
 - Select the correct adjectival endings
 - Form the present participle correctly
 - Identify when present participles are used as adjectives
 - Demonstrate listening comprehension, writing dictated sentences
10. Lektion 4A (Review)
 - Recall vocabulary to discuss nature
 - Demonstrate proper pronunciation for target vocabulary
11. Lektion 4A (Quiz)
12. Kurzfilm
 - Summarize a short film about nature
13. Lektion 4B Kontext (Day 1)

- Identify vocabulary to discuss environmental issues
14. Lektion 4B Kontext (Day 2)
 - Recall vocabulary related to environmental issues, matching English to German words
 15. Lektion 4B Aussprache und Rechtschreibung
 - Repeat tongue twisters with proper pronunciation
 - Demonstrate listening comprehension by writing dictated sentences
 16. Lektion 4B Fotoroman
 - Summarize a short film
 17. Lektion 4B Kultur
 - Identify an environmental issue in Germany
 18. Strukturen 4B.1 (Day 1)
 - Form subjunctive I verb tense with indirect speech
 - Distinguish between the indicative and subjunctive I tenses
 19. Strukturen 4B.1 (Day 2)
 - Distinguish between the indicative and subjunctive I tenses in indirect speech
 - Form the subjunctive tense
 - Identify the past, present, and future subjunctive tenses
 20. Strukturen 4B.2 (Day 1)
 - Differentiate between the active and passive voices
 - Form the passive voice
 21. Strukturen 4B.2 (Day 2)
 - Distinguish between the active and passive voices
 - Compose sentences with the present tense of the passive voice and modals
 22. Lektion 4B (Review)
 - Recognize vocabulary related to environmental issues
 - Demonstrate proper pronunciation of target vocabulary
 23. Lektion 4B (Quiz)
 24. Panorama
 - Identify cultural, historical, and geographic aspects of regions in Germany
 25. Lesen and Hören
 - Identify poems about the environment
 - Identify contributions of German writers
 - Summarize information about environmental issues
 26. Natur Portfolio
 27. Natur Practice
 28. Natur Test

4. Semester B

1. Semester Exam Practice
2. Semester Exam

Middle Chinese I



Middle Chinese I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Chinese I is an introductory-level course that will introduce the student to Mandarin Chinese. The units are designed to introduce the student to Chinese language and culture through familiar topics such as my family, my week, and food. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Mandarin-speaking world.

Course Outline:

1. My World

1. Welcome to Mandarin!
 - Recognize the Mandarin words for "hello," "I," "teacher," and "am/is/are"
 - Recognize and write the Mandarin word for the number "one"
 - Recognize that Mandarin words are written using characters
 - Recognize and say Mandarin words using the English alphabet
 - Explain why it is important to learn about other countries and their languages
2. What's Your Name?
 - State your first and last name in Mandarin
 - Recognize and say the Mandarin words for "boy," "girl," "this," and "you"
 - Recognize and write the Mandarin word for "two"
 - Recognize the four tones of the Mandarin language
 - Identify the tone marks used to explain how to say Mandarin words aloud
3. Meeting My Parents
 - Recognize the sound and say the Mandarin words for "father," "mother," "family," and "my"
 - Write and recognize the Mandarin character for the number "three"
 - Examine and discuss family culture in the Mandarin-speaking world
4. Meet My Siblings!

- Recognize the sound and say the Mandarin words for "sister," "brother," and the numbers "four" and "five"
 - Write and recognize the Mandarin characters for the numbers "four" and "five"
 - Discuss the importance of the oldest son in the traditional Mandarin-speaking world
 - Describe the one-child rule
5. Meet My Friends
- Recognize the sound and state the Mandarin terms for "friend," "love," and the numbers "six," "seven," and "eight"
 - Write and recognize the characters for the numbers "six," "seven," and "eight"
 - Examine and discuss friendships in the Mandarin-speaking world
6. It's Party Time!
- Recognize the sound and say the Mandarin words for "birthday," "happy," "years old," and the numbers "nine," "ten," and "zero"
 - Write and recognize the characters for the numbers "nine," "ten," and "zero"
 - State your age in Mandarin
 - Examine how birthdays are celebrated in the Mandarin-speaking world
7. Time for a Break
- Recall and use Mandarin vocabulary to greet others and identify family members and friends
 - Recognize the important characteristics of Mandarin: characters, sounds, tone, and marks
 - Recognize and write the Mandarin words for the numbers zero to ten
 - Explain why it is important to learn Mandarin and its importance in the world
 - Describe families in the Mandarin-speaking world

2. My Time

1. It's Monday Morning!
- Recognize the sound and say the Mandarin words for "Monday," "wake up," "bus," "take," and "good morning"
 - Write and recognize the Mandarin characters for "Monday"
 - Identify the typical weekday morning activities of a student in the Mandarin-speaking world
 - Use proper Mandarin terms to greet people you might see in the morning
2. A Day at School
- Recognize the sound and say the Mandarin words for "class," "classmate," "school," and "Tuesday"
 - Write and recognize the Mandarin characters for "Tuesday"
 - Identify typical school day traditions and activities for Mandarin-speaking students
3. After School Time
- Recognize the sound and say the Mandarin words for "Wednesday," "music," "sports," "homework," and "listen"
 - Write and recognize the Mandarin character for "Wednesday"
 - Identify the typical after-school activities of a student in the Mandarin-speaking world
4. Time to Relax!
- Recognize the sound and state the Mandarin terms for "reading," "Internet," "Thursday," and the numbers 11 through 19

- Recognize and write the Mandarin terms for "Thursday" and the numbers 11 through 19
 - Describe what a student in the Mandarin-speaking world typically does during free time on weekdays
 - Compare the free time activities of students in the Mandarin-speaking world with your free time activities
5. It's Friday!
- Recognize the sound and say the Mandarin terms for "Friday," "talking," "television," "watching," and the number 20
 - Recognize and write the Mandarin characters for "Friday" and the number 20
 - Identify what students in the Mandarin-speaking world do with their families on weeknights
6. It's the Weekend
- Recognize the sound and say the Mandarin terms for "chores," "play," "Saturday," "Sunday," and the numbers 30, 40, 50, 60, 70, 80, and 90
 - Write and recognize the Mandarin characters for "Saturday," "Sunday," and the numbers 30, 40, 50, 60, 70, 80, and 90
 - Describe what a middle school student in the Mandarin-speaking world might do on a weekend
 - Compare the weekend activities of a student in the Mandarin-speaking world with your typical weekend activities
 - Discuss what learning about a typical day in the life of Mandarin students can teach you about their culture
7. Bringing It All Together: Sunday Afternoon
- Recall the Mandarin vocabulary about morning routines, school, activities, the days of the week, and the numbers 0 to 90 learned in prior lessons
 - Recall the Mandarin vocabulary learned in the prior unit about greetings, family, friends, and birthdays
 - Recognize and write the Mandarin characters for the days of the week and the numbers you have learned from 0 to 90
 - Recall what you have learned about schools and activities in the Mandarin-speaking world

3. My Food

1. Mandarin Meals
- Recognize the sound and say the Mandarin terms for "food," "breakfast," "lunch," "dinner," and "eat"
 - Recognize and write the Mandarin character for "eat"
 - Compare mealtime traditions in the Mandarin-speaking world with your mealtime traditions
2. Good Morning!
- Recognize the sound and say the Mandarin words for "milk," "bread," "tea," "drink," and "morning"
 - Recognize and write the Mandarin character for "morning"
 - Compare breakfast in the Mandarin-speaking world with your typical breakfast
3. It's Time for Lunch!

- Recognize the sound and say the Mandarin words for "afternoon," "soup," "water," "noodles," and "sandwich"
 - Recognize and write the Mandarin characters for "afternoon" and "water"
 - Discuss what students in the Mandarin-speaking world typically eat for lunch
 - Compare and contrast Mandarin-speaking world lunches with a typical lunch in the United States
4. Mom's Famous Fish Dish
- Recognize the sound and say the Mandarin terms for "evening," "fish," "chicken," "rice," and "vegetable"
 - Recognize and write the Mandarin term for "evening"
 - Compare dinners in the Mandarin-speaking world with dinners eaten in the United States
 - Discuss what studying Mandarin and American foods can teach you about each culture
5. Snack Time
- Recognize the sound and say the Mandarin words for "fruit," "banana," "apple," "yellow," and "red"
 - Recognize and write the Mandarin characters for "red" and "yellow"
 - Discuss snacks in the Mandarin-speaking world
 - Compare Mandarin-speaking world snacks with the snacks you normally eat
6. Visiting a Chinese Restaurant
- Recognize the sound and say the Mandarin words for "blue," "menu," "money," "please," and "thank you"
 - Recognize and write the Mandarin character for "blue"
 - Identify the type of money used in China
 - Compare the traditions surrounding going to a restaurant in the Mandarin-speaking world with the traditions of eating out in the United States
7. Going to Market
- Recognize the sound of and speak the Mandarin vocabulary for mealtimes, times of day, foods, and colors learned in this unit
 - Recognize and write the Mandarin characters for "morning," "afternoon," "evening," "red," "yellow," "blue," "eat," and "water"
 - Compare your own culture's meals and traditions with meals and traditions in the Mandarin-speaking world
 - Discuss what studying Mandarin and American foods can teach you about their cultures

Middle Chinese II



Middle Chinese II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Middle Chinese II enables the student to further develop his communication skills as studies Mandarin Chinese at a more advanced level. The student will continue to learn about Chinese culture as the student studies about historic places in China and other Mandarin-speaking countries and learns of the holidays and special traditions celebrated there. The student will practice his acquisition of Mandarin Chinese skills by continuing to converse with a native Mandarin speaker.

Course Outline:

1. My Travels

1. Visiting the Great Wall
 - Recognize the sounds and say the Mandarin terms for "big," "small," "close," "far," and "train"
 - Recognize and write the Mandarin characters for "big" and "small"
 - Recognize key facts about the Great Wall
 - Discuss how the history of Mandarin-speaking countries is connected to the culture
2. My Trip to Shanghai
 - Recognize the sound and say the Mandarin terms for "building," "car," "city," "new," "old," "plane," and "subway"
 - Recognize and write the Mandarin characters for "city"
 - Recognize that Shanghai is one of the largest cities in China
 - Compare the main characteristics of Shanghai with any large U.S. city
3. The Terracotta Warriors
 - Recognize the sound and say the Mandarin terms for "sad," "tall," "short," and "one hundred"
 - Recognize and write the Mandarin character for "tall"
 - Describe the Terracotta Warriors
4. Meeting the Pandas in Sichuan

- Recognize the sound and say the Mandarin terms for "black," "white," "green," "orange," and "excited"
 - Recognize and write the Mandarin character for "white"
 - Recognize the importance of the panda to the people of China
 - Discuss what life is like in the small towns of Sichuan
5. Visiting Tibet
- Recognize the sound and say the Mandarin terms for "town," "mountain," "low," "high," and "cold"
 - Recognize and write the Mandarin character for "mountain"
 - Recognize Tibet as a part of the Mandarin-speaking world and locate it on a map
 - Describe the history and main characteristics of Tibet
6. Exploring Taiwan
- Recognize the sound and say the Mandarin terms for "sea," "island," "boat," "rain," and "hot"
 - Write and recognize Mandarin characters for "sea"
 - Locate Taiwan on a map and describe its main characteristics and highlights
7. Bringing It All Together: Travel to Singapore
- Recall and apply Mandarin vocabulary to describe travels and attractions in the world around you
 - Review the Mandarin characters for "big," "small," "city," "old," "new," "tall," "short," "white," "black," "mountain," "cold," "sea,"
 - Review how to write the Mandarin characters for "sea," "mountain," "white," "tall," "city," "big," and "small"

2. My Holidays

1. Happy Chinese New Year!
- Recognize the sound and say the Mandarin words for "animal," "dumpling," "festival," "holiday," and "moon"
 - Recognize and write the Mandarin characters for "festival" and "moon"
 - Recognize the importance of the Spring Festival
 - Identify some Spring Festival traditions
2. The Lantern Festival
- Recognize and say the Mandarin words for "January," "children," "fun," "parents," and "sky"
 - Recognize and write the Mandarin characters for "January" and "children"
 - Identify Lantern Festival traditions
3. Tomb-Sweeping Day
- Recognize the sound and say the Mandarin words for "February," "March," "April," "memory," and "miss"
 - Recognize and write the Mandarin characters for "February," "March," and "April"
 - Recognize the importance of honoring ancestors to people in the Mandarin-speaking world
 - Describe Tomb-Sweeping Day traditions
4. Dragon Boat Festival
- Recognize the sound and state the Mandarin words for "May," "June," "July," "August," and "dragon"

- Recognize and write the Mandarin characters for "May," "June," "July," and "August"
 - Recognize that the Dragon Boat festival celebrates the memory of a poet from the past
 - Identify Dragon Boat festival traditions
5. Chinese Valentine's Day
- Recognize the sound and say the Mandarin words for "September," "October," "November," "December," and "star"
 - Recognize and write the Mandarin characters for "September," "October," "November," and "December"
 - Compare and contrast Chinese Valentine's Day traditions with Valentine's Day in the United States
6. Bringing It All Together: Mid-Autumn Festival
- Recognize and use Mandarin vocabulary to discuss yearly festivals and the months of the year
 - Recall the Mandarin vocabulary learned in prior lessons
 - Recall how to write the Mandarin characters for "children," "festival," "moon," and the months of the year
 - Recall and describe what you have learned about festivals in the Mandarin-speaking world

3. My Home

1. Our New Home!
- Recognize the sound and state the Mandarin words for "home," "buy," "expensive," "cheap," and "sell"
 - Recognize and write the Mandarin characters for "home," "buy," and "sell"
 - Recognize considerations when buying a home in the Mandarin-speaking world, including feng shui traditions
 - Identify the different types of housing in the Mandarin-speaking world, and how they get repaired when needed
2. My Favorite Room
- Recognize the sound and state the Mandarin words for "living room," "sofa," "feel," "sad," and "pet"
 - Recognize and write the Mandarin characters for "living room" and "sad"
 - Identify cultural traditions for decorating a living room in the Mandarin-speaking world
 - Recognize how having a pet in the Mandarin-speaking world has changed over time
 - Identify the twelve animals in the Chinese zodiac
3. Our Dining Room
- Recognize the sound and state the Mandarin words for "dining room," "dining table," "chair," "eat," and "chopstick"
 - Recognize and write the Mandarin characters for "dining room" and "chair"
 - Identify traditions for decorating a dining room in the Mandarin-speaking world
 - Identify the story of a traditional dining table
 - Identify some etiquette rules at dining time in the Mandarin-speaking world, and compare them with the ones used in the United States, including ideas about wasting food
4. Our Kitchen

- Recognize the sound and state the Mandarin words for "kitchen," "stove," "tap/faucet," "window," and "air"
 - Recognize and write the Mandarin character for "kitchen," "air," and "window"
 - Read and analyze the story of the Kitchen God
 - Compare some characteristics of kitchens in the Mandarin-speaking world with the kitchen in your home
5. My Bedroom
- Recognize the sound and state the Mandarin words "bedroom," "bed," "like (verb, I like)," "clothes," and "wardrobe"
 - Recognize and write the Mandarin characters for "bedroom," "bed," and "like"
 - Recognize the main characteristics of bedrooms in the Mandarin-speaking world, and compare them with bedrooms in the United States
 - Identify the history and relevance of silk in the Mandarin-speaking world, as well as traditional clothes
6. Garden Spaces
- Recognize the sound and state the Mandarin words for "garden," "flower," "beautiful," "(to) plant," and "(to) water"
 - Recognize and write the Mandarin characters for "flower," "garden," and "beautiful"
 - Compare the characteristics of gardens in the Mandarin-speaking world to a garden you might have or have visited
 - Identify national, popular, or common flowers or plants in the Mandarin-speaking world
7. You Are Our Guest!
- Apply the Mandarin vocabulary learned in prior lessons
 - Recall and describe what you have learned about homes and traditions in the Mandarin-speaking world
 - Recall and apply integrated vocabulary and culture words learned in previous units

Middle Spanish I



Middle School Spanish I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Middle Spanish I is an introductory-level course that will introduce the student to Spanish. The units are designed to introduce the student to Spanish language and culture through familiar topics such as my family, my week, and food. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Spanish-speaking world.

Course Outline:

1. My Family and Friends

1. Welcome to the Spanish-Speaking World!
 - Identify how to greet people in Spanish
 - Recognize the main characteristics of the Spanish language
 - Identify why it is valuable to learn about the Spanish language and culture
 - Explain where the Spanish language comes from and how it has changed over time
2. What's Your Name?
 - Demonstrate how to introduce yourself in Spanish and how to say where you are from
 - Recognize the different ways the Spanish language is spoken in different regions around the world
 - Identify relevant geographical and cultural characteristics of Spain
3. Meet My Family
 - Recognize and say the Spanish words for "family," "mother," "father," "brother," "sister," "my," and the number 1 to 5
 - Identify the Spanish definite articles and their relation to gender and number
 - Describe the concept of family in the Spanish-speaking world
 - Identify relevant geographical and cultural characteristics of Madrid and other regions of Central Spain
4. A Big Family

- Recognize and say the Spanish words for "grandfather," "grandmother," "uncle," "aunt," "cousin," and the numbers 6 to 10
- Identify the Spanish indefinite articles and their relation to gender and number
- Describe the concept of extended family in the Spanish-speaking world, and compare it to that of the U.S.
- Identify relevant geographical and cultural characteristics of Southern Spain, including the concept of "sobremesa"

5. Meet My Friends

- Recognize and say the Spanish words for the singular subject pronouns "I," "you," "he," and "she," as well as the word for "friend" and the conjunction "and"
- Identify the differences between formal and informal speech
- Identify Spanish cognates and their usefulness for learning a language
- Describe the Spanish concept of friendship, and compare it to that of the U.S.
- Identify relevant geographical and cultural characteristics of Northern Spain

6. Party Time!

- Recognize and say the Spanish words for the plural subject pronouns "you," "we," and "they," as well as the words for "party" and "birthday," and the numbers 11 to 15
- Describe how birthdays and anniversaries are celebrated in the Spanish-speaking world, and compare with how they are celebrated in the United States
- Identify relevant geographical and cultural characteristics of Barcelona

7. A Fun Day—and Night!

- Recall and use the Spanish words for greeting others and introducing yourself
- Recall and use the Spanish words for family members and numbers 1 to 15
- Identify why it is valuable to learn about the Spanish language and culture
- Describe family culture in the Spanish-speaking world
- Identify relevant geographical and cultural characteristics of some important places in Spain

2. My Home

1. Where I Live

- Recognize and say the Spanish words for "home," "door," "entrance," "room," "window," and the numbers 16 to 20
- Identify the Spanish demonstratives "this is" and "these are," and their relation to distance
- Describe the different types of housing in the Spanish-speaking world and compare them with those of the United States
- Recognize considerations when buying a home in the Spanish-speaking world and compare with considerations in the United States
- Identify relevant geographical and cultural characteristics of Mexico

2. Our Living Room

- Recognize and say the Spanish words for "living room," "sofa," "lamp," "in/on," and the numbers 20 to 50 by tens
- Identify the Spanish demonstratives "that" and "those" and their relation to distance
- Describe living rooms in the Spanish-speaking world and compare them with those of the United States

- Identify relevant geographical and cultural characteristics of Mexico City and other important places in Central Mexico
3. Our Dining Room
- Recognize and say the Spanish words for "chair," "dining room," "dishes," "glass," "table," "(to) be (estar)," and the numbers 60 to 100 by tens
 - Demonstrate the use of the verb "(to) be (estar)" by joining it with singular subject pronouns
 - Describe dining rooms in the Spanish-speaking world, and compare them with those of the United States
 - Compare and contrast mealtime manners and traditions in the Spanish-speaking world with those of the United States
 - Identify relevant geographical and cultural characteristics of Northern Mexico
4. Our Kitchen
- Recognize and say the Spanish words for "kitchen," "stove," "refrigerator," "pot," "pan," "(to) cook," and "(to) wash"
 - Demonstrate the use of the verb "estar" by joining it with plural subject pronouns
 - Describe kitchens in the Spanish-speaking world and compare them with those of the United States
 - Recognize the importance of mortars, pestles, and chiles for cooking in Mexico
5. Our Bedrooms
- Recognize and say the Spanish words for "bedroom," "bed," "closet," "big," "small," and "(to) sleep"
 - Demonstrate the use of the verb "to be (ser)" by joining it with singular subject pronouns
 - Describe bedrooms in the Spanish-speaking world, and compare them with those of the United States
 - Recognize the influence of TV and computers on daily life in the Spanish-speaking world and in the United States
 - Identify geographic and cultural characteristics of the Yucatán Peninsula, including the capital of Mérida
6. Our Patio
- Recognize and say the Spanish words for "garden," "yard," "plant," "flower," "activity," and "(to) celebrate"
 - Demonstrate the use of the verb "(to) be (ser)" by joining it with plural subject pronouns
 - Describe patios, backyards, and gardens in the Spanish-speaking world and compare them with those of the United States
 - Recognize the history and friendship shared between Mexico and the United States through the story of how poinsettias were first introduced to the United States
 - Identify backyard activities in the Spanish-speaking world and compare them with those of the United States
7. Visiting Friends
- Recall and use the Spanish words for the rooms of a home and objects commonly found in those rooms
 - Recall and use Spanish verbs and numbers 16 to 19 and 20 to 100 by tens
 - Recognize Spanish expressions particular to Mexico

- Identify popular celebrations and holidays in the Spanish-speaking world

3. My Food

1. Time to Eat!

- Recognize and say the Spanish words for "hunger," "thirst," "food," "breakfast," "lunch," and "dinner"
- Demonstrate how to ask and answer yes or no questions in Spanish
- Recognize traditional eating habits in the Spanish-speaking world, including the importance of rice, and compare these habits with those of the United States
- Identify main geographic and cultural characteristics of four South American countries: Argentina, Chile, Colombia, and Perú

2. What's for Breakfast?

- Recognize and say the Spanish words for "milk," "bread," "cereal," "hot," "cold," and the color orange
- Demonstrate how to tell time in Spanish
- Compare and contrast a typical Argentinean breakfast with a typical breakfast in the United States
- Recognize the importance of soccer in the Spanish-speaking world
- Identify geographic and cultural characteristics of Argentina

3. What's for Lunch?

- Recognize and say the Spanish words for "salad," "chicken," "sandwich," "fruit," "water," "juice," and the color green
- Demonstrate how to express likes and dislikes in Spanish
- Recognize the cultural importance of Chilean poet, Gabriela Mistral
- Identify geographic and cultural characteristics of Chile, including traditional Chilean sandwiches

4. Snack time

- Recognize and say the Spanish words for "snack," "apple," "banana," "strawberry," "carrot," and the color yellow
- Demonstrate how to express wants in Spanish
- Compare and contrast popular Peruvian food and drink with that of the United States
- Identify geographic and cultural characteristics of Perú

5. What's for Dinner?

- Recognize and say the Spanish words for "corn," "sauce," "meat," "fish," "tasty," "salty," "sweet," and "bad"
- Demonstrate how to make exclamations in Spanish, related to food and eating
- Recognize the cultural importance of Colombian writer, Gabriel García Márquez
- Recognize the importance of corn to Colombia and compare popular Spanish corn dishes with those of the United States
- Identify geographic and cultural characteristics of Colombia

6. A Sunday Family Meal

- Recognize and say the Spanish words for "roast/barbecue," "rice with chicken," "beans," "cake," "dessert," "(to) eat," and "(to) drink"
- Demonstrate how to use Spanish direct object pronouns to say what someone is eating or drinking

- Identify popular desserts in the Spanish-speaking world and compare them to those of the United States
- Recognize the importance of beans to the Spanish-speaking world and compare popular Spanish bean dishes with those of the United States
- Explain how food is an important cultural element and how it can serve as artistic inspiration

7. Celebrate!

- Recall and use the Spanish words for mealtimes as well as objects and activities related to eating
- Compare and contrast an asado in the Spanish-speaking world with a barbecue in the United States
- Recognize the cultural importance of Colombian music and the Carnaval celebration
- Compare and contrast Chilean Independence Day with that of the United States

Middle Spanish II



Middle School Spanish II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Middle Spanish II enables the student to further develop the communicative skills of listening, speaking, reading, and writing of Spanish at a more advanced level. The units are designed to develop the student's knowledge of Spanish language and culture through familiar topics such as my school, my family, and my neighborhood. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Spanish-speaking world.

Course Outline:

1. My School

1. My School in Puerto Rico

- Recognize and say the Spanish words for school, principal, teacher, class, classmate, and bus
- Demonstrate the correct use of the formal tú and the informal usted using the Spanish verbs learned so far, as well as demonstrate the correct use of the verb (to) go
- Compare and contrast a Puerto Rican school building and schedule with that of a United States school
- Identify geographic and cultural characteristics of the Caribbean Islands, including defensive structures

2. My Classroom

- Recognize and say the Spanish words for classroom, blackboard, map, lesson, (to) study, (to) read, and (to) write
- Demonstrate the correct use of the Spanish verbs (to) read and (to) study
- Recognize unique characteristics of a Puerto Rican middle school
- Identify geographic and cultural characteristics of Puerto Rico, including island animals and its status as a commonwealth

3. My Backpack

- Recognize and say the Spanish words for backpack, book, notebook, pencil, pen, paper, and the color white
- Demonstrate the correct use of the Spanish impersonal there is/there are
- Recognize the important achievements of Puerto Rican scientists
- Identify characteristics of San Juan, capital city of Puerto Rico, and Puerto Rican traditional music

4. My Lab Class

- Recognize and say the Spanish words for science, experiment, lab, lab coat, safety, and the colors black and red
- Demonstrate correct use of the Spanish verb (to) work
- Compare and contrast endangered species of Cuba with those of the United States
- Identify geographic and cultural characteristics of Cuba
- Recognize the important achievements of Cuban scientists

5. My Art Class

- Recognize and say the Spanish words for art class, color, painting, beautiful, ugly, (to) paint, and the color blue
- Demonstrate the correct use of the Spanish verb (to) paint
- Recognize the important achievements of Cuban artists and athletes, as well as salsa performers

6. The Playground

- Recognize and say the Spanish words for recess, swing set, soccer, baseball, sport, game, and (to) play
- Demonstrate the correct use of the Spanish verb (to) play with the preposition “with”
- Compare and contrast the popular sports of the Dominican Republic with those of the United States
- Identify geographic and cultural characteristics of the Dominican Republic

7. My Graduation

- Recall and use the Spanish words for school and classrooms, as well as objects and activities related to school
- Compare and contrast a graduation ceremony in the Spanish-speaking world with one in the United States
- Recognize the influence of Caribbean culture upon the culture of the United States
- Identify geographic characteristics of the coral reefs of the Caribbean Sea

2. My Clothes

1. My Everyday Clothes

- Recognize and say the Spanish words for pants, shirt, blouse, T-shirt, socks, old, and new
- Demonstrate correct use of the Spanish 1st and 2nd person possessive
- Recognize some traditional clothes used in the Spanish-speaking world
- Recognize the cultural influence of the Spanish-speaking population within the United States

2. My Winter Clothes

- Recognize and say the Spanish words for coat, sweater, winter, fall, cold, and heat
- Demonstrate the correct use of the Spanish verb (to) have
- Identify geographic and cultural characteristics of California, including Los Angeles, Fresno, and other places related to Spanish culture

- Recognize the technological advances being made in the Silicon Valley
3. My Summer Clothes
 - Recognize and say the Spanish words for dress, shorts, skirt, spring, summer, and swimsuit
 - Demonstrate correct use of the Spanish verb (to) use and (to wear)
 - Identify geographic and cultural characteristics of Florida, including outdoor activities and Cultural Fridays
 4. My Accessories
 - Recognize and say the Spanish words for sunglasses, belt, purse, cap, hat, and gloves
 - Demonstrate the correct use of the Spanish verb (to) put on/wear
 - Identify geographic and cultural characteristics of Texas, including the Chihuahuan Desert and the rodeo
 5. My Shoes
 - Recognize and say the Spanish words for shoes, boots, sandals, sneakers, formal, and informal
 - Demonstrate the correct use of Spanish adverbs
 - Recognize the important characteristics and achievements of Spanish fashion designers and other important Spanish-speaking people of the United States
 6. My Formal Clothes
 - Recognize and say the Spanish words for suit, tie, evening dress, striped, checked, and plain
 - Demonstrate the correct use of the Spanish interrogative ¿Cómo?
 - Identify geographic and cultural characteristics of New York City, including Spanish-speaking neighborhoods, food, and theater
 7. International Day at School
 - Recall and use the Spanish words for types of clothing and the seasons, as well as qualities and activities related to clothing
 - Recognize the influence of the Spanish-speaking population upon United States culture
 - Explain what it means for the United States to be "a cultural melting pot"
3. **My Neighborhood**
 1. My Neighborhood
 - Recognize and say the Spanish words for neighborhood, neighbor, street, avenue, and square
 - Demonstrate the correct use of the Spanish verb (to) live
 - Identify the unique features of neighborhoods found in the Spanish-speaking world
 - Identify geographic and cultural characteristics of Central America, including the concept of a town plaza
 2. My Neighbors
 - Recognize and say the Spanish words for community helpers, firefighter, police officer, mail carrier, guard, and doctor
 - Demonstrate the correct use of the Spanish verb (to) help
 - Recognize general characteristics of the roles of Costa Rican community helpers
 - Identify geographic and cultural characteristics of Costa Rica, including local parks and wildlife
 3. Services in My Community

- Recognize and say the Spanish words for hospital, post office, police station, left, right, in front, and behind
 - Recall the correct use of the Spanish interrogative ¿Dónde?
 - Identify common breakfast items shared in Panamá, including frituras
 - Identify geographic and cultural characteristics of Panamá, including the Panamá Canal
4. My Favorite Places
- Recognize and say the Spanish words for park, movie theater, museum, library, near, and far
 - Demonstrate the correct use of the Spanish verb (to) come from, as well as Spanish contractions
 - Recognize the important characteristics and achievements of the Nicaraguan poet Rubén Darío
 - Identify geographic and cultural characteristics of Nicaragua, including the National Library
5. Traveling in My Neighborhood
- Recognize and say the Spanish words for bike, car, pedestrian crossing, traffic light, and (to) walk
 - Recall and combine previously learned Spanish vocabulary with the verb (to) walk in order to create new expressions
 - Recognize the main characteristics of public transportation in Honduras
 - Identify geographic and cultural characteristics of Honduras, including the Cusuco National Park
6. Enjoying the Neighborhood
- Recognize and say the Spanish words for festival, music, interesting, fun, (to) stroll, and (to) have fun
 - Demonstrate correct use of the Spanish verb (to) have fun
 - Explain the importance of el gallo pinto, the national dish of Nicaragua, and how it is made
 - Identify the unique characteristics of Central America's weather and music
7. Neighborhood Celebrations
- Recall and use the Spanish words for neighborhood and types of transportation, as well as people, objects, and activities related to a community
 - Compare and contrast the National Museum Fair of Central America with the International Museum Day of the United States
 - Identify geographic and cultural characteristics of Costa Rica, including volcanoes, local plants, and wildlife

Sign Language 6 - 8



Middle Sign Language

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will be introduced to the fundamental concepts of American Sign Language. The student will explore vocabulary, grammar, and conversational skills using basic signing and fingerspelling techniques, and will begin to learn about Deaf culture and the Deaf community. A webcam and recording device are required for this course

Course Outline

1. Intro

1. History/Culture
 - Define Deaf culture
 - Define Deaf community
 - Identify key cultural norms in the Deaf community
 - Identify unique characteristics of the Deaf culture
2. About ASL
 - Define ASL
 - Identify elements of signed language
 - Track dates and events in the introduction of sign language education to America
 - Name key contributors to deaf education in America
3. Dialogue
 - Describe conventions used to transcribe ASL
 - Use transcription conventions to translate written text into ASL sentences
4. ABCs
 - Identify elements of signed language
 - Name the four parameters of signed language
 - Sign the alphabet
5. Fingerspelling
 - Fingerspell 3, 4, and 5 letter words
 - Recognize fingerspelled words
 - Fingerspell proper nouns
6. Greetings

- Use ASL to greet others and introduce yourself
 - Follow the cultural rules associated with greetings, name signs, and good-byes
7. Etiquette
 - Define etiquette
 - Describe social rules and behaviors observed during interaction in the Deaf community
 - Identify key vocabulary
 8. Review
 9. Unit Test
2. **Numbers**
 1. Numbers 1–1,000
 - Sign numbers 0–1,000
 - Explain the unique number patterns for numbers 1–10, 11–15, 16–19, 20, 21–99, 100–900, and 1,000
 2. Counting and Money
 - Demonstrate the signs for dollar, cents, and how much
 - Recognize the signs for numbers between 0 and 100
 - Demonstrate the signs for numbers between 0 and 100
 3. Math, Weights, and Measures
 - Demonstrate signs for weights, measures, and simple math functions
 4. Review
 5. Unit Test
 3. **Time**
 1. The Clock
 - Be able to identify the signs relating to the telling of time
 - Be able to demonstrate the signs relating to the telling of time
 - Be able to describe various times that events happen
 2. Days and Months
 - Recognize signs for days of the week and months of the year
 - Demonstrate signs for days of the week and months of the year
 - Construct simple sentences using days and months
 3. Seasons and Holidays
 - Recognize and be able to accurately sign the four seasons of the year
 - Recognize and be able to to accurately sign various holidays
 4. Review
 5. Unit Test
 4. **Nouns**
 1. Identifying and Indexing
 - Demonstrate signs for pronouns
 - Demonstrate indexing
 2. People
 - Demonstrate signs for family members
 - Recognize signs for family members
 3. Agent
 - Be able to demonstrate signs of agent
 - Use agent correctly with other signs to show jobs or occupations that people may have
 4. Dialogue
 - Students will learn how to use punctuation correctly in ASL

- Students will incorporate suffixes into signed dialogue
- 5. Places and Things
 - Demonstrate signs for the names of places and things
- 6. Review
- 7. Unit Test

5. **Descriptions**

1. Comparative Adjectives
 - Learn the ASL method for using comparative adjectives
 - Make comparisons using correct ASL signs
2. DCL Classifiers - Size and Shape Specifiers
 - Identify what a classifier is and what function it serves in ASL
 - Use classifiers correctly in signed conversation
3. Possession
 - Demonstrate the ASL handshape to indicate possession
 - Be able to accurately sign the various personal pronouns to show possession
4. Colors
 - Using ASL, correctly make the signs for various colors
 - Using the ASL signs for colors, as well as previously learned signs, sign descriptive sentences
5. Location
 - Demonstrate how to accurately sign various locations using ASL
 - Use the signs for different locations in descriptive sentences
6. Dialogue
 - Use correct nonmanual markers in place of state of being verbs
 - Explain how nonmanual markers can change the meaning of a sentence
7. Review
8. Unit Test

Sign Language I



Sign Language I

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will be introduced to the fundamental concepts of American Sign Language. The student will explore vocabulary, grammar, and conversational skills using basic signing and fingerspelling techniques, and will begin to learn about Deaf culture and the Deaf community. A webcam and recording device are required for this course.

Course Outline

SEMESTER A

1. Introduction to ASL

1. What Is the Deaf Community?

- Examine unique aspects of the Deaf community

Introductions and Greetings Vocabulary

- Accurately comprehend and produce ASL vocabulary related to introductions and greetings

Introduction to Fingerspelling

- Accurately produce and comprehend ASL vocabulary
- Interpret and apply fingerspelling techniques

Parameters and Production of Signs

- Identify and analyze the five parameters of signs

Quiz

- Compare members of the Deaf community to members of the mainstream hearing community
- Accurately comprehend and produce ASL vocabulary related to introductions and greetings
- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters in specialized contexts
- Identify and analyze essential grammatical components of ASL related to parameters and production

Introduction Portfolio

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Signing in Space

What Is Deaf Culture?

- Compare members of the Deaf community to members of the mainstream hearing community

Pronouns and Possessives

Numbers 0–30

- Accurately comprehend and produce ASL vocabulary related to pronouns and possessives

Indexing in Space

- Accurately produce and comprehend ASL vocabulary for numbers 0-30

Quiz

- Analyze and apply indexing in space

- Recognize how members of the Deaf community differ from members of the hearing community
- Examine and produce ASL vocabulary related to pronouns and possessives
- Comprehend and produce ASL vocabulary, letters, and numbers in specialized contexts
- Distinguish essential grammatical components of ASL related to indexing in space

Signing in Space Portfolio

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Structures and Strategies

Beginnings of American Sign Language

- Examine Deaf history and the development of ASL

Signed Vocabulary—Family

- Accurately comprehend and produce ASL vocabulary related to family

Receptive Fingerspelling Techniques

- Use receptive fingerspelling to produce ASL letters

Sentence Structures for Statements

- Analyze and interpret sentence structures for statements in ASL

Quiz

- Examine the historical development of ASL
- Recognize and produce ASL vocabulary related to family
- Identify the fundamentals of receptive fingerspelling
- Interpret essential grammatical components of ASL related to parameters and production

Indexing in Space

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Indicating People

Name Signs

- Examine the use of name signs in the Deaf community

Signed Vocabulary-People around Town

- Accurately comprehend and produce ASL vocabulary related to people around town

Expressive Fingerspelling Techniques

- Identify strategies for expressive fingerspelling

Agent Marker

- Analyze the role of the Agent marker in ASL

Quiz

- Comprehend the fundamentals of name signs in the Deaf community
- Distinguish and produce ASL vocabulary related to people around town
- Identify strategies for expressive fingerspelling

- Recognize the significance of the agent marker in ASL

Agent Marker for Roles

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Community, Calendar, and Clock

Locations of ASL

- Identify geographical Deaf communities in the United States

Signed Vocabulary—Calendar

- Accurately comprehend and produce ASL vocabulary related to the calendar

The Clock and Time

- Comprehend how to indicate specific times in ASL

Sentence Structures for Questions

- Analyze sentence structures used for questions in ASL

Quiz

- Identify geographical Deaf communities in the United States
- Comprehend and produce signs related to the calendar
- Implement ASL to indicate specific times
- Comprehend and produce sentence structures for questions in ASL

Calendar

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

SEMESTER B

Course Summary:

This course follows Sign Language I A. The goal of Sign Language I B is for the student to become a confident signer by mastering American Sign Language grammar and building vocabulary. Lessons incorporate the various important components of signs including handshape, position, movement, palm orientation, and non-manual markers. The student’s vocabulary is strengthened by studying special categories such as lexicalized signs, classifiers, and topic-related signs. The student will learn to translate from Standard English into American Sign Language gloss. A webcam and recording device are required for this course.

1. Advancing the Fundamentals

1. American Sign Language in Deaf culture

- Identify sources of opposition to the Deaf community

Signed Vocabulary—At School

- Accurately comprehend and produce ASL vocabulary related to school

Numbers 31–60

- Recognize and comprehend signs for numbers 31-60

Introduction to Glossing

- Identify key components of ASL gloss

Quiz

- Examine the opposition to ASL and its effects
- Comprehend and produce basic school vocabulary in ASL
- Comprehend and produce basic number vocabulary in ASL
- Identify and analyze key components of ASL gloss

Class Scheduling

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Careers and Comparisons

Successful Deaf Individuals

- Identify successful Deaf and hard of hearing individuals

Signed Vocabulary—Work and Careers

- Accurately comprehend and produce ASL vocabulary related to work and careers

Numbers 61–99

- Recognize and comprehend signs for numbers 61-99

Body Shifting for Combinations, Comparisons, and C

- Comprehend the method of body shifting in ASL

Quiz

- Recognize successful Deaf and hard of hearing individuals
- Identify and produce basic signs related to work
- Identify and produce basic number signs
- Comprehend the method of body shifting in ASL

Comparing Careers

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Pronominals in Space

Deaf President Now!

- Examine a famous event in Deaf history

Signed Vocabulary—Food and Drink

- Accurately comprehend and produce ASL vocabulary related to food

Numbers to 999

- Recognize and comprehend signs for numbers through 999

Pronominal Classifiers

- Analyze the use of pronominal classifiers in ASL

Quiz

- Investigate the Deaf President Now event
- Identify and produce essential food and drink signs
- Identify and produce number signs
- Analyze pronominal classifiers

Pronominals for Food and Drink

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Sports and Recreation

Sports in the Deaf Community

- Recognize the importance of sports and recreation in the Deaf community

Signed Vocabulary—Sports and Recreation

- Accurately comprehend and produce ASL vocabulary related to sports and recreation
- Numbers to 1 Million

- Recognize and comprehend signs for numbers to 1 million

Instrumental Classifiers

- Analyze and interpret the use of instrumental classifiers in ASL

Quiz

- Examine the importance of sports and recreation in the Deaf community
- Identify and produce basic ASL vocabulary related to sports and recreation
- Identify and produce number signs
- Analyze and interpret instrumental classifiers

Sports Classifiers

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Times and Tenses

Deaf Culture Today

- Examine changes that have produced today's Deaf culture

Signed Vocabulary—Seasons and Holidays

- Accurately comprehend and produce ASL vocabulary related to seasons and holidays

Signing Years

- Recognize and comprehend signs for numbers related to years

Indicating Tense

- Analyze and interpret the grammatical features of using tense in ASL

Quiz

- Explore changes that have contributed to what Deaf culture is today
- Identify and produce basic signs related to seasons and holidays
- Identify and produce signs related to years
- Analyze and interpret the grammatical features of using tense in ASL

Story in Time

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

Sign Language II



Sign Language II

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book

Semester A Summary:

In this course, the student will continue his study of American Sign Language. The student will expand his ASL vocabulary, grammar, and conversational skills. In addition, the student will complete activities and exercises that help him understand the culture of deaf and hard-of-hearing community. A webcam and recording device are required for this course.

Semester B Summary:

In this course, the student will extend the study of American Sign Language at the intermediate level. The student will expand his ASL vocabulary, grammar, and conversational skills, and advance his signing and fingerspelling strategies. The student will continue to analyze elements of Deaf culture and issues surrounding the Deaf community, focusing on careers and continuing education options that utilize American Sign Language. A webcam and recording device are required for this course.

Course Outline

SEMESTER A

1. Descriptions in Space

1. Deaf Literature
 - Examine and explain features of Deaf literature
2. Signed Vocabulary—Animals and Colors
 - Accurately produce ASL vocabulary related to animals and colors
3. Advanced Expressive Fingerspelling Techniques
 - Examine and apply methods for advancing expressive fingerspelling skills
4. Descriptive Classifiers
 - Analyze and interpret descriptive classifiers
5. Quiz
 - Examine features of Deaf literature
 - Identify and produce basic signs related to animals and their colors
 - Identify and apply expressive fingerspelling skills
 - Analyze and interpret descriptive classifiers
6. Animal Description
 - Accurately produce and comprehend ASL vocabulary

- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

2. **Travel and Transportation**

1. ASL Storytelling
 - Examine and explain key components of storytelling in the Deaf community
2. Signed Vocabulary—Travel and Transportation
 - Accurately produce ASL vocabulary related to travel and transportation
3. Advanced Receptive Fingerspelling Techniques
 - Examine and apply advanced receptive fingerspelling techniques
4. Noun/Verb Pairs
 - Analyze and interpret the grammatical feature of noun/verb pairs in ASL
5. Quiz
 - Examine key components of storytelling in the Deaf community
 - Identify and produce basic signs related to travel and transportation
 - Identify and apply advanced receptive fingerspelling techniques
 - Analyze and interpret the grammatical feature of noun/verb pairs in ASL
6. Travel and Transportation
 - Accurately produce and comprehend ASL vocabulary
 - Accurately produce and comprehend ASL letters and numbers in specialized contexts
 - Demonstrate essential grammatical components of ASL
 - Demonstrate mastery of ASL vocabulary and grammar

3. **Modifying for Degree**

1. Deaf Poetry
 - Examine and explain the characteristics of Deaf poetry
2. Signed Vocabulary—Weather and Feelings
 - Accurately produce ASL vocabulary related to weather and feelings
3. Signing Symbols
 - Accurately produce signs for symbols in ASL
4. Modifying Signs for Degree
 - Analyze and interpret how to modify signs for degree in ASL
5. Quiz
 - Examine the characteristics of Deaf poetry
 - Identify and produce basic signs related to weather and feelings
 - Identify and produce symbols in ASL
 - Analyze and interpret how to modify signs for degree in ASL
6. Weather Modification
 - Accurately produce and comprehend ASL vocabulary
 - Accurately produce and comprehend ASL letters and numbers in specialized contexts
 - Demonstrate essential grammatical components of ASL
 - Demonstrate mastery of ASL vocabulary and grammar

4. **Special Names and Lists**

1. Deaf Art
 - Examine and explain general and specific types of Deaf artwork
2. Signed Vocabulary—Chores and Errands
 - Accurately produce ASL vocabulary related to chores and errands
3. Special Numbers and Lists

- Examine and apply methods of producing signs for ordinal numbers
- 4. Listing on Non-Dominant Hand
 - Analyze and interpret how to list on the non-dominant hand
- 5. Quiz
 - Examine the concept of Deaf art
 - Identify and produce basic signs for chores and errands
 - Identify and produce signs for ordinal numbers
 - Analyze and interpret how to list on the non-dominant hand
- 6. Non-Dominant Listing
 - Accurately produce and comprehend ASL vocabulary
 - Accurately produce and comprehend ASL letters and numbers in specialized contexts
 - Demonstrate essential grammatical components of ASL
 - Demonstrate mastery of ASL vocabulary and grammar

5. Events throughout Time

1. Deaf Music
 - Examine and explain features of Deaf music
2. Signed Vocabulary—Lifetime Events
 - Accurately produce ASL vocabulary related to lifetime events
3. Ages
 - Examine and apply methods for producing signs related to ages
4. Conceptual Accuracy
 - Analyze and interpret the topic of conceptual accuracy in ASL
5. Quiz
 - Examine the features of Deaf music
 - Identify and produce signs related to lifetime events
 - Identify and produce signs related to ages
 - Analyze and interpret the topic of conceptual accuracy in ASL
6. Story or Song
 - Accurately produce and comprehend ASL vocabulary
 - Accurately produce and comprehend ASL letters and numbers in specialized contexts
 - Demonstrate essential grammatical components of ASL
 - Demonstrate mastery of ASL vocabulary and grammar

SEMESTER B

1. Continuing ASL and Advanced Techniques

1. American Sign Language in Careers
 - Investigate and explain the methods of using American Sign Language in different careers
2. Signed Vocabulary—Schedules and Events
 - Accurately produce ASL vocabulary related to schedules and events
3. Calendar Number Incorporation
 - Apply methods for signing vocabulary for number incorporated time
4. ASL Idioms
 - Analyze and interpret essential ASL idioms
5. Quiz
 - Examine how various careers utilize ASL
 - Identify and produce signs for schedules and events
 - Identify and produce signs for number incorporated time
 - Analyze and interpret essential ASL idioms

6. Number Incorporation

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

2. Around the House and in the Schools

1. More about Deaf and Hard of Hearing Education

- Investigate and explain the characteristics of Deaf and hard of hearing education as a career

2. Signed Vocabulary Around the House

- Accurately produce ASL vocabulary related to being around the house

3. Nominal Numbers and Combinations

- Produce signs for nominal numbers and number/letter combinations in ASL

4. Registers in ASL

- Analyze and interpret registers in ASL

5. Quiz

- Examine key components of Deaf and hard of hearing education
- Identify and produce signs related to being around the house
- Identify and produce signs related to nominal numbers and number/letter combinations
- Analyze and interpret registers in ASL

6. License Plate and Bar Code

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

3. Interpreting Options and Advanced Fingerspelling

1. More about Sign Language Interpreting

- Investigate and explain the characteristics of sign language interpreting as a career

2. Signed Vocabulary—Making Requests

- Accurately produce ASL vocabulary related to making requests

3. Lexicalized Fingerspelling

- Apply methods for Lexicalized Fingerspelling in ASL

4. Temporal Aspects

- Analyze and interpret temporal aspects in ASL

5. Quiz

- Examine sign language interpreting as a career choice
- Identify and produce signs related to making requests and commands
- Identify and produce signs using Lexicalized Fingerspelling
- Analyze and interpret temporal aspects in ASL

6. Making Requests

- Accurately produce and comprehend ASL vocabulary
- Accurately produce and comprehend ASL letters and numbers in specialized contexts
- Demonstrate essential grammatical components of ASL
- Demonstrate mastery of ASL vocabulary and grammar

4. Audiological Options and Advanced Situations

1. More about Audiology and Hearing
 - Investigate and explain the characteristics of audiology and speech language pathology as careers
 2. Health and Emergencies -Signed Vocabulary
 - Accurately produce ASL vocabulary related to health and emergencies
 3. Math and Money
 - Produce signs for math and money
 4. Body-Verb Agreement Signs
 - Analyze and interpret body-verb agreement signs
 5. Quiz
 - Examine audiology and speech-language pathology as career choices
 - Identify and produce signs related to health and emergencies
 - Identify and produce signs related to math and money
 - Analyze and interpret body-verb agreement signs
 6. The Flu
 - Accurately produce and comprehend ASL vocabulary
 - Accurately produce and comprehend ASL letters and numbers in specialized contexts
 - Demonstrate essential grammatical components of ASL
 - Demonstrate mastery of ASL vocabulary and grammar
- 5. Other Sign Languages and Systems**
1. Other Signing Systems in the United States
 - Investigate and explain the various sign language systems used in the United States
 2. Signed Vocabulary—Places around the World
 - Accurately produce ASL vocabulary related to places around the world
 3. Initialized Signs
 - Apply methods for producing initialized signs
 4. Rhetorical Questions in ASL
 - Analyze and interpret rhetorical questions in ASL
 5. Quiz
 - Examine several different signing systems used throughout the United States
 - Identify and produce signs related to places around the world
 - Identify and produce initialized signs
 - Analyze and interpret rhetorical questions in ASL
 6. Rhetorical Sentence Structure
 - Accurately produce and comprehend ASL vocabulary
 - Accurately produce and comprehend ASL letters and numbers in specialized contexts
 - Demonstrate essential grammatical components of ASL
 - Demonstrate mastery of ASL vocabulary and grammar

Spanish I



Spanish I

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Spanish I A is a beginning level course that will introduce the student to a variety of areas of the Spanish language. In this course, the student will learn listening, speaking, reading, and writing skills through interesting and engaging activities. This course is organized into five topics including greetings, the date, weather, time, and colors. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Course Outline

1. ¡Bienvenidos!

1. Welcome!

- Apply knowledge of how to greet people at different times of day and introduce yourself to others
- Apply knowledge of the Spanish alphabet to spell and pronounce words
- Identify why it is valuable to learn about the Spanish language and culture
- Explain where the Spanish language comes from and how it has changed over time

2. Mis clases

- Identify things commonly found in a traditional classroom
- Identify parts of the human body
- Apply knowledge of how to ask for help
- Identify relevant geographical and cultural characteristics of Spain
- Examine the different ways the Spanish language is spoken in different regions around the world

3. Let's Count!

- Identify numbers to count, tell time, and talk about the day and date
- Apply knowledge of written and spoken language about the weather and seasons
- Examine the weather and seasonal characteristics of Spanish-speaking countries
- Identify the differences between formal and informal speech
- Identify Spanish cognates and their usefulness for learning a language

2. Lo que nos gusta

1. Mis actividades

- Identify and describe activities people like and don't like to do

- Analyze common activities of high school students
 - Examine famous soccer academies within the Spanish-speaking world
2. Mis amigos
 - Apply knowledge of expressing like/dislike of common activities
 - Identify distinct musical styles and dances from throughout the Spanish-speaking world
 - Examine how friends spend time together and activity preferences for the summer and winter
 3. ¡Me gusta!
 - Apply knowledge of infinitives and their endings
 - Identify important places and things to do in Central Spain
 - Examine Mexico City for its popular activities and cultural or historical sites
 4. ¿Me gusta o no me gusta?
 - Identify patterns of negation and write negative sentences
 - Apply knowledge of expressing agreement and disagreement
 - Compare and contrast characteristics of public squares in the Spanish-speaking world with U.S. malls
 - Examine the culture and activities of Argentina
 5. Repaso de Lo que nos gusta
 - Recall vocabulary, expressions, and grammar concepts
 - Recall popular activities in the Spanish-speaking world, including artistic pursuits, dances, and games
 - Examine the cultural importance of conversation in the Spanish-speaking world, including meeting at outdoor cafés and the concept of sobremesa
 6. Lo que nos gusta Unit Test
3. **¿Cómo somos?**
 1. ¿Cómo soy?
 - Apply knowledge of vocabulary related to personality traits
 - Analyze the cultural concept of friendship and family within the Spanish-speaking world
 - Examine the culture and popular activities of Cuba
 2. ¿Cómo eres?
 - Describe what you and others are like using personality trait vocabulary
 - Compare the Salsa dance of Latin America, the U.S., and around the world
 - Examine Latin American artists' personalities such as Fernando Botero, David Alfaro Siqueiros, and Pablo Picasso
 - Examine the Bronx Museum of the Arts, as well as Spanish-speaking cultural centers in New York City
 3. Adjetivos y artículos
 - Apply knowledge of adjectives and definite/indefinite articles
 - Examine the Pan American Games
 - Identify various characteristics of the Galápagos Islands
 4. Para usar los adjetivos
 - Apply knowledge of word order and the placement of adjectives
 - Identify cultural and personal characteristics of people in Uruguay
 - Examine the life and works of María Nsúé Angüe, an Equatorial Guinean writer
 5. Review of ¿Cómo somos?

- Recall previously learned vocabulary, expressions, and grammar concepts
- Identify the cultural significance in the game of dominoes throughout the Spanish-speaking world.
- Examine the folktale "El Cadejo" from El Salvador

6. ¿Cómo somos? Unit Test

4. **Mis clases**

1. Mi día

- Apply knowledge of vocabulary related to school subjects and supplies
- Compare and contrast the characteristics of schools in various Spanish-speaking countries with those of schools in the United States
- Examine the daily activities of a Mexican art class

2. Las clases

- Apply knowledge of vocabulary related to school schedules and subject descriptions
- Examine the use of the 24-hour clock in the Spanish-speaking world
- Compare and contrast a Puerto Rican school in terms of building, routine, and schedule, with that of a school in the United States

3. Los pronombres

- Describe the characteristics of different people using subject pronouns
- Examine the daily activities of a Miami, Florida high school
- Examine the life and work of Gabriela Mistral, a Nobel Prize winning Chilean writer

4. En la clase

- Apply knowledge of -ar verbs to talk and write about what you and others study and do
- Examine the life and achievements of a teacher from Bolivia
- Identify popular places and things to do in Bolivia

5. Repaso de Mis clases

- Recall vocabulary, expressions, and grammar concepts
- Compare and contrast a graduation ceremony at a Puerto Rican school with a graduation ceremony in the United States
- Examine cultural characteristics of Honduras, including career options and continuing education after high school

6. Mis clases Unit Test

5. **A estudiar**

1. Aquí estudio

- Apply knowledge of vocabulary related to traditional classroom furniture and supplies
- Compare and contrast the amount of time that students spend in school each year in the Spanish-speaking world with that of students in the Los Estados Unidos.
- Examine alternative learning environments, including the rural areas of México

2. ¿Dónde está?

- Describe where objects in a traditional classroom are located
- Apply knowledge of traditional classroom and laboratory vocabulary, including the location of specific objects in a Colombian high school
- Examine advanced educational programs in high schools of the Spanish-speaking world
- Examine Mexican festivals and extracurricular high school activities

3. El verbo estar

- Apply knowledge of the verb *estar* to talk and write about the location of people and things
 - Examine summer camping in the Amazon rain forest
 - Examine the life and work of Nobel Prize for Chemistry winner, Dr. Mario Molina
4. El plural
- Identify and describe the location of objects using the plurals of nouns and articles
 - Examine famous leaders from the independence movements in Latin America
 - Identify famous Spanish musicians, including Manuel de Falla, Manuel M. Ponce, and Ernesto Lecuona
5. Repaso de A estudiar
- Recall vocabulary, expressions, and grammar concepts
 - Compare and contrast the content and workload of history classes taught in the Spanish-speaking world with that of classes in the United States
 - Analyze Juan Ramón Jiménez's famous prose piece, *Platero y yo*
6. A estudiar Unit Test
- 6. Mis comidas**
1. El desayuno y el almuerzo
- Apply knowledge of vocabulary related to food and drinks for breakfast and lunch
 - Examine traditional meals and meal schedules within the Spanish-speaking world
 - Identify meal-time manners, family time, and the importance of conversation within the Spanish-speaking world
2. ¡Me gusta!
- Apply knowledge to express frequency and preferences
 - Identify popular snacks within the Spanish-speaking world
 - Examine the chile and other staple foods of Mexico
3. Comer y beber
- Apply knowledge of the present tense forms of -er and -ir verbs
 - Compare and contrast traditional eating habits within the Spanish-speaking world with those of the United States
 - Examine the use of rice in various meals throughout the Spanish-speaking world
4. ¡Me encanta!
- Apply knowledge to express food preferences using *me gustan* and *me encantan*
 - Compare and contrast Chilean *Sánguches* with sandwiches and hamburgers in the United States
 - Analyze still life paintings by Fernando Botero and other famous painters, as well as the work of artists of other mediums
5. Repaso de Mis comidas
- Recall vocabulary, expressions, and grammar concepts
 - Examine celebratory foods in meals within the Spanish-speaking world, such as *lechón*, *paella*, and *asados*
 - Examine the life and work of Bernardo Alberto Houssay, a Nobel Prize in Medicine winner from Argentina
6. Mis comidas Unit Test
- 7. Comida y salud**
1. La comida y la salud

- Apply knowledge of vocabulary related to food and drink for dinner and dessert
 - Examine the popular meals of Perú
 - Identify Peruvian food and chefs in the United States and around the world
2. Comida y ejercicio
- Apply knowledge of vocabulary related to food choices and healthy activities
 - Compare and contrast popular beverages throughout the Spanish-speaking world, such as soda, shakes, and juices, to those of the United States
 - Examine annual international marathons in major cities of the Spanish-speaking world
3. Para estar bien
- Apply knowledge of the plural forms of adjectives
 - Compare and contrast the connections between nutrition and sports within the Spanish-speaking world with those in the United States
 - Examine the use of herbal remedies throughout the Spanish-speaking world
4. El verbo ser
- Apply knowledge of the verb ser
 - Compare and contrast an asado in Chile and Colombia with a barbeque in the United States
 - Examine cultural preferences for walking as a means of getting around throughout the Spanish-speaking world
5. Repaso de Comida y Salud
- Recall vocabulary, expressions, and grammar concepts
 - Examine the popular activity of mountain climbing in Chile
 - Identify healthy dessert options within the Spanish-speaking world
6. Comida y salud Unit Test
- 8. Mi tiempo libre**
1. ¿Me quedo en casa?
- Apply knowledge of vocabulary related to social and leisure activities
 - Examine popular leisure activities throughout the Spanish-speaking world, such as having picnics, going to the movies, and visiting museums
 - Identify things to do when venturing outside major cities to neighboring small towns
2. ¿Cuándo?
- Apply knowledge of written and spoken language related to schedules and places to go for leisure
 - Examine popular weekend activities in the Spanish-speaking world
 - Identify popular places to go swimming throughout the Spanish-speaking world
3. ¿Adónde vas?
- Apply knowledge of how to use the verb ir
 - Compare and contrast the national libraries of México, Spain, and Perú with the Library of Congress in the United States
 - Identify popular places to shop throughout the Spanish-speaking world
4. Preguntas
- Apply knowledge of how to ask questions
 - Analyze the different variants of the Spanish language used throughout the Spanish-speaking world
 - Examine the cultural connections between literature and music

5. Repaso de Mi tiempo libre
 - Recall vocabulary, expressions, and grammar concepts
 - Analyze the traditional sport of la jineteada gaucha as played in Uruguay, Paraguay, and Argentina
 - Compare and contrast the experience of going to the movies in Honduras with that of the United States
6. Mi tiempo libre Unit Test
9. **Vamos a jugar**
 1. Con mis amigos
 - Apply knowledge of vocabulary related to sports, other after-school activities, expressions for telling when something happens, and extending, accepting, and declining event invitations
 - Examine the role of sports throughout the Spanish-speaking world
 - Examine famous sports figures in the Spanish-speaking world
 2. ¿Te gustaría?
 - Apply knowledge of ir + a + infinitive phrases, and the verb jugar
 - Examine the concept of being on time when invited to participate in events or activities
 - Examine the significance and history of baseball in the Caribbean and Central American countries
 3. ¿Qué vas a hacer?
 - Recall key vocabulary and grammar concepts
 - Examine the popular sports of fútbol in the Spanish-speaking world, and American football
 - Examine the experience of camping near Poás Volcano National Park
 4. Vamos a jugar Unit Test
10. **Semester Test**
 1. Semester Review: Repaso
 - Review semester vocabulary related to greetings, activities, words used to describe people, school and classroom items, food, places for leisure activities, and playing sports
 - Review semester grammatical concepts related to asking for help, infinitives, adjectives, subject pronouns, plurals of nouns and articles, regular –ar, –er, and –ir verb conjugations, and ir + a + infinitive phrases
 - Review semester cultural information including characteristics of the Spanish language, popular activities, Pan American games, the diversity of meal schedules, baseball in the Caribbean, and other leisure activities throughout the Spanish-speaking world
 2. Semester Assessment

Semester B

Course Summary: Spanish I B is a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics including greetings, the date, weather, time, and colors. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety

of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

1. **Una Fiesta de Cumpleaños**

1. Mi cumpleaños

- Apply knowledge of vocabulary related to family members, pets, telling ages, party decorations, and celebration activities
- Examine birthday celebration traditions and activities in Lima, Perú
- Examine the life and work of Teodoro Núñez Ureta, a celebrated Peruvian painter and writer

2. El verbo tener

- Apply knowledge of how to use the verb tener
- Examine how Spanish-speaking families celebrate together
- Examine the demographics and common attractions of Cuzco, Perú

3. Los adjetivos posesivos

- Apply knowledge of how to use possessive adjectives
- Compare and contrast the celebrations of birthdays and name days in Latin America with those of the United States
- Examine Peruvian quinceañera celebration activities, decorations, and traditions

2. **Vamos al restaurante**

1. En el restaurante

- Apply knowledge of vocabulary related to describing people and things, food and table settings, eating out, and expressing needs
- Examine a Paraguayan Mother's Day celebration of going out to eat in Asunción
- Examine Paraguay's traditional dishes and desserts

2. El verbo venir

- Apply knowledge of how to use the verb venir
- Examine the experience of eating out in Asunción, including traditional restaurants, churrascarias, and international fast food
- Examine Paraguay's second official language, Guaraní

3. Los verbos ser y estar

- Apply knowledge of the verbs ser and estar
- Examine a visit to Ñacunday National Park with family or friends
- Examine the life and work of Paraguayan artisan Rosa Brítez to gain insight about traditional Guaraní language and pottery

3. **Me gusta mi dormitorio**

1. Me gusta mi dormitorio

- Apply knowledge of vocabulary related to bedroom items, electronic equipment, colors, describing, comparing, and contrasting.
- Compare bedroom characteristics of Bolivia, to that of the U.S.
- Examine Bolivia's traditional use of brightly colored textiles used in bedroom decor.

2. Comparaciones

- Apply knowledge of how to make comparisons and to use the superlative.

- Apply knowledge of how to use stem-changing verbs including poder and dormir.
- Examine traditional music styles and common practices of Bolivian culture.
- Examine various activities and characteristics of the Alasitas Fair: Aymara Festival of Abundance, in La Paz.

3. Me gusta mi dormitorio Unit Test

4. **En Nuestra Casa**

1. Mi casa

- Apply knowledge of vocabulary related to houses, apartments, and rooms
- Compare colonial housing in Panamá's Casco Viejo to modern living in a downtown apartment
- Examine the demographics and architecture of Panamá City

2. Mis quehaceres

- Apply knowledge of vocabulary related to household chores
- Examine a typical Panamanian countryside house in Santa Fe
- Examine the city and National Park of Santa Fe

3. ¡Arregla tu cuarto!

- Apply knowledge of affirmative tú commands
- Examine traditional Panamanian cuisine
- Examine the Museo de la Sal y del Azúcar (Museum of Salt & Sugar) in Aguadulce, Panamá

4. ¿Qué estás haciendo?

- Apply knowledge of the present progressive tense
- Examine other traditional houses of Panamá, including tambos and quinchas
- Examine the cultural significance of the use of traditional Panamanian masks called diablicos

5. Repaso de “En nuestra casa”

- Recall vocabulary, expressions, and grammar concepts
- Examine the shopping industry of La Ciudad de Panamá
- Examine the life and work of Spanish historian Gonzalo Fernández de Oviedo y Valdés, including his role in the Spanish colonization of the Caribbean
- Describe the cultural importance of conversation in the Spanish-speaking world, including meeting at outdoor cafes and the concept of sobremesa

6. En nuestra casa Unit Test

5. **En la Tienda**

1. Compramos

- Apply knowledge of vocabulary related to shopping and clothing
- Examine the demographics, geography, and cultural history of El Salvador
- Examine popular places to shop in San Salvador, El Salvador

2. El abrigo cuesta...

- Apply knowledge of vocabulary related to prices and numbers
- Examine Maya numerals
- Examine typical Salvadorian clothes and fashion

3. Quiero comprar

- Apply knowledge of the stem-changing verbs pensar, querer, and preferir
- Examine the demographics, geography, and cultural history of Honduras

- Examine Maya culture in Central America, including the Site of Copán in Honduras
4. Esta Ropa
 - Apply knowledge of demonstrative adjectives
 - Examine the experience of buying handcrafted gifts, including mahogany carved pieces and jade jewelry
 - Examine the Fortaleza de San Fernando de Omoa and its role as Honduras' main coastal protection against pirating
 5. Repaso de En la Tienda
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the city of Suchitoto, home of Lake Suchitlán
 - Examine the life and work of Salvadoran sculptor Enrique Salaverría
 6. En la tienda Unit Test
6. **Comprar un regalo**
 1. Comprar en Buenos Aires
 - Apply knowledge of vocabulary related to stores, online shopping, gifts, and clothing accessories.
 - Examine popular places to shop in Buenos Aires
 - Examine the various theaters found in Buenos Aires
 2. La semana pasada
 - Apply knowledge of vocabulary related to expressions used to describe past events
 - Examine the shopping industry of Córdoba, Argentina, including the EXICAL International Footwear Exposition
 - Examine the unique crafts and gifts of La Ruta de los Artesanos in the city of Mendoza, Argentina
 3. ¿Qué compraron?
 - Apply knowledge of the preterite of verbs ending in –ar, –car, and –gar.
 - Examine the Iguazú National Park of Argentina
 - Examine the life and music of Ástor Piazzolla, a famous tango composer
 4. ¡Lo compré!
 - Apply knowledge of direct object pronouns
 - Identify popular souvenirs for Argentinian vacations
 - Examine traditional Argentinian cuisine, including its Italian influence
 5. Repaso de Comprar un regalo
 - Recall vocabulary, expressions, and grammar concepts
 - Examine Anticuarios (antiques shops) and librerías de viejo (old and second hand bookshops) in Buenos Aires
 - Examine the lives and literary works of Horacio Quiroga, a playwright, poet, and short story writer, and Alfonsina Storni, a celebrated poet
 6. Comprar un regalo Unit Test
 7. **Mis vacaciones**
 1. ¿En autobús o en tren?
 - Apply knowledge of vocabulary related to vacation destinations and activities and modes of transportation
 - Examine the demographics, geography, and cultural history of the Dominican Republic
 - Examine the various ways of traveling within the Dominican Republic

2. Me gustó el zoológico
 - Apply knowledge of vocabulary related to attractions, parks, animals, and expressions to talk about a trip or vacation
 - Identify the wildlife of the Dominican Republic
 - Examine the life and work of Eugenio De Jesús Marcano Fondeur, a celebrated Dominican biologist
 3. ¿Qué viste?
 - Apply knowledge of how to use the preterite tense of -er and -ir verbs, including the verb ir
 - Examine the Dominican Republic's coastal region, including its beaches and coral reefs
 - Examine the Taíno culture exhibit at the Museo Arqueológico Regional Altos de Chavón
 4. ¿Visitaste a la amiga de tu mamá?
 - Apply knowledge of how to use the personal a
 - Examine the popular activity of horseback riding in Punta Cana
 - Examine traditional Dominican cuisine and its Taíno, Spanish, and African influences
 5. Repaso de Mis vacaciones
 - Recall previously learned vocabulary, expressions, and grammar concepts
 - Examine the popular activity of visiting Puerto Plata, known for its amber museum, crafts, and jewelry
 - Examine the life and work of Salomé Ureña de Henríquez, a Dominican poet and pedagogist
 6. Mis vacaciones Unit Test
- 8. Ayudar a los demás**
1. Gente que ayuda
 - Apply knowledge of vocabulary related to recycling, places in the community, and volunteer work
 - Examine the demographics, geography, and cultural history of México
 - Discover the concept of recycling and various recycling programs in México
 2. El presente del verbo decir
 - Apply knowledge of how to use the present tense of decir
 - Examine the geology of México, including its faultlines and seismic activity
 - Examine various disaster relief volunteer programs in México
 3. Pronombres de objeto indirecto
 - Apply knowledge of how to use indirect object pronouns
 - Examine the culture and lifestyle of the indigenous people of México
 - Examine the YMCA program in México
 4. El pretérito de hacer y de dar
 - Apply knowledge of how to use the preterite tense of hacer and dar
 - Identify the importance of supporting the work of non-profit organizations
 - Examine the life and work of activist writer Elena Poniatowska
 5. Repaso de Ayudar a los demás
 - Recall vocabulary, expressions, and grammar concepts
 - Examine environmentalist volunteer groups and programs in México, including Servicio Voluntario Ambientalista and Secretaría del Medio Ambiente
 - Examine the life and work of impressionist painter Joaquín Clausell

6. Ayudar a los demás Unit Test

9. La televisión y las películas

1. Mis programas favoritos

- Apply knowledge of vocabulary related to television programs and movies
- Examine autonomous communities with national and regional television programs
- Examine national and public TV channels in España

2. ¿Ves telenovelas?

- Apply knowledge of vocabulary related to words and expressions used to give opinions
- Examine Latin American telenovelas and other series based on literature
- Examine the life and work of Emilia Pardo Bazán, a Galician novelist, journalist, essayist, critic, and activist

3. Acabar de + infinitivo

- Apply knowledge of how to use acabar de + infinitive phrases
- Examine movies presented on TV in Spain
- Examine the life and work of Luis Buñuel, a notable Spanish cinema director

4. Gustar y verbos similares

- Apply knowledge to use gustar and similar verbs
- Examine festivals related to the modern cinema of Spain
- Examine the Academia de las Artes y las Ciencias Cinematográficas de España and the Goya Awards given for cinema
- Examine the life and work of Fernando Fernán-Gómez, a Spanish writer, poet, actor, screenwriter, and film and theater director

5. Repaso de ¿Te gusta la televisión? ¿Y las película

- Recall previously learned vocabulary, expressions, and grammar concepts
- Examine how filmmakers attempt to reach an international audience
- Identify the Oscar awards given for Spanish films, actors, and directors

6. La televisión y las películas Unit Test

10. Computadoras y tecnología

1. Usamos la tecnología

- Apply knowledge of vocabulary related to communication, computer related activities, and internet and digital products
- Examine the technology and institutes that characterize Silicon Valley, California
- Examine the life and work of Alfredo Quinones-Hinojosa, a physician, author, and researcher

2. Más verbos españoles

- Apply knowledge of the present tense of pedir and servir and how to use the verbs saber and conocer
- Examine how to prepare for a technological career, including the role of Spanish speakers
- Examine the life and work of Luis Wálter Álvarez, an experimental physicist, inventor, professor, and winner of the Nobel Prize in Physics

3. Repaso de Computadoras y tecnología

- Recall vocabulary, expressions, and grammar concepts
- Examine the aerospace centers in Houston, Texas and Cape Canaveral, Florida
- Examine Ellen Ochoa and José Moreno Hernández, notable space engineers

4. Computadoras y tecnología Unit Test

11. Semester Test

1. Semester Review: Repaso

- Review semester vocabulary terms and expressions related to family, the home, shopping, recycling, and entertainment.
- Review semester grammar concepts including possessive adjectives, stem- changing verbs, commands, the preterite tense, and acabar de + infinitive expressions.
- Review cultural characteristics of the Spanish-speaking world, including family traditions, dining out, bedroom decor, autonomous communities, and supportive resources.
- Review places in the Spanish-speaking world, including the Panama Canal, El Salvador, México, and Iguazú National Park.

2. Semester Assessment

Spanish II



Spanish II

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course builds on the skills the student learned in Spanish I. In this course, the student will learn listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics including daily routine, animals, hobbies, the body, and descriptions. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Course Outline

1. ¿Cómo soy?

1. Yo soy . . .
 - Describe yourself and others using adjectives and the verb ser
 - Apply knowledge of telling where you and other people are from
 - Examine the demographics, geography, and general history of Central America
2. ¿Qué te gusta hacer?
 - Apply knowledge of talking about what you and others do for leisure activities or hobbies
 - Apply knowledge of asking questions and talking in terms of frequency
 - Examine Nicaraguan cultural traditions and celebration activities
 - Examine the life and literature of Nicaraguan poet, Rubén Darío
3. Mi tiempo libre
 - Recall vocabulary, expressions, and grammar concepts
 - Describe tourist activities common to Nicaragua
 - Examine the ethnic groups and languages throughout Nicaragua

2. ¿Cómo estudias?

1. ¡A aprender!
 - Apply knowledge of vocabulary related to traditional school activities, objects, supplies, and rules

- Analyze the U.S-Mexican border region's demographics and the prevalence of bilingual or full-immersion schools
 - Examine the Mexican-American War and the Treaty of Guadalupe Hidalgo
2. Verbos con cambio radical
 - Apply knowledge of present-tense stem-changing verbs
 - Examine the demographics and bilingualism of the Southern California region
 - Examine the historic El Camino Real, or California Mission Trail, and its significance
 3. Palabras afirmativas
 - Apply knowledge of affirmative words
 - Examine the demographics and bilingualism of the Southern Texas region
 - Examine the life achievements of famous Hispanic baseball and basketball players in Texas and other states
 4. Palabras negativas
 - Apply knowledge of negative words
 - Examine the demographics and bilingualism of the Southern Arizona region
 - Analyze the cultural importance of exhibiting good manners throughout the Spanish-Speaking World
 5. Repaso de ¿Cómo estudias?
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the demographics and architecture of New Mexico
 - Examine the Albuquerque International Balloon Festival and other popular activities
 6. ¿Cómo estudias? Unit Test
3. **Después de clases**
 1. Las actividades extracurriculares
 - Apply knowledge of vocabulary related to extracurricular activities, including sports, music, and drama
 - Examine the general demographics, geography, and environment of Central American countries with a focus on Guatemala
 - Examine common extracurricular activities of Central America including the National Intercultural Youth Orchestra
 2. Para hacer comparaciones
 - Apply knowledge of making comparisons
 - Examine the demographics, geography, and environment of Honduras and Nicaragua
 - Examine Honduran punta music and dance style
 3. Saber y conocer
 - Apply knowledge of the verbs saber and conocer
 - Examine the demographics, geography, and environment of Costa Rica and El Salvador
 - Examine the historic National Theatres of Costa Rica and El Salvador
 4. ¿Cuánto tiempo hace?
 - Apply knowledge of using the verb hacer with expressions of time
 - Examine the demographics, geography, and environment of Panamá, including its popular activity of playing chess
 - Examine the history and importance of the Panamá Canal
 5. Repaso de Después de clases
 - Recall vocabulary, expressions, and grammar concepts

- Compare and contrast how today's youth use the Internet in Central America and in the United States
- Examine the popular activity of cheerleading in Central America

6. Después de clases Unit Test

4. **Para prepararse**

1. Cosas que hago

- Apply knowledge of vocabulary related to daily routines and getting ready for an event
- Examine the demographics, geography, and environment of Cuba
- Examine a guateque campesino, a traditional Cuban celebration event

2. Mi día

- Apply knowledge of reflexive verbs
- Examine the city and culture of La Habana, Cuba through the eyes of a dance student
- Examine the cultural dance event called Habana Vieja: Ciudad en movimiento (Old Havana: City in Motion)

3. Los verbos ser y estar

- Apply knowledge of the verbs ser and estar
- Examine the culture and popular tourist attractions of Santiago and La Casa de la Trova, Cuba
- Examine the life and work of Cuban national hero José Martí

4. Los adjetivos posesivos

- Apply knowledge of possessive adjectives
- Examine the luxury beach resort town of Cayo Santa María, Cuba
- Examine common methods of transportation in La Habana, Cuba

5. Repaso de Para prepararse

- Recall vocabulary, expressions, and grammar concepts
- Examine the Cuban Sandwich, a popular meal in Florida
- Examine Cuba's national and convertible pesos, the two official currencies

6. Para prepararse Unit Test

5. **De compras**

1. ¡Una ganga!

- Apply knowledge of vocabulary related to shopping and clothing
- Examine the demographics, geography, and environment of Puerto Rico
- Compare and contrast the traditional Puerto Rican celebration of Carnaval Ponceño (Ponce Carnival) with the Mardi Gras celebration in New Orleans

2. El pretérito de verbos regulares

- Apply knowledge and use the preterite of regular verbs
- Examine the shopping and fashion scene in Puerto Rico, including major malls and Fashion Week
- Examine the historic city of San Juan, Puerto Rico and its popular Museo de las Américas

3. Los adjetivos demostrativos

- Apply knowledge and use demonstrative adjectives
- Examine the life and work of José Francisco Salgado, a famous Puerto Rican astronomer, experimental photographer, and visual artist
- Examine the U.S.-Puerto Rico relationship, including its two official languages and citizen migrations

4. El uso de los adjetivos como sustantivos
 - Apply knowledge and use adjectives as nouns
 - Examine the demographics, geography, and environment of the Dominican Republic and its capital city, Santo Domingo
 - Examine the shopping industry of Santo Domingo, including its traditional street markets and modern malls
5. Repaso de De compras
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the cultural significance of baseball in Santo Domingo
 - Identify appropriate attire used for various cultural activities
6. De compras Unit Test
6. **Ayer hice...**
 1. ¡A practicar!
 - Apply knowledge of vocabulary related to running errands around town, including where people go and what they buy
 - Examine the demographics, geography, and environment of Colombia
 - Examine Colombia's second largest city, Medellín, and its popular events, including the Flower Fair and Desfile de Silletteros
 2. Los pronombres de objeto directo
 - Apply knowledge of direct object pronouns
 - Describe a trip to Cartagena in Colombia's Caribbean region
 - Examine the life and work of Gabriel García Márquez, including his influence on magical realism in literature
 3. El pretérito de verbos irregulares (ir, ser)
 - Apply knowledge of using the preterit of irregular verbs ir and ser
 - Compare and contrast pharmacies in Colombia to those in the United States
 - Identify common outdoor activities in Bogotá, including visiting Simón Bolívar Park and skating at El Salitre Sports Unit
 4. Verbos irregulares del pretérito
 - Apply knowledge of the preterit of irregular verbs tener, estar, and poder
 - Describe walking and shopping for crafts and souvenirs in Bogotá
 - Examine the art and culture of Bogotá displayed at the Colombian National Museum and Gold Museum
 5. Repaso de "Ayer hice..."
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the oldest film festival in Latin America, the Cartagena Film Festival
 - Examine the cumbia and vallenato music styles of Colombia
 6. Ayer hice... Unit Test
7. **¿Cómo llegamos?**
 1. ¿Dónde está?
 - Apply knowledge of vocabulary related to driving and the giving or receiving of driving advice and directions
 - Examine the demographics, geography, and environment of Venezuela
 - Examine cultural places to visit in Caracas, Venezuela's capital and largest city

- Examine the life and work of famous Venezuelan public figures, including Jacinto Convit García, Andrés Bello, and Milka Duno
- 2. Más pronombres de objeto directo
 - Apply knowledge and use the direct object pronouns me, te, and nos
 - Describe a trip to Ávila Mountain by cable car
 - Examine the life and work of Jacinto Convit García, a famous Venezuelan physician and scientist
- 3. Imperativos irregulares afirmativos (tú)
 - Apply knowledge and use irregular affirmative tú commands
 - Examine Venezuelan traditions, including the Dancing Devils of Yare
 - Examine cultural and historical characteristics of the colonial city of Santa Ana de Coro, Venezuela
- 4. Presente progresivo: formas irregulares
 - Apply knowledge and use the present progressive tense of irregular verb forms
 - Describe a trip to Canaima National Park and its cultural importance
 - Examine the life and work of Andrés Bello, a leading Latin American intellectual
- 5. Repaso de ¿Cómo llegamos?
 - Recall vocabulary, expressions, and grammar concepts
 - Describe a driving trip from Maracaibo City to Sinamaica Lagoon
 - Examine the life and work of Milka Duno, a Venezuelan female race car driver
- 6. ¿Cómo llegamos? Unit Test
- 8. **Niños y niñas de ayer**
 1. Yo jugaba con mis amigos
 - Apply knowledge of vocabulary related to childhood toys and things you used to do
 - Examine the demographics, geography, and environment of Chile
 - Identify common Chilean games for children
 2. El imperfecto: verbos regulares
 - Apply knowledge and use the imperfect tense of regular verbs
 - Discover Chile's capital and largest city, Santiago, home of the Chilean Museum of Pre-Columbian Art
 - Examine the history and culture of the Mapuches & Quechuas, the indigenous peoples of Chile
 3. El imperfecto: verbos irregulares
 - Apply knowledge and use the imperfect tense of irregular verbs
 - Compare and contrast common practices for after-school child care in Chile and other Spanish-Speaking countries with those of the United States
 - Examine the life and work of Claudio Bravo Camus, a famous Chilean painter
 4. Pronombres de objeto indirecto
 - Apply knowledge and use indirect object pronouns
 - Examine cultural characteristics of Valparaíso, the home city of Pablo Neruda
 - Discover the life and work of José Donoso, a celebrated Chilean fiction writer
 5. Repaso de Niños y Niñas de Ayer
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the lives and accomplishments of notable Chilean women, including Antonia Tarragó, Isabel Lebrun, Eloísa Díaz Insunza, and Matilde Throup

- Examine a typical Chilean family celebration

6. Niños y niñas de ayer Unit Test

9. **Los días de fiesta**

1. Celebramos las fiestas

- Apply knowledge of vocabulary related to common etiquette and holiday celebrations
- Examine the demographics, geography, and environment of Spain and its imperial history
- Compare and contrast common practices for wedding celebrations in Spain with those of the United States

2. Pretérito e imperfecto

- Apply knowledge and communicate reciprocal actions, the preterite, and imperfect tense, in order to describe an occasion
- Examine the demographics, geography, and environment of Equatorial Guinea
- Examine the life and work of Juan Tomás Ávila Laurel, an Annobonese writer from Equatorial Guinea

3. Repaso de los días de fiesta

- Recall vocabulary, expressions, and grammar concepts
- Examine the history and culture of the city of Barcelona, including the famous street Las Ramblas
- Examine popular leisure activities to do in San Sebastián, including going out for tapas and pintxos

4. Los días de fiesta Unit Test

10. **Semester Review**

1. Repaso

- Review semester vocabulary related to terms of frequency, school and extracurricular activities, daily routines, shopping and running errands, giving and receiving driving directions, things you used to do, manners, and customs
- Review uses of semester grammatical concepts including the verb ser, stem-changing verbs, the verbs saber and conocer, reflexive verbs, the preterite of regular verbs and ir, tener, estar, and poder, the present progressive tense, and the imperfect tense
- Review the cultural characteristics of Spanish-speaking countries and cities, including Central America, San José and San Salvador, La Habana, Puerto Rico, Valparaíso
- Review the history of the Spanish Empire, the life and work of Pablo Neruda, Andrés Bello, and Milka Duno, and the music and dance styles of Colombia

2. Semester Test

Semester B

This course is a continuation of Spanish II A. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics including the house, shopping, entertainment, more free time, and trips. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements

of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

1. **Las noticias**

1. Nuestros héroes

- Apply knowledge of vocabulary related to natural disasters, weather extremes, fire, the news, and rescue operations
- Examine the demographics, geography, main cities, and weather of Uruguay
- Examine the common occurrence of flooding in Uruguay

2. Pretérito e imperfecto

- Apply knowledge of other uses for the preterite and imperfect tenses
- Examine the Montevideo fire of 1925 and the work of Uruguay's First National Hero, Atilio Pelossi
- Examine the rescue efforts of the Sistema Nacional de Emergencias de Uruguay

3. Pretérito de oír, leer, crear, y destruir

- Recall vocabulary, expressions, and grammar concepts
- Examine unusual weather events in Uruguay, including the extra-tropical cyclone in 2012
- Examine Uruguay's Museo del Observatorio Meteorológico del Colegio Pío

2. **Los accidentes**

1. ¡Me duele!

- Apply knowledge of vocabulary related to medical treatments, accidents, and body parts
- Examine Ecuador's demographics, geography, and environment, and downtown Quito's transportation system

2. Pretéritos irregulares

- Apply knowledge and use irregular preterites of venir, poner, and traer
- Examine the cultural traditions and lifestyles of the indigenous peoples of Ecuador
- Examine the life and work of Matilde Hidalgo, an Ecuadorian physician and activist

3. El imperfecto progresivo y el pretérito

- Apply knowledge of the imperfect progressive and preterite tenses
- Examine the life and work of Eugenia María del Pino Veintimilla, a prominent Ecuadorian biologist

3. **Los deportes en la televisión**

1. Un campeonato deportivo

- Apply knowledge of vocabulary related to sporting events, contests, and emotions
- Examine the demographics, geography, cultural traditions, popular activities and locations, and history of the Colombian-Venezuelan border region
- Examine the border cities of San Cristóbal, Venezuela and San José de Cúcuta, Colombia

2. Reflexivos y pretérito de verbos en -ir

- Apply knowledge of other reflexive verbs and the preterit of -ir stem-changing verbs
- Examine common sporting events in the Colombian-Venezuelan border region
- Examine the cultural traditions and lifestyles of the Wayuu people

3. Los deportes en la televisión Unit Test

4. **Mis películas favoritas**

1. Una película interesante

- Apply knowledge of vocabulary related to movies
 - Examine the demographics, geography, wildlife, and popular activities of La Pampa province of Argentina
 - Compare and contrast Argentinian estancias with ranches and plantations in the United States
2. Una película de La Pampa
 - Apply knowledge of vocabulary related to making a movie
 - Examine daily life in La Pampa, including agriculture, ranching, and the historical gauchos
 - Examine the 1915 film *Nobleza gaucha*, an adaptation of José Hernández's epic poem, *Martín Fierro*
 3. Verbos con objeto indirecto
 - Apply knowledge of how to use verbs that use indirect object pronouns
 - Examine life in the las pampas region through going to the movies in Concepción de Uruguay, Argentina
 - Examine the cultural significance of mate and the calabash gourd
 4. Presente perfecto
 - Apply knowledge of how to use the present perfect tense
 - Examine la payada music and poetry competitions in Argentina and Uruguay
 - Examine the Festival Internacional de Cine de Punta del Este in Uruguay
 5. Repaso de Mis películas favoritas
 - Recall vocabulary, expressions, and grammar concepts
 - Examine Argentinian films that have been honored at the Academy Awards
 - Examine the cultural importance of Lihué Calel National Park
 6. Mis películas favoritas Unit Test
5. **¡Me encanta la paella!**
 1. Un almuerzo en la playa
 - Apply knowledge of vocabulary related to foods and other items found in kitchens
 - Examine the cultural significance of paella
 - Examine the experience of going on holiday in the Mediterranean coastal cities of Barcelona, Valencia, and Alicante
 2. ¿Cómo se hace?
 - Apply knowledge of vocabulary related to recipes and food preparation
 - Examine the northern coastal cities of Asturias and Cantábría
 - Examine recipes for cocido, a Spanish stew
 3. ¡Qué rico!
 - Apply knowledge of negative tú commands
 - Examine common meal time habits of Spain
 - Examine popular meals and restaurants in San Sebastián, including pinchos, tapas, and raciones
 4. El se impersonal
 - Apply knowledge of the impersonal se
 - Examine popular meals and restaurants in Castilla, such as asadores and mesones
 - Examine the life and work of Diego Velázquez, a Spanish still-life and portrait painter
 5. Repaso de ¡Me encanta la paella!

- Recall vocabulary, expressions, and grammar concepts
- Examine common Mediterranean foods
- Examine Spain's efforts to blend traditional and modern foods

6. ¡Me encanta la paella! Unit Test

6. Vamos a comer al aire libre

1. Una comida en el campo

- Apply knowledge of vocabulary related to camping and eating outdoors
- Examine the demographics and geography of southern México
- Examine the experience of camping in Limontitla Botanical Garden and visiting the Grutas de Cacahuamilpa

2. ¿Te gusta la parrillada?

- Apply knowledge of vocabulary related to foods and words to describe foods and the outdoors
- Examine the demographics, geography, history, and environment of Oaxaca
- Examine common foods and dishes of Oaxaca

3. El imperativo con usted y ustedes

- Apply knowledge and use formal usted and ustedes commands
- Examine tourism and the indigenous cultures of Chiapas, México
- Use formal commands to identify what people can do to protect endangered areas and species in Chiapas

4. Usos de por

- Apply knowledge of the uses of por
- Examine the geography and ecological tourism of Tabasco, México
- Examine the history of Tabasco, including colonization, revolutions, and indigenous cultures

5. Repaso de Vamos a comer al aire libre

- Recall vocabulary, expressions, and grammar concepts
- Examine popular outdoor activities to do in Ixtlán de Juárez
- Examine Palenque National Park and activities to do there

6. Vamos a comer al aire libre Unit Test

7. Quiero viajar en avión

1. Un viaje en avión

- Apply knowledge of vocabulary related to travel plans
- Examine the demographics, geography, and climate of the Caribbean region and basin
- Examine popular travel and vacation activities in the Caribbean

2. El aeropuerto

- Apply knowledge of vocabulary related to airports
- Examine modes of transportation to Puerto Rico and other minor Caribbean islands
- Examine the life and work of Francisco Oller, an impressionist painter of landscapes

3. El presente del subjuntivo

- Apply knowledge and use the present subjunctive tense
- Compare and contrast Ciénaga de Zapata, Cuba with the Florida Everglades in the United States
- Evaluate the experience of taking a light aircraft to visit Cayo Largo del Sur

4. Los Verbos Irregulares en el Subjuntivo

- Apply knowledge and use irregular verbs in the subjunctive tense
 - Examine a trip to Yucatán
 - Examine the cultural and historical significance of the Pre-Columbian Maya walled city of Tulum, México
5. Repaso de Quiero Viajar en Avión
- Recall vocabulary, expressions, and grammar concepts
 - Examine the mysterious cenotes and caverns of Mexico
 - Examine the Books of Chilam Balam, ancient Mayan literature
6. Quiero viajar en avión Unit Test
8. **¡Buen viaje!**
1. De viaje por Costa Rica
- Apply knowledge of vocabulary related to sites of interest in a city and staying in a hotel
 - Examine the demographics, geography, and environment of Costa Rica
 - Examine a trip to the city of Puntarenas
2. Mi viaje a Tamarindo
- Apply knowledge of vocabulary related to tourist activities and behaviors
 - Examine and plan a trip from Puntarenas to Tamarindo
 - Examine the mysterious Pre-Columbian stone spheres of Costa Rica
3. Subjuntivo y las expresiones impersonales
- Apply knowledge and use the present subjunctive with impersonal expressions
 - Examine the wildlife and biodiversity of Costa Rica
 - Examine a visit to Tortuguero National Park and activities to do there
4. Subjuntivo y verbos con cambio de raíz
- Apply knowledge and use the present subjunctive of stem-changing verbs
 - Examine the town of Monteverde, including its U.S. Quaker influences
 - Examine the Monteverde Cloud Forest, a popular tourist destination
5. Repaso de ¡Buen viaje!
- Recall vocabulary, expressions, and grammar concepts
 - Examine the experience of hiking in Carara National Park, and Pura Vida Gardens and Waterfalls
 - Examine Costa Rican Spanish expressions and regional dialects
6. ¡Buen viaje! Unit Test
9. **¿Cuál será mi profesión?**
1. Mi profesión
- Apply knowledge of vocabulary related to professions
 - Examine the significance and effects of El Cinturón de Fuego (the Pacific Ring of Fire) on Spanish-speaking countries
 - Examine the lake and volcano region of Chile
2. El futuro - Primera parte
- Apply knowledge of vocabulary related to talking about the future
 - Examine the Nevado del Huila and Totumo Mud volcanoes in Colombia
 - Examine Pululahua Geobotanical Reserve, home of one of the largest craters in the world
3. El futuro - Segunda parte
- Apply knowledge and use the future tense

- Examine a visit to the Arenal Volcano, hot springs, and spas
- Examine the wildlife and services of the Arenal Volcano National Park
- 4. El futuro de verbos irregulares
 - Apply knowledge and use the future tense of irregular verbs
 - Examine life in Mexico City, including its earthquake and volcano safety codes
 - Examine the life and work of Gerardo "Dr. Atl" Murillo, a painter and writer with a passion for volcanoes
- 5. Repaso de ¿Cuál será mi profesión?
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the Lassen Volcanic National Park
 - Examine the important work of a volcanologist
- 6. ¿Cuál será mi profesión? Unit Test

10. Un futuro mejor

1. Belice
 - Apply knowledge of vocabulary related to the planet Earth, energy, and the environment
 - Examine the demographics, geography, and environment of Belize
 - Examine Belizean history and current language trends
2. Filipinas
 - Apply knowledge and use the future tense for other irregular verbs and the present subjunctive tense with expressions of doubt
 - Examine the history, demographics, geography, and environment of the Philippines
 - Examine current and future Filipino Spanish language trends
3. Sahara Occidental
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the history, geography, and environment of Western Sahara
 - Examine the Ladino or Judeo-Spanish language that is spoken by Sephardic communities around the world
4. Un futuro mejor Unit Test

11. Semester Review

1. Repaso
 - Review semester vocabulary related to natural disasters, accidents, sporting events, making movies, following a food recipe, eating outdoors, making travel plans, places to visit in a city, professions, and Earth and the environment
 - Review semester grammar concepts including the preterites of venir, decir, traer, preferir, pedir, and dormir, past participles, negatives, regular and irregular commands, and the present subjunctive with impersonal expressions and expressions of doubt
 - Review cultural characteristics of the Spanish-speaking world, including an overview of Uruguay, pluri-nationality, indigenous peoples in Ecuador, cities on the border of Venezuela and Colombia, las pampas region in South America, and Mediterranean coast
2. Semester Test

Spanish III



Spanish III

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Spanish III A is a continuation of the first two years of Spanish instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics: feelings, transportation, work, countries, and the future. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Spanish III B is a continuation of the first two and a half years of Spanish instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. Throughout the five topics covered in this course, the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, future-tense verbs, conditional-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Course Outline

SEMESTER A

1. Los Sentimientos

- Describing people and things
- Talking about things that happened in the past
- Talking about things that you and others do
- Using appropriate expressions to express everyday things you would like to say
- Expressing things you do not do with the correct negative expressions
- Talking about your daily routine
- Reviewing and discussing cultural practices of the Hispanic people

- Reviewing historical details about Spain
- How to say that you and someone else do something with or to each other

2. **La Transportación**

- Describing things and people
- Talking about things that happened in the past
- Talking about how frequently or how you do things
- Talking about where things are
- Making commands
- Talking about transportation and getting from one place to another and how
- New cultural and historical issues in the Spanish-speaking world

3. **A Trabajar**

- Telling others what to do and giving advice
- Making negative statements and negative advice
- Asking questions
- Talking about your past, what you used to do
- Expressing what things you or someone may be obligated to do
- Talking about various professions that people have and their responsibilities in these professions

4. **Los Países Y Las Nacionalidades**

- Talking about and describing actions that happened in the past
- Talking about what you or someone is doing right now
- Talking about things, people and places you know
- Using new vocabulary having to do with international affairs

5. **El Futuro**

- Talking about things happening in the present
- Talking about things that happened in the past
- Learning to write a letter in Spanish
- Talking about things that will happen in the future
- Talking about things that might happen (if other conditions are met)
- Talking about the environment

6. **Examen**

SEMESTER B

1. **La Salud**

- Talking about yourself, how you feel, how others feel
- Asking questions about how others feel
- Expressing things that happened in the past
- Talking about the future
- Talking about health professions
- Talking about things that can be wrong or hurting
- Talking about your daily routine and things you do with or to other people

2. **La Casa**

- You will review talking about how you do things or how frequently or how well you do them.
- You will review talking about things that would happen (if other things were to happen).
- You will review telling people what to do.
- You will learn how to express what you would like.
- You will learn to give directions.
- You will learn additional ways to talk about your home.
- You will learn cultural issues about Argentina.

3. **Las Medidas**

- Review of talking about past, present, and future activities.
- Review of numbers.
- Review of comparing people, things, and activities.
- Using a variety of expressions to express things in Spanish.

4. **Las Profesiones**

- Talk about professions and jobs.
- Talk about getting an education.
- Reviewing the use of pronouns to talk about things and people.
- Reviewing weather and units of time.

5. **Mi Historia Personal**

- Reviewing vocabulary and expressions to talk about yourself
- Reviewing expressions of time and talking about the past
- Reviewing more with the passive voice
- Expressing quantities
- Reviewing talking about the present, past, and future

6. **Examen**

Spanish IV



Spanish IV

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

Spanish IV A continues to build on the skills the student has mastered in his previous Spanish courses. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. Throughout the five topics covered in this course, the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories. It is recommended to use Mozilla® Firefox® or Internet Explorer® when viewing this course.

Semester A Outline

1. Introduction to Spanish IV

1. Welcome to Spanish IV!

2. Las relaciones personales

1. Contextos (Day 1)
 - Identify vocabulary about personal relationships and personal attributes
 - Spontaneously express personal preferences and experiences with a partner

- Defend an opinion in conversations with a partner
 - Collaborate with a partner to role play a spontaneous conversation from a prompt
2. Contextos (Day 2)
 - Recall vocabulary to discuss personal relationships
 - Compare personal attributes using antonyms and analogies
 3. Contextos (Day 3)
 - Recall vocabulary used to discuss personal relationships and personal attributes
 4. Contextos (Quiz)
 5. Fotonovela (Day 1)
 - Describe characters in a video using vocabulary about personal attributes and activities
 6. Fotonovela (Day 2)
 - Determine which personal attributes and activities are related to each character in a video
 - Organize the events from a video in chronological order
 7. El mundo hispano (Day 1)
 - Identify vocabulary related to personal relationships in a reading passage
 8. El mundo hispano (Day 2)
 - Identify vocabulary related to personal relationships and apply knowledge to a film
 9. Estructura 1.1 (Day 1)
 - Form the present tense of regular and irregular verbs, including stem-changing verbs
 10. Estructura 1.1 (Day 2)
 - Form the present tense
 11. Estructura 1.1 (Day 3)
 - Form the present tense
 12. Estructura 1.2 (Day 1)
 - Distinguish between the uses of ser and estar
 - Construct sentences with ser and estar with adjectives
 13. Estructura 1.2 (Day 2)
 - Distinguish between the uses of ser and estar
 14. Estructura 1.2 (Day 3)
 - Distinguish between the uses of ser and estar
 15. Estructura 1.3 (Day 1)
 - Form progressive forms, including stem-changing verbs
 - Form the present participle in writing
 16. Estructura 1.3 (Day 2)
 - Conjugate progressive forms
 17. Estructura 1.3 (Day 3)
 - Form the progressive forms, including stem-changing verbs
 18. Estructura (Quiz)
 19. Gramática adicional 1.4
 - Distinguish between masculine, feminine, and plural nouns
 - Determine the difference between definite and indefinite articles

20. Gramática adicional 1.5
 - Compose sentences with adjectives that agree in gender and number
 - Describe people using descriptive adjectives
21. En pantalla
22. Literatura
 - Analyze a poem, including the use of personification in the poem
 - Identify vocabulary used in a poem
23. Cultura
 - Identify vocabulary to discuss culture
 - Identify the contributions of a Hispanic-American woman to American government
24. Atando cabos
 - Identify cultural and historical aspects of a Spanish-speaking region
 - Express an opinion in response to an email
25. Atando cabos (Portfolio)
 - Express and defend an opinion in writing
26. Online Practice
27. Unit Test

3. Las diversiones

1. Contextos (Day 1)
 - Identify vocabulary to discuss hobbies
 - Make and confirm predictions about hobbies in a conversation with a partner
 - Compare and contrast American and foreign films in a discussion with a partner
 - Prepare and present a presentation about a Latino singer or athlete with a group
2. Contextos (Day 2)
 - Identify vocabulary to discuss hobbies
3. Contextos (Day 3)
 - Identify vocabulary to discuss hobbies
4. Contextos (Quiz)
5. Fotonovela (Day 1)
 - Demonstrate comprehension of and transcribe vocabulary heard in a film
 - Summarize events in a film
6. Fotonovela (Day 2)
 - Summarize events in a film
7. El mundo hispano (Day 1)
 - Determine contributions of Hispanic actors and actresses
 - Summarize details about Mexican cinema
8. El mundo hispano (Day 2)
 - Identify vocabulary to discuss the Mexican cinema
 - Summarize details about Mexican cinema
9. Estructura 2.1 (Day 1)
 - Select the correct object pronoun in writing

10. Estructura 2.1 (Day 2)
 - Select the correct object pronoun in writing
11. Estructura 2.1 (Day 3)
 - Select the correct object pronoun in writing
 - Differentiate between direct and indirect object pronouns
12. Estructura 2.2 (Day 1)
 - Form the verb gustar and similar verbs with indirect object pronouns
13. Estructura 2.2 (Day 2)
 - Compose questions and sentences with the verb gustar and similar verbs with indirect object pronouns
14. Estructura 2.2 (Day 3)
 - Form the verb gustar and similar verbs with indirect object pronouns
15. Estructura 2.3 (Day 1)
 - Conjugate reflexive verbs with reflexive pronouns
 - Organize events in chronological order
16. Estructura 2.3 (Day 2)
 - Form reflexive verbs
 - Select the correct preposition to use with reflexive verbs
17. Estructura 2.3 (Day 3)
 - Form reflexive verbs
18. Estructura (Quiz)
19. Gramática adicional 2.4
 - Distinguish between and correctly use demonstrative pronouns and demonstrative adjectives
20. Gramática adicional 2.5
 - Compare the usage of possessive pronouns and adjectives
 - Compare possessive adjectives and stressed possessive adjectives
21. En pantalla
 - Demonstrate listening comprehension at the intermediate-high level when viewing a film
 - Summarize a short film
22. Literatura
 - Identify vocabulary found in a literary work
 - Summarize the content of a poem
 - Organize events from a poem in chronological order
23. Cultura
 - Identify vocabulary found in a reading about culture in a Spanish-speaking country
 - Comprehend the main ideas and details in a reading about cultural elements in a Spanish-speaking country
24. Atando cabos
 - Summarize a reading about cultural elements in a Spanish-speaking country
 - Describe a work of art from a Spanish-speaking country
25. Atando cabos (Portfolio)

- Compose an email to a friend to advise him/her about appropriate behavior at an event

26. Online Practice

27. Unit Test

4. **La vida diaria**

1. Contextos (Day 1)

- Identify vocabulary to discuss daily activities
- Prepare and present information about daily activities to a partner
- Compare weekly schedules in a group, asking and answering questions spontaneously
- Generate answers to questions in a group setting
- Dramatize and orally present a real-life situation with a partner
- Create an advertisement with a testimonial defending the product and present it to the class
- Produce and orally present information about a famous Hispanic person

2. Contextos (Day 2)

- Identify vocabulary to discuss daily activities

3. Contextos (Day 3)

- Identify vocabulary to discuss daily activities orally and in writing

4. Contextos (Quiz)

5. Fotonovela (Day 1)

- Summarize events in a short film
- Compare and contrast characters in a short film

6. Fotonovela (Day 2)

- Summarize events in a short film
- Demonstrate listening comprehension at the intermediate-high level by answering questions orally and in writing

7. El mundo hispano (Day 1)

- Identify vocabulary in a reading
- Identify cultural aspects and famous people of a Spanish-speaking country

8. El mundo hispano (Day 2)

- Identify vocabulary in a video about cultural aspects of a Spanish-speaking country
- Organize events about cultural aspects in chronological order
- Summarize details of a video about cultural elements

9. Estructura 3.1 (Day 1)

- Form preterite and imperfect tenses that describe past actions
- Compare the use of ser and ir

10. Estructura 3.1 (Day 2)

- Conjugate verbs in the preterite tense in writing

11. Estructura 3.1 (Day 3)

- Form the preterite tense to describe past actions

12. Estructura 3.2 (Day 1)

- Conjugate the imperfect tense of regular and irregular verbs in writing
 - 13. Estructura 3.2 (Day 2)
 - Form the imperfect tense of regular and irregular verbs
 - 14. Estructura 3.2 (Day 3)
 - Form the imperfect tense of regular and irregular verbs
 - 15. Estructura 3.3 (Day 1)
 - Compare the use of the preterite and imperfect tenses
 - 16. Estructura 3.3 (Day 2)
 - Distinguish between the use of the preterite and imperfect tenses
 - Conjugate the preterite and imperfect tenses orally and in writing
 - 17. Estructura 3.3 (Day 3)
 - Distinguish between the use of the preterite and imperfect tenses
 - 18. Estructura (Quiz)
 - 19. Gramática adicional 3.4
 - Express the time using the verb ser and prepositions
 - 20. En pantalla
 - Identify vocabulary in a short film
 - Summarize a short film
 - 21. Literatura
 - Identify vocabulary found in a poem
 - Identify contributions of an author from a Spanish-speaking country
 - Analyze a poem
 - 22. Cultura
 - Identify vocabulary about art from a Spanish-speaking country
 - Summarize an article about art in a Spanish-speaking country
 - 23. Atando cabos
 - Produce correct pronunciation when linking sounds from words in Spanish
 - Differentiate between pronunciation when linking vowels and consonant sounds
 - 24. Atando cabos (Portfolio)
 - Narrate an interesting anecdote about a real-life situation in writing
 - 25. Online Practice
 - 26. Unit Test
- 5. Semester A**
1. Semester Review (Day 1)
 2. Semester Review (Day 2)
 3. Online Practice
 4. Semester Exam

Semester B Summary:

Spanish IV B is a continuation of the first three and a half years of Spanish instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. Throughout the five topics covered in this course, the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, future-tense verbs, conditional-tense verbs, the subjunctive, the present perfect tense, the past perfect tense, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

Semester B Outline

1. Introduction to Spanish IV

1. Welcome to Spanish IV!.

2. La salud y el bienestar

1. Contextos (Day 1)
 - Define vocabulary to discuss health and welfare
 - Prepare for and participate in a debate about fast food
 - Compare and contrast recommendations about a healthy lifestyle in a group setting
 - Create an advertisement for a product
 - Compose a story
2. Contextos (Day 2)
 - Recall vocabulary to discuss health and welfare
3. Contextos (Day 3)
 - Use new vocabulary to discuss health and welfare
4. Contextos (Quiz).
5. Fotonovela (Day 1)
 - Describe the events and characters in a short film
6. Fotonovela (Day 2)
 - Summarize the events of a short film
 - Identify vocabulary from a short film
 - Organize the events of a short film in chronological order
7. El mundo hispano (Day 1)
 - Summarize cultural aspects of a Spanish-speaking country
8. El mundo hispano (Day 2)
 - Identify vocabulary to discuss pharmacies and medicine in Spanish-speaking countries
9. Estructura 4.1 (Day 1)
 - Form the present subjunctive in noun clauses

- Differentiate between the infinitive, indicative, and subjunctive tenses
10. Estructura 4.1 (Day 2)
 - Form the present subjunctive in writing
 - Differentiate between the use of the indicative and subjunctive tenses
 - Write original sentences using the subjunctive
 11. Estructura 4.1 (Day 3)
 - Form the present subjunctive in noun clauses
 12. Estructura 4.2 (Day 1)
 - Compose negative and affirmative formal and informal commands
 13. Estructura 4.2 (Day 2)
 - Compose negative and affirmative formal and informal commands
 14. Estructura 4.2 (Day 3)
 - Form negative and affirmative formal and informal commands
 15. Estructura 4.3 (Day 1)
 - Compare the usage of por and para
 16. Estructura 4.3 (Day 2)
 - Differentiate between por and para
 17. Estructura 4.3 (Day 3)
 - Distinguish between the use of por and para
 18. Estructura (Quiz).
 19. Gramática adicional 4.4
 - Form the subjunctive with impersonal expressions
 20. En pantalla
 - Identify vocabulary in a short film
 - Analyze two passages to determine the best summary of the events in a short film
 21. Literatura
 - Identify vocabulary in a literary selection
 - Summarize the content of a literary selection
 - After reading a literary selection, arrange the events in chronological order
 22. Cultura
 - Describe cultural aspects of a Spanish-speaking country
 23. Atando cabos
 - Describe cultural aspects of a Spanish-speaking country
 - Recall vocabulary to discuss health and welfare
 24. Atando cabos (Portfolio)
 - Generate a written list of tips for healthy living
 25. Online Practice
 26. Unit Test
- 3. Los viajes**
1. Contextos (Day 1)
 - Define vocabulary to discuss travel

- Express and defend opinions about traveling to or living in Costa Rica
 - Express and defend opinions about the best place to travel
 - Create an original advertisement and present to the class
2. Contextos (Day 2)
 - Recall vocabulary to discuss travel in writing
 - Demonstrate listening comprehension to summarize information in an advertisement about a trip
 3. Contextos (Day 3)
 - Recall vocabulary to discuss travel
 - Discuss using travel vocabulary
 4. Contextos (Quiz)
 5. Fotonovela (Day 1)
 - Summarize events in a short film
 - Organize events from a short film in chronological order
 6. Fotonovela (Day 2)
 - Compare the use of the indicative and subjunctive tenses
 - Describe the characters in a short film
 - Demonstrate listening comprehension at the intermediate-high level
 7. El mundo hispano (Day 1)
 - Describe cultural and historical aspects of Spanish-speaking countries
 8. El mundo hispano (Day 2)
 - Identify vocabulary to discuss cultural aspects of Spanish-speaking countries
 9. Estructura 5.1 (Day 1)
 - Form comparatives and superlatives, including comparisons of equality and inequality
 10. Estructura 5.1 (Day 2)
 - Compose sentences with comparatives and superlatives
 11. Estructura 5.1 (Day 3)
 - Form comparatives and superlatives
 12. Estructura 5.2 (Day 1)
 - Form negative, affirmative, and indefinite expressions
 13. Estructura 5.2 (Day 2)
 - Form negative, affirmative, and indefinite expressions
 14. Estructura 5.2 (Day 3)
 - Produce negative, affirmative, and indefinite expressions
 15. Estructura 5.3 (Day 1)
 - Compose sentences independently that use the subjunctive tense with adjective clauses
 - Compare the use of the indicative and subjunctive tenses
 16. Estructura 5.3 (Day 2)
 - Conjugate the subjunctive tense with adjective clauses
 - Differentiate between the uses of the indicative and subjunctive tenses
 17. Estructura 5.3 (Day 3)

- Form the subjunctive tense with adjective clauses
 - Write sentences with the subjunctive in adjective clauses
18. Estructura (Quiz)
 19. Gramática adicional 5.4
 - Compare and contrast using pero and sino
 20. En pantalla
 - Identify vocabulary from a short film
 - Analyze two passages to select the best summary of a short film
 21. Literatura
 - Identify vocabulary from a literary selection
 - Organize events in a literary selection in chronological order
 - Write about a literary selection using vocabulary from the selection
 22. Cultura
 - Describe cultural aspects in Spanish-speaking countries
 - Identify vocabulary about cultural aspects in Spanish-speaking countries
 23. Atando cabos
 - Identify cultural aspects of Spanish-speaking countries
 24. Atando cabos (Portfolio)
 - Write an itinerary for a trip for a friend, considering the friend's preferences
 25. Online Practice
 26. Unit Test

4. La naturaleza

1. Contextos (Day 1)
 - Identify vocabulary to discuss nature
 - Express answers to questions about environments with a partner
 - Predict what will happen in different places in a conversation with a partner
 - Generate a list of famous people with a group and predict where they will be in the future
 - Devise conversations with a partner given prompts about real-life situations
 - Prepare a presentation about reefs in Costa Rica and Puerto Rico
2. Contextos (Day 2)
 - Select correct vocabulary to discuss a magazine article about various environments
3. Contextos (Day 3)
 - Identify vocabulary to discuss nature
4. Contextos (Quiz)
5. Fotonovela (Day 1)
 - Summarize events from a short film
 - Describe characters in a short film
6. Fotonovela (Day 2)
 - Summarize events in a short film
 - Describe characters in a short film

7. El mundo hispano (Day 1)
 - Identify geographical aspects, such as coral reefs, in Spanish-speaking countries
 - Present information about reefs in writing
8. El mundo hispano (Day 2)
 - Identify vocabulary to discuss nature
9. Estructura 6.1 (Day 1)
10. Estructura 6.1 (Day 2)
 - Form the future tense of verbs
11. Estructura 6.1 (Day 3)
 - Form the future tense of verbs in writing
12. Estructura 6.2 (Day 1)
 - Produce the subjunctive tense with adverbial clauses
 - Identify conjunctions that require the subjunctive tense
13. Estructura 6.2 (Day 2)
 - Compare the use of the indicative and subjunctive tenses with adverbial clauses
14. Estructura 6.2 (Day 3)
 - Form the subjunctive tense with adverbial clauses
15. Estructura 6.3 (Day 1)
 - Produce sentences with the prepositions a, hacia, and con
 - Differentiate between the uses of a, hacia, and con
16. Estructura 6.3 (Day 2)
 - Select the correct pronoun (a, hacia, and con) in writing
17. Estructura 6.3 (Day 3)
 - Produce sentences with the prepositions a, hacia, and con
 - Select the correct pronoun (a, hacia, and con)
18. Estructura (Quiz)
19. Gramática adicional 6.4
 - Produce sentences with adverbs, including proper formation with -mente
 - Distinguish between adverbs and adjectives
20. En pantalla
 - Identify vocabulary from a short film
 - Summarize a short film
21. Literatura
 - Identify vocabulary from a literary selection
 - Summarize a literary selection
 - Analyze a short story
22. Cultura
 - Identify vocabulary to discuss nature
 - Describe conservation efforts in Spanish-speaking countries
23. Atando cabos
 - Identify spelling patterns and their corresponding pronunciations
 - Describe the environment of Vieques, Puerto Rico, including the current levels of pollution and health
 - Identify vocabulary and grammar points taught in the unit
24. Atando cabos (Portfolio)

- Prepare a poster about a World Heritage site, including researching the topic

25. Online Practice

26. Unit Test.

5. Semester B

1. Semester Review (Day 1)

2. Semester Review (Day 2)

3. Online Practice.

4. Semester Exam

APPENDIX A CURRICULUM

A.2 COURSE GUIDES

f. FINE ARTS

This document is part of Appendix A: Curriculum.

It includes course guides for each Fine Arts class.

- Art 1
- Art 2
- Art 3
- Art 4
- Art 5
- Art 6
- Art 7
- Art 8
- Art K
- Discovering Music I
- Discovering Music II
- Discovering Music III
- Experiencing Music I
- Experiencing Music II
- Experiencing Music III
- Exploring Music I
- Exploring Music II
- Exploring Music III
- Living Music I
- Living Music II

Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. Course guides include information on:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides)
- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides)

Art 1



Art 1

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course the student will develop and use skills in art, building on his knowledge about line, shape, and color. Your student will be introduced to other elements of art as well as to the principles of design. This course will enable your student to develop his creative side through the introduction of art media and the exploration of art themes. The activities in this course include practicing drawing, learning about color, creating designs using balance and patterns, and working with three dimensional forms.

Course Outline

1. Elements of Art

1. Learning About Lines: Practice Drawing
 - Demonstrate an understanding of line as a element of art
 - Develop knowledge about line by practice - drawing different kinds of lines
2. Lines: Making a Drawing
 - Demonstrate an understanding that line is an element of art
 - Demonstrate an understanding that lines are used to express ideas in a visual way
3. Shapes
 - Identify shape as an element of art
 - Demonstrate an understanding that lines make shapes
 - Differentiate between geometric and organic shapes
4. Organic Shape Collage
 - Continue to demonstrate an understanding that shape is an element of art
 - Demonstrate an understanding of the difference between geometric and organic shapes
 - Demonstrate an understanding of collage techniques
5. Draw Animals Using Shapes
 - Demonstrate an understanding of shape as an important part of artmaking
6. Mixing Colors
 - Demonstrate an understanding of color as an element of art
 - Demonstrate an understanding of primary and secondary colors
 - Demonstrate an understanding that primary colors are mixed to make secondary colors
7. Color: Paint an Animal

- Demonstrate an understanding of primary and secondary colors
 - Demonstrate an understanding of mixing colors
 - Demonstrate an understanding of the effects different colors have on works of art
8. Color Value: Paint a Landscape
- Demonstrate an understanding of color value
 - Demonstrate an understanding of tints and shades
9. Discovering Texture
- Demonstrate an understanding of texture as an element of art
 - Demonstrate an understanding of the difference between visual and tactile texture
10. Form and Texture in Clay
- Identify form as an element of art
 - Demonstrate an understanding of the difference between shape and form

2. Principles of Design

1. Patterns All Around Us
- Become familiar with pattern as a principle of design
 - Demonstrate an understanding of patterns by printing a pattern
2. In Balance
- Become familiar with balance as a principle of design
 - Differentiate between formal and informal balance
3. Emphasis in Artwork
- Demonstrate an understanding of emphasis in artwork
 - Demonstrate an understanding of the term "focal point"
4. Creating Contrast in Art
- Become familiar with contrast as a principle of design
 - Demonstrate an understanding of how contrast is used in artwork
5. Getting the Movement and Rhythm in Art
- Demonstrate an understanding of movement and rhythm as principles of design
6. Working with Harmony and Unity
- Demonstrate an understanding of harmony and unity as principles of design

3. Art Media

1. Magazine Photo Collage
- Demonstrate an understanding of the medium of photo collage
 - Demonstrate an understanding of the term composition
2. Nighttime Crayon Resist
- Demonstrate an understanding of the crayon resist technique
 - Demonstrate an understanding of how color value is used to show a specific time of day
3. Monoprinting with Paint
- Demonstrate an understanding of the printing process by creating a monoprint
4. Magical Mosaics
- Demonstrate an understanding of the mosaic technique
5. Mixed Media African Mask
- Demonstrate the ability to construct a work of art using a variety of art media
 - Demonstrate an understanding of formal balance

6. The Potter's Art

- Demonstrate an understanding of ceramic forms
- Distinguish types of pottery from different cultures and time periods
- Demonstrate an understanding of how pottery is used for a variety of purposes in different cultures

4. Themes in Art

1. My Self-Portrait

- Demonstrate an understanding of portrait as a theme in art
- Demonstrate an understanding of the correct placement of facial features
- Demonstrate an understanding of the cultural characteristics of portraits

2. A Portrait of My Family

- Understand family portraits as a theme in art
- Understand portraits as a means of recording family history
- Demonstrate understanding of placement and proportion

3. Objects from Every Day

- Understand still life as a theme in art
- Demonstrate an understanding of proportion
- Demonstrate an understanding of the technique of overlapping

4. Under the Sea Crayon Resist

- Demonstrate an understanding about life in the ocean
- Understand the ocean as an important ecosystem
- Demonstrate an understanding of crayon resist techniques
- Demonstrate an understanding of how the environment influences art

5. A Special Occasion

- Demonstrate an understanding of how special occasions are celebrated in different cultures
- Demonstrate an understanding of how elements of art can be used to illustrate a special occasion

6. A Story Quilt Square

- Demonstrate an understanding of symbols
- Become familiar with story quilts as a theme in art

Art 2



Art 2

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, your student will continue to develop and use skills in art, building on his knowledge about line, shape, and color. Your student will be introduced to other art elements as well as to the principles of design. This course will enable your student to develop his creative side through the introduction of art media and through the exploration of art themes. The activities in this course include drawing, learning about color, creating designs using balance and patterns, and working with three-dimensional forms.

Course Outline

1. **Laying the Foundation**

1. What Can You Do with a Line?
 - Develop familiarity with different kinds of lines
 - Demonstrate an understanding of what artists do with different lines
2. Everything Has a Shape
 - Learn about the difference between geometric and organic shapes
 - Develop familiarity with how shapes are combined in artwork
3. Texture
 - Learn about the connection between line and texture
 - Demonstrate an understanding of the difference between visual texture and tactile texture
 - Develop familiarity with the different techniques used by artists to show visual texture
4. Color in Your World
 - Learn about primary colors
 - Demonstrate an understanding of how primary colors are mixed to make secondary colors
5. Value
 - Demonstrate an understanding of how colors are made lighter and darker
 - Learn about shadows
6. Seeing in Three Dimensions
 - Demonstrate an understanding of the difference between two-dimensional shape and three-dimensional form
 - Learn about three-dimensional sculpture, including "sculpture in the round"

7. The Area Around You

- Identify space as an element of art
- Learn about the picture plane as "space"
- Demonstrate an understanding of space in artwork
- Understand simple perspective (near and far objects) and overlapping

2. Principles of Art

1. Get in Balance

- Learn about the principle of balance
- Demonstrate an understanding of the difference between formal and informal balance

2. Pattern

- Learn about the principle of pattern
- Understand how colors, lines, and shapes can be repeated in order to make a pattern
- Become familiar with the use of patterns in artwork

3. Movement and Rhythm

- Learn about the principles of movement and rhythm
- Develop an understanding of how artists use movement and rhythm to keep the viewer interested and to move the viewer's eye through an artwork
- Demonstrate knowledge of the elements of line, shape, and color as they are used to create movement and rhythm in artwork

4. Unity and Harmony

- Learn about the principles of unity and harmony
- Develop an understanding of the use of color, line, texture, and shape as they are used to create unity and harmony in a work of art

5. Variety

- Learn about the principle of variety and its function in art
- Understand how using a variety of colors, shapes, lines, textures, and patterns can make artwork unique and fun to look at

6. Contrast and Emphasis

- Explore the principles of emphasis and contrast
- Develop an understanding of focal point as the most important part of a work of art
- Learn about the ways that artists create the focal point in an artwork, including the use of contrast

3. Mixing the Media: The Making of Art

1. Art Where You Live

- Understand art as a reflection of the environment in which we live
- Learn how artists throughout time have depicted the environment around them

2. Games We Like to Play

- Learn about techniques used to draw people in motion
- Develop an understanding of muscles and joints and how they help us move

3. The Ins and Outs of Weaving

- Develop knowledge of different kinds of weaving, including textiles and basketry
- Understand the loom and its function, as well as warp threads and weft threads
- Learn about weaving from different cultures, including kente cloth from West Africa

4. Puppets Tell a Story

- Learn about different styles of puppets from different cultures

- Understand that puppets are used to actively tell a story or a fable with a moral
 - Learn about various kinds of puppets of different sizes and materials
5. Sculpture: Art We Can Walk Around
 - Learn about different kinds of sculpture
 - Learn to differentiate between sculpture in the round and relief sculpture
 - Become familiar with various types of sculpture
 6. Art to Wear: Jewelry
 - Understand jewelry as a type of applied art
 - Become familiar with some different types of jewelry
 - Learn about how the making and wearing of jewelry or other adornment has different meanings in various cultures around the world
 7. Assembling All Materials!
 - Learn about the technique of assemblage
 - Look at examples of assemblage artworks that have been created from found objects

4. Connections: Art in Other Subjects

1. Art and Science: Rainforest Printmaking
 - Learn about the connections between art and science
 - Develop a familiarity with the influence of science on works of art
 - Become familiar with the nature-inspired art of Henri Rousseau
2. Art and Math: You Take the Cake!
 - Learn about the connections between art and math
 - Demonstrate an understanding of simple fractions by creating a painting of a cake that shows fractional parts
 - Learn about the mathematically-inspired art of Wayne Thiebaud
3. Art and Language: Letter Designs Using Your Name
 - Learn about the connections between art and language
 - Become familiar with words and letters as an ingredient of design
 - Develop knowledge about the incorporation of words into artworks, including drawing, painting, and sculpture
4. Art and History: A Portrait from the Past
 - Learn about the connections between art and history
 - Develop an understanding of portraits and their significance—including the concept of a self-portrait—and how portraits can reveal the ways that people lived in past periods
 - Demonstrate an understanding of portraits and history by drawing a self-portrait that shows details from another period in time
5. Art and Seasons: Four Seasons Drawing
 - Learn about the seasons as they are expressed through forms of art
 - Develop and demonstrate familiarity with the main characteristics of each season, and with the ways in which artists depict seasons in their work
6. Art and Nutrition: Make a Colorful Food Collage
 - Learn about the concept of nutrition and eating well
 - Become familiar with the presence of food in works of art, including advertisements
 - Learn and demonstrate understanding of the technique of collage

Art 3



Art 3

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course focuses on arts and crafts inspired by the four seasons. The student will examine and create artwork based on seasonal characteristics or common cultural trends. The student will be exposed to art history, art criticism, and art production activities with a multicultural focus. Creative freedom is experienced as the student uses his imagination and several types of media and processes. These processes include drawing, painting, printmaking, sculpture, bookmaking, and techniques for creating crafts and fiber arts.

Course Outline

1. Summer Strokes

1. Practice and Patience
 - Define the terms drawing, contour line, and shading
 - Distinguish between abstract and representational art
 - Demonstrate the techniques of contour drawing and shading using a pencil
2. Back-to-School Expressions: Pattern Portraits
 - Define the terms pattern and portrait
 - Draw an expressive line portrait that includes a variety of patterns
3. Summer Tunnel Book
 - Define the terms artists' books and book arts
 - Construct a tunnel-style book based on a summer experience
4. Using Watercolor
 - Define the term watercolor
 - Demonstrate watercolor techniques
5. A View of the Water: A Watercolor Seascape
 - Define the term seascape
 - Distinguish between the background, middle ground, and foreground of a picture
 - Draw and paint a watercolor seascape
6. Unit 1 Review and Test
 - Review the terms and concepts presented in Unit 1

2. Autumn Arts

1. A Leaf Montage
 - Distinguish between organic and geometric shapes
 - Compose a montage drawing using overlapping, geometric, and organic leaf shapes
2. Harvest Still Life
 - Define the term still life
 - Demonstrate one or more of the following drawing techniques: shading, overlapping, and changes in object size and placement
 - Create a still life drawing from life
3. Masks from Many Cultures
 - Recognize symmetrical objects and images
 - List the ways masks are used
 - Construct a three-dimensional mask from paper
4. Pottery and People
 - Define the terms clay, pinch pot, and coil
 - Build a homemade clay pot using pinch and coil construction
5. Family and Friends
 - Describe, judge, and draw conclusions about an artwork
 - Identify an important artist and artwork from history
6. Unit 2 Review and Test
 - Review the terms and concepts presented in Unit 2

3. Winter Highlights

1. Fur, Fuzz, and Feathers
 - Define the terms line, texture, and print
 - Distinguish between line directions
 - Create an animal print using line and texture
2. Weaving Warmth
 - Define the terms weaving and loom
 - Distinguish between the warp and weft
 - Demonstrate the plain weave technique
3. Seeing Shadows
 - Recognize the purpose of shadows in realistic artworks
 - Describe the meaning of the term light source
 - Paint a watercolor landscape with shadows
4. Portraits and Importance
 - Describe the functions of a portrait
 - Identify an important artist from history
 - Apply the proportions of a human face
 - Create a miniature self-portrait
5. Unit 3 Review and Test
 - Review the terms and concepts presented in Unit 3

4. Spring into Art

1. Flowers, Sprouts, and Weeds
 - Define the terms collage and illustration
 - Identify a contemporary artist

- Apply watercolor and drawing techniques to create texture
 - Design a collage illustrating plants and creatures
2. Weather in Art
 - Distinguish between warm and cool colors
 - Describe, judge, and draw conclusions about an artwork
 - Identify an important artist and artwork from history
 3. Sensational Suns
 - Define the terms folk art, relief, and sculpture
 - Create a sun design using patterns
 - Build a relief sun sculpture using clay slab construction
 4. Outdoor Action Figures
 - Draw a human figure in a pose
 - Create a self-portrait drawing with you in motion
 - Identify three ways an artist can show motion
 5. Unit 4 Review and Test
 - Review the terms and concepts presented in Unit 4

Art 4



Art 4

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course the student will be introduced to works of art from several continents. Before humans developed written language, they recorded their thoughts and ideas using what we now call visual art. Throughout time the growth and development of civilizations around the world have been recorded and defined through the works of artists. Students will become familiar with the art elements and the principles of design and with how these elements and principles are applied to create visual art in diverse cultures.

Course Outline

1. **A European Adventure**

1. Expressions in Lines
 - Demonstrate an understanding of the art element of line
 - Identify the art element of line as a means of expression
 - Compare realistic and expressionistic styles of artwork
2. Texture: What You See and Feel
 - Demonstrate an understanding of texture as an element of art
 - Differentiate between visual and tactile texture
3. All About Color
 - Demonstrate an understanding of color value
 - Compare and contrast color values in artwork
 - Demonstrate an understanding how to make tints and shades
4. Warm and Cool Expressions
 - Demonstrate an understanding of the properties of color
 - Differentiate between warm and cool colors
 - Demonstrate an understanding of how color can create a mood in artwork
5. Picasso and the Circus
 - Demonstrate an understanding of background, middleground, and foreground
6. Shape, Space, Cityscape
 - Demonstrate an understanding of shape and space as elements of art
 - Differentiate between geometric and organic shapes
 - Become familiar with the medium of art books

7. Forms and Shapes: Still Life
 - Differentiate between forms and shapes
 - Demonstrate an understanding of light and shadow
 - Demonstrate an understanding of composition in artwork
8. Create a Colorful Portrait
 - Compare and contrast styles of portraits
 - Demonstrate an understanding of realistic style
 - Demonstrate an understanding about correct placement of facial features
9. Unit 1 Review and Test
 - Review the terms and concepts presented in Unit 1

2. African Travels

1. African Style: Changes and Interpretations
 - Identify how African art forms changed established European art
2. Ceremonial Dress: Create a Mask with Meaning
 - Demonstrate the ability to identify the three types of African masks
 - Demonstrate an understanding of the purposes of African masks
 - Demonstrate an understanding of symmetrical balance
3. Special Guardians: Kota Figures
 - Identify the Gabon and Congo regions in West Africa
 - Develop an understanding of the Kota people and the Kota image
 - Demonstrate an understanding of cardboard construction techniques
4. Mudcloth Resist
 - Demonstrate an understanding of how patterns are used in African textiles
 - Demonstrate an understanding of emphasis, pattern, and rhythm in design
5. Symbols in Cloth: Adinkra Designs
 - Demonstrate an understanding of symbols
 - Demonstrate an understanding of symbols on adinkra cloth
6. Colorful Beads
 - Demonstrate an understanding of how beads are used in Yoruba culture
 - Demonstrate an understanding of how color is used in Yoruba culture
7. A View from the Side: Egyptian Profiles
 - Demonstrate an understanding of life in ancient Egypt
 - Demonstrate an understanding of proportion
 - Demonstrate an understanding of Egyptian wall paintings
8. Unit 2 Review and Test
 - Review the terms and concepts presented in Unit 2

3. Above and Below: Art in the Americas

1. Transition to the New World
 - Demonstrate an understanding of African contributions to cultures in the New World
2. The Harlem Renaissance
 - Demonstrate an understanding of the art forms of the Harlem Renaissance
3. Expressing Mood: Abstract Expressionism
 - Demonstrate an understanding of abstract expression

- Demonstrate an understanding of how abstract expressionism changed art
- Demonstrate an understanding of how the elements of art are used in abstract expressionism
- 4. Beauty Around Us: Designs of Native America
 - Demonstrate an understanding of Native American artifact functions
 - Demonstrate an understanding of some Native American traditions
- 5. The Art of the Kuna: Mola Designs
 - Demonstrate an understanding of the Kuna people
 - Demonstrate an understanding of mola design standards
- 6. Unit Review and Test
 - Review the concepts and terms learned in Unit 3

4. **The Expressive Art of Asia**

1. Painting Quietly: Sumi-e
 - Demonstrate an understanding of effective use of line
 - Demonstrate an understanding of the role of nature in Japanese art
 - Demonstrate an understanding of writing haiku poems
2. Paper: More Than Just for Writing
 - Demonstrate an understanding of how paper is used in Japan
3. The Dance of the Dragon
 - Demonstrate an understanding of art forms from China
 - Demonstrate an understanding of paper construction techniques
4. Indonesian Batik Design
 - Demonstrate an understanding of radial balance
 - Demonstrate an understanding of the diversity of Indonesian visual art
5. Hands from India
 - Demonstrate an understanding of the art forms of India
 - Demonstrate an understanding of mehndi design
6. Stories in Miniature
 - Demonstrate an understanding of miniature painting from India
7. Unit 4 Review and Unit Test
 - Review the terms and concepts presented in Unit 4

Art 5



Art 5

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will be introduced to works of art through time. Throughout history the growth and development of civilizations around the world have been recorded and defined through the works of artists. The student will become familiar with the art elements, the principles of design, and how these elements and principles were applied to create visual art in different time periods and cultures.

Course Outline

1. The Ancient World

1. The Lines of Ancient Animals
 - Demonstrate an understanding of the art element of line
 - Identify and apply the art element of line as a means of expression
 - Create an image from imagination and memory that communicates a story
2. Arts, Rocks, and Shapes
 - Demonstrate an understanding of shape as an element of art
 - Distinguish between organic and geometric shapes
 - Distinguish between pictographs and petroglyphs
 - Apply the element of shape in a stencil painting
3. Textures in Ancient Mexico
 - Distinguish between tactile and visual texture
 - Apply the element of texture to a personal artwork
 - Demonstrate an understanding of Mayan subject matter
4. Ancient Greece: Vases and Stories
 - Demonstrate an understanding of the functions of ancient Greek vases
 - Distinguish between two types of forms
 - Create a design inspired by ancient Greek vases
 - Communicate a personal story through a drawing
5. All Roads Lead to Rome
 - Demonstrate an understanding of background, middleground, and foreground
 - Distinguish between styles of Roman wall painting
 - Apply perspective techniques to a personal artwork

6. Bits and Pieces: Islamic Mosaics
 - Demonstrate an understanding of mosaic construction
 - Differentiate between primary and secondary colors
7. Unit 1 Review and Test
 - Review the terms and concepts presented in Unit 1

2. The Middle Ages to the Renaissance

1. Colored Light: Radial Balance in a Rose Window
 - Distinguish among the three types of balance
 - Demonstrate an understanding of the functions of stained glass windows in the Middle Ages
 - Apply radial balance to create an original design
2. Your Large Initial: Illuminated Manuscripts
 - Demonstrate an understanding of the purposes of illuminated manuscripts
 - Demonstrate an understanding of emphasis
3. Art in Medieval Japan: Painted Patterns
 - Apply a pattern to an original artwork
 - Demonstrate an understanding of pattern in Medieval Japanese paintings
4. Paint Like Michelangelo
 - Describe and apply the art principle of harmony
 - Identify the artwork of Michelangelo Buonarroti
 - Demonstrate an understanding of the Renaissance
5. Movement and Rhythm: A Renaissance Cityscape
 - Demonstrate an understanding of movement and rhythm
 - Apply the art principles of movement and rhythm to an original artwork
6. Art Meets Math: Where Lines Come Together
 - Demonstrate an understanding of one-point perspective
7. A True Renaissance Man: Leonardo da Vinci
 - Demonstrate an understanding of the life and work of Leonardo da Vinci
8. Unit 2 Review and Test
 - Review the terms and concepts presented in Unit 2

3. Baroque/Rococo

1. In The Royal Style: Versailles
 - Identify elements of baroque and rococo architecture
 - Understand motivations for architectural decisions
 - Design a home based on your own architectural decisions
2. Rococo Art
 - Identify elements of the rococo style in visual artwork
 - Create a drawing or painting influenced by the rococo style
3. Games Children Play
 - Investigate genre painting and the work of Chardin
 - Create a painting or photograph influenced by Chardin's style that shows games you like to play
4. Quiet Time
 - Investigate warm and cool color schemes
 - Create a collage that uses color to create a mood

5. Baroque and Rococo Unit Review and Test
 - Review the terms and concepts presented in Unit 3

4. Romanticism and the Modern Age

1. Constable's Romantic Landscape
 - Identify elements of landscape painting
 - Understand the use of perspective, light, and contrast in Constable's work
 - Create your own landscape based on your experience of the weather
2. Your Impressionism: Monet, Cassatt, Van Gogh
 - Identify key discoveries during the Impressionist period
 - Understand the use of light, color, and mood in Impressionist painting
 - Create your own moody landscapes
3. Color Your World Differently: Matisse
 - Identify key discoveries during the Fauvist period
 - Describe the use of color and mood in Matisse's work
 - Create your own "wild-beast" collage
4. Taking a Walk around Cubism: Picasso
 - Identify key processes used by the Cubists
 - Describe the use of line, shape, value, and form
 - Create a multimedia piece inspired by Cubist processes
5. Icons and Illusions: Pop and Op
 - Identify key elements of pop and op art
 - Use contemporary images and color theory to create a poster with an icon and personal message
6. Romanticism and the Modern Age Review and Test
 - Review the terms and objectives from Unit 4: Romanticism and the Modern Age
 - Take a short exam to test comprehension

5. Critiquing Art

1. Aesthetics: How You Look at Art
 - Define aesthetics
 - Apply personal aesthetic judgments to the artwork reviewed in previous lessons
2. What Does an Artist Do?
 - Consider the roles artists have played in society over time
 - Investigate a career in the arts
3. It's Your Call: Art Criticism
 - Learn the steps involved in making educated judgments about artwork
 - Curate a show, and write a review based on your own work
4. Critiquing Art Review and Test
 - Review the terms and objectives from Unit 5: Critiquing Art
 - Take a short exam to test comprehension

Art 6



Art 6

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition, the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

In Semester A, students explore the wide range and variety of visual arts. They learn the basic elements of art and principles of design and apply them in their own creative ways. The semester culminates in a study of factors involved in evaluating and critiquing art.

Semester A Outline

1. **Course Overview**

1. Getting Started in Middle School Art

2. **What Is Art?**

1. Defining Art

- Define and summarize key concepts of art
- Describe the basic purposes of art creation
- Analyze the purpose and success of art

2. Tell Your Story

- Summarize how art is used to tell stories and record culture and history
- Recognize personal stories that are part one's heritage
- Analyze art work to determine the purpose and historical information being shared

3. Art and Entertainment

- Recognize and understand the purpose of art in terms of entertainment
- Use creativity to develop original characters and images
- Justify the choices made in the creation of art

4. Express Yourself

- Recognize the importance of personal expression
- Demonstrate the ability to use art as a means of expression

- Evaluate the artwork of others to understand the emotions or opinions being expressed in the art

5. Art and Aesthetics

- Demonstrate an understanding of the meaning of aesthetics
- Design a collection of art that is aesthetically pleasing
- Evaluate the qualities of individual pieces of art

6. Design and Production

- Identify the purpose of design in terms of utilitarian products used each day
- Carry out activities that enhance abilities to be creative
- Assess how ability to be creative can enhance skills used to design products
- Review the objectives of the unit as a whole

3. The Elements of Art

1. Interpreting Lines

- Describe various types of lines
- Analyze how those lines are used in art
- Create art that focuses on line usage

2. The Shapes that Form the World

- Identify different types of shapes
- Interpret how shapes are used to create objects in images
- Evaluate images for the use of shapes

3. What You See and What You Feel

- Interpret what texture is in art
- Analyze how texture is created and used in art

4. The Colors Around Us

- Identify color families
- Learn how to mix colors
- Analyze how colors affect art
- Create art based on color theories

5. The Value in Art

- Define value and contrast
- Demonstrate understanding of value to create highlights and shadows

6. The Space In Between

- Recognize positive and negative space
- Demonstrate understanding of space in terms of drawing objects
- Evaluate images for use of space

7. It's All About Perspective

- Define perspective and rules for drawing in perspective
- Apply those rules to create a 1 point perspective drawing

8. Elements in Review

- Review all terms and concepts presented in the unit
- Analyze meaning of terms as they apply to art
- Use the elements of art to evaluate the quality of artwork
- Use experiences with art to interpret and critique artwork

4. Principles of Design

1. Variety in Art
 - Describe what variety means in art
 - Construct art based on the concept of variety
 - Justify choices made during artistic creations
2. Is There Movement in a Still Image?
 - Comprehend the premise of rhythm and movement in art
 - Analyze how rhythm and movement were used in various pieces of art
3. The Patterns You See
 - Define patterns in art
 - Produce a design that utilizes patterns
 - Critique the success of the design
4. What We Emphasize
 - Define emphasis as it applies to art
 - Observe usage of emphasis in art
 - Analyze the effectiveness of emphasis in creating an obvious focal point
5. Proportion
 - Define proportion
 - Apply the theory of proportion in art production
6. Harmony Created
 - Identify harmony as it applies to art
 - Distinguish various ways that harmony is created when making art
7. Balancing Act
 - Define various types of balance
 - Create imagery based on the various types of balance
 - Justify decisions made in the creation process
8. Principles in Review
 - Review all terms and processes learned during the unit

5. Responding to Art

1. Responding to Criteria
 - Identify criteria for evaluating different types of art
 - Communicate meaning through art
 - Apply the evaluation criteria to a piece of art
 - Justify decisions made in artwork
2. The Portrait
 - Describe the characteristics of portraiture
 - Create art based on those characteristics
 - Evaluate artwork based on the characteristics of quality portraits
3. The Art of Impressionism
 - Describe the characteristics of Impressionism
 - Create art based upon the characteristics of Impressionism
4. What's in a Name?
 - List basic rules of one-point perspective
 - Create an illustration in one-point perspective
 - Evaluate art based on preset criteria of perspective

5. Being an Art Critic

- Apply appropriate criteria to analyze, select, and respond to art
- Critique choices artists, designers, and curators make when creating or presenting artwork
- Identify reasons why criteria used to evaluate artwork would vary
- Reflect on the procedures and products of art and design
- Analyze the traits of artwork that communicate effectively

Semester B Summary:

The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition, the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

In Semester B, students consider the preservation and protection of art. They then explore how international, national, and local art influences ideas, actions, cultures, and environments. Using this information, students build their own ideas of the role art plays in their lives.

Semester B Outline

1. Course Overview

1. Getting Started in Middle School Art

2. Protecting and Respecting Art

1. Why Do We Need to Preserve Artwork?
 - Identify causes of damage to artwork
 - Analyze artworks and classify appropriate conservation techniques based on media
 - Understand why preserving art is culturally important
2. Careers in Preservation and Conservation
 - Identify careers available in preservation and conservation
 - Identify skill sets needed for art preservation and conservation careers
3. Is It Worth It?
 - Explore several criteria used in assessing the value of art
 - Use criteria to analyze art to assess whether it should be preserved
4. On View Now And Forever?
 - Select the most appropriate location to safely store and display artwork
5. Is it Archival? An Art Lab
 - Perform a series of experiments on preservation materials and situations
 - Report experiment findings
6. Preservation Panorama
 - Analyze different methods for preserving and presenting art work
 - Apply processes used to decide what artwork gets preserved and presented
 - Identify the professionals involved in preservation and presentation of artworks
 - Choose where to store, present, and preserve artwork
 - Explain the responsibilities artists face when creating works of art and design

3. The World of Art

1. Art in Context

- Recognize that works of art that appear similar can have different meanings and uses depending on the cultural context in which they were created
 - Interpret art based on cultural context
2. Meaning and Culture
 - Given cultural background, interpret artwork to determine its uses, functions, and significance
 3. The Story Behind the Artifact
 - Differentiate between an insider's perspective and an outsider's perspective on the cultural significance of an object
 4. Here and There; Then and Now
 - Compare the original cultural value of artwork with its new value in a different culture
 - Compare the original purpose and value of historical artwork with its purpose and value today
 - Interpret art based on its cultural context
 - Compare similar styles of artwork in different cultures and time periods
 5. Art Metamorphosis
 - Explore reasons for the evolution of artistic style
 - Investigate how artists from various cultures and time periods inspire each other
 - Create art that is inspired by a particular era or artistic style
 6. Complex Contexts
 - Analyze how works of art influence your world view
 - Understand factors that influence creativity
 - Evaluate how art helps us understand people living in different cultures, areas of the world, and/or periods of time
 - Evaluate how understanding people living in different cultures, areas of the world, and/or periods of time helps us respond to art
 - Critique works of art using cultural, geographical, and/or historical contexts
- 4. Art In Your Community**
1. Imagining a Community
 - Analyze why artists create community art and the purposes of community art
 - Identify how artists represent their communities using community art
 2. Community Celebration
 - Analyze and evaluate art that celebrates community events
 3. Depicting our Neighbors
 - Investigate artists' values by analyzing who they choose to depict and how the work is displayed
 - Identify good placements for community murals and recognize why
 - Create a plan for a community mural that depicts members of the community
 4. Pictures: Giving Community Meaning
 - Identify, analyze, and respond to cultural norms as expressed through community art and murals
 - Act as art historians to interpret images and connect them to cultures
 5. Perspectives in Community Art
 - Master vocabulary and basic skills of perspective drawing, to create space
 - Evaluate community art for its use of linear and atmospheric perspective
 - Incorporate perspective in the completion of a community art mural plan
 6. Community Art: A View Through the Wide-Angle Lens

- Respond to and evaluate community art according to criteria such as positive depiction of community, use of perspective, purpose of artwork, event celebrated, and culture norms depicted

5. Art in Your Life

1. Surrounded by Art
 - Differentiate between art objects and functional objects
 - Categorize objects as functional, art, or both using aesthetic judgment
2. Careers in Art
 - Review careers in art and analyze what skills would be necessary to excel at the career
3. The Collector
 - Create a collection based on stated aesthetic preferences and other organizing principles
 - Interpret other collectors' works for evidence of aesthetic preferences and historical interests
4. The Critic
 - Identify the role of the art critic in guiding tastes in the art market
 - Recognize and practice the role of art criticism in the creative revision process
5. Art of Memory
 - Identify and analyze artworks that represent a significant memory, experience, or event in the life of the artists
6. The Power of Influence
 - Analyze how artists have been influenced by other individuals, styles, or events
 - Assemble a portfolio of artworks that inspire the artistic process and explain the connection to personal artwork

Art 7



Art 7

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition, the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

In Semester A, students explore the wide range and variety of visual arts. They learn the basic elements of art and principles of design and apply them in their own creative ways. The semester culminates in a study of factors involved in evaluating and critiquing art.

Semester A Outline

1. **Course Overview**
 1. Getting Started in Middle School Art
2. **What Is Art?**
 1. Why Is Art Created?
 - Understand the purpose of creating art
 - Apply skills and knowledge to create works of art for a purpose
 - Analyze the choices made in all artistic decisions
 2. Utilitarian or Aesthetic
 - Identify art made for utilitarian purposes and art that is made for aesthetic purposes
 - Produce a design that is either utilitarian or aesthetic
 - Compare designs to others of a similar nature
 3. Communication Is the Key
 - Recognize what message various pieces of art communicate
 - Compare different art pieces to determine purpose and message
 - Evaluate the artist's success in conveying the intended message
 4. The Importance of Creativity
 - Define creativity and why it is important
 - Apply skills to demonstrate creative ability

- Evaluate the success of artistic creations

5. Reviewing Purpose

- Reflect on the scope and diversity of visual arts
- Investigate the role of art as a means to better understand people and the world
- Establish a framework for evaluating works of art

3. The Essentials of Visual Arts

1. Reviewing the Elements

- Describe and apply the elements of art

2. The Principles of Design

- Describe each of the principles of design
- Comprehend how those principles are used in art

3. Versatile Lines

- Identify basic lines
- Demonstrate how those lines can be used to create each of the principles of design

4. Morphing Shapes

- Identify basic shapes
- Demonstrate how shapes can be used to create the principles of art

5. Pop Art

- Recognize how color can be used as a tool for emphasis
- Discuss the movement of pop art
- Create pop art pieces that utilize color as emphasis
- Justify choices made in the process of creating

6. The Value of Proportion

- Summarize the basic concepts of facial proportions
- Discuss the importance of contrast and value when creating art
- Demonstrate understanding of facial proportions
- Demonstrate the usage of contrast in value

7. Emphasizing Perspective

- Review the basic concepts of perspective, emphasis, and unity
- Construct a drawing that employs the concepts of perspective, emphasis, and unity
- Evaluate the success of the drawing

8. Elements and Principles in Review

- Experiment with the elements of art
- Make original artwork through investigation and planning
- Use the elements of art to evaluate the quality of artwork
- Use experiences with art to interpret and critique artwork
- Explain proper care and maintenance of art equipment and materials

4. The Application of Art

1. The Math Connection – Tessellations

- Describe how art is connected to math through the use of patterns and tessellations
- Identify and create tessellation patterns

2. Art and Language Arts – The Storyteller

- Identify the connection between visual and verbal storytelling
- Carry out the process of storytelling through creating a story map

- Create art based on a story map
3. Art and Science – From Earth to Canvas
 - Identify materials used in creating art
 - Discuss how materials are created from natural resources
 4. Social Studies and Art – Decoding the Past
 - Describe how historical information is often recorded visually rather than verbally
 - Recognize what visual clues are present in modern society
 - Analyze the story that is interpreted based on the visual clues created by the artist
 5. The Application of Art Review Quiz
 - Experiment with the principles of design to communicate ideas in original artwork
 - Analyze the effectiveness of the principles of design to convey ideas
 - Use personal experiences with design and artwork to interpret and create work that is cross-curricular
 - Explain the importance of experimentation and initiative when developing original artwork

5. Responding to Art

1. Responding to Criteria
 - Identify different genres of art
 - Understand different criteria for evaluating artwork
 - Create specific criteria to evaluate a genre of art
 - Analyze artwork based on criteria
2. Evaluating a Genre
 - Understand concepts that define a genre or a group of artwork
 - Develop ideas for evaluating a group of artwork based upon a particular genre
 - Evaluate artwork based upon the criteria established for the genre
3. Extending the Collection
 - Interpret a theme for a group of artwork
 - Create artwork based on a genre
 - Justify decisions
4. Presenting Your Message
 - Select art to represent a message
 - Create a collection based upon a message
 - Justify decisions made
5. Responding to Art Review
 - Apply appropriate criteria to analyze, select, and respond to art
 - Critique choices artists, designers, and curators make when creating or presenting artwork
 - Identify reasons why criteria used to evaluate artwork would vary
 - Analyze the traits of artwork that communicates effectively

Semester B Summary:

The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition, the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

In Semester B, students consider the preservation and protection of art. They then explore how international, national, and local art influences ideas, actions, cultures, and environments. Using this information, students build their own ideas

of the role art plays in their lives.

Semester B Outline

1. Course Overview

1. Getting Started in Middle School Art

2. Protecting and Respecting Art

1. The Evolution of Style
 - Analyze historical artwork from a cultural perspective
 - Examine art trends and styles across time and culture
 - Understand reasons for stylistic change
2. Pick Your Medium
 - Explain how and why artists choose a medium
3. Heritage Sites: Place Preservation
 - Explore World Heritage Sites and identify why they are important to preserve
4. With Great Art Comes Great Responsibility
 - Analyze the responsibilities artists have when they create and exhibit artwork
 - Understand the factors artists consider before they hang a piece for exhibition
5. Passive Observer Responsible Viewer?
 - Analyze the responsibilities of the viewer when looking at and responding to a work of art
6. A Path to Preservation and Respect
 - Analyze historical artwork from a cultural perspective
 - Examine art trends and styles across time and culture
 - Understand reasons for stylistic change
 - Explain how and why artists choose a medium
 - Explore World Heritage Sites and identify why they are important to preserve
 - Analyze the responsibilities artists have when they create and exhibit artwork
 - Understand the factors artists consider before they hang a piece for exhibition

3. The World of Art

1. Harmonious Principles: The World of Chinese Art
 - Understand how philosophy and culture influenced the development of various art forms
 - Create artwork that illustrates aspects of philosophy and culture
2. Mathematics Meets Art: The Golden Ratio
 - Analyze the use of the golden ratio in art and architecture
 - Understand ways that the golden ratio has been a guiding principle in the art of multiple cultures
3. The Beast: Animal Representations in Art
 - Evaluate ways that animals are used in art to represent people or ideas
 - Compare animal art from different cultures
4. The Ideal: Representations of Soldiers and Saints
 - Identify the use of artistic composition techniques to elevate the status of strategic individuals in history
 - Analyze gesture and grouping of figures to interpret the relationships between them
5. The Creation of American Culture Through Art

- Analyze symbolic development of national identity through artwork in the early days of the American republic

4. Art in Your Community

1. The Art of Money
 - Examine the images that compose currency from various countries and interpret what they say about national identity
 - Understand the technology and artistic methods used to manufacture currency
2. Monumental Sculptures: We Remember
 - Observe and analyze war memorials from various time periods and compare and contrast styles and purposes
 - Explore the purpose behind the creation of war memorials
3. Monumental Design
 - Analyze the process of monument design with an in-depth model
 - Analyze and discuss why symbolism and placement of artworks is important
4. Building Community: Architecture
 - Describe processes and techniques practiced by architects
 - Analyze ways architects send a message through structural elements
 - Create an architectural drawing
5. Community Art: Mundane to Magnificent
 - Analyze the purposes of a range of art
 - Understand methods used in the creation of a wide range of community art
 - Explore reasons creativity and beauty are important to human existence

5. Art in Your Life

1. Interior Landscapes: Designing a Room
 - Analyze ways that interior designers create a space for specific purposes
 - Compare interior designs from different time periods
 - Redesign a space to match a specific purpose
2. Reproductions: The Art and History of Printing
 - Compare and contrast printing technology and techniques from various times in history
 - Reflect on ways that printing has impacted the spread of ideas in images and text
3. Photography: Instant Art?
 - Analyze photographs across time and cultures for the ways they portray subjects and send a message through composition and techniques
 - Understand how photography has altered the way we create and share images
4. Convincing Images: The Art of Advertising
 - Analyze the role of art in creating effective advertisements
 - Learn about careers in the field of professional advertising
 - Discuss the choices advertising professionals make when crafting an advertisement with a specific message
5. Caring for the Environment: Recycled Art
 - Analyze the ways that artists use recycled media to communicate a message
6. Intersecting Art Forms
 - Analyze the ways that artists use mixed media to communicate a message
 - Create a mixed media piece that conveys a particular theme

Art 8



Art 8

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition, the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

In Semester A, students explore the wide range and variety of visual arts. They learn the basic elements of art and principles of design and apply them in their own creative ways. The semester culminates in a study of factors involved in evaluating and critiquing art.

Semester A Outline

1. **Course Overview**
 1. Getting Started in Middle School Art
2. **What Is Art?**
 1. The Role of Inspiration
 - Define inspiration
 - Explore the role that inspiration plays in the creation of art
 - Evaluate personal inspiration factors
 - Create art based on personal inspiration
 2. What Is Art to You?
 - Describe the various roles art has played through history
 - Interpret the purpose/role of various art pieces
 - Create art based on the role of preserving heritage
 3. Creativity and Innovation
 - Define creativity and innovation
 - Investigate the role of creativity and innovation in the creation of art
 - Create art based on the concepts of creativity and innovation
 4. What Type of Artist Do You Want to Be?
 - Explore the role played by art in the communication of ideas
 - Analyze the types of messages that prompt a personal response

- Develop an art piece that effectively communicates a message you want to convey to others
5. Art in Review
 - Reflect on the scope and diversity of the visual arts
 - Investigate the role of art as a means for better understanding people and the world
 - Establish a framework for evaluating works of art

3. The Essentials of Visual Arts

1. Review of the Elements and Principles of Art
 - Define the elements and principles of art
 - Create tools that will help with understanding of the elements and principles
2. Billboard Designs
 - Discuss the use of color to create emphasis and balance
 - Create a design that utilizes the element of color to create emphasis and balance
3. A New Perspective
 - Identify the steps and concepts of drawing in two-point perspective
 - Describe the importance of value when drawing in perspective
 - Create an image in two-point perspective that is harmonious
 - Assess the success of the image created
4. Drawing the Human Body
 - Define the correct proportions of drawing the human body
 - Understand how basic shapes can be used to draw the different parts of the human body
 - Create a drawing of the human body that utilizes value and texture correctly
5. Painting Contrast
 - Define the concepts of color, value, and movement
 - Create art based on the elements and principles of color, value, and movement
 - Assess the success and purpose of the art piece created.
6. Reviewing the Essentials
 - Experiment with the elements and principles of art
 - Make original artwork through investigation and planning
 - Use the elements of art to evaluate the quality of artwork
 - Use experiences with art to interpret and critique artwork
 - Explain proper care and maintenance of art equipment and materials

4. Art Connections

1. The Math Connection
 - Understand the connection between math and the visual arts
 - Explore a correlation of math and art as a career field
2. Art and Language Arts
 - Describe the connection between language arts and the visual arts
 - Examine an example of the connection between the two arts
3. Social Studies and Art
 - Relate the visual arts to the study of social studies
 - Investigate the connection by analyzing current events that impact students
4. Art and Science
 - Explain how the visual arts and sciences are connected through the field of conversation
 - Create a product that exemplifies the connection between visual arts and sciences

5. Art Connections Review

- Experiment with the principles of design to communicate ideas in original artwork
- Evaluate the relation between art and core subject areas
- Evaluate the impact of art on careers that relate to other subject areas
- Analyze the effectiveness of the principles of design to convey ideas through art
- Use personal experiences with design and artwork to interpret and create contemporary artwork
- Explain the importance of experimentation and initiative when developing original artwork and designs

5. Responding to Art

1. The Role of Inspiration

- Develop criteria that identifies different styles of art
- Develop evaluation criteria for artwork as it applies to a particular style

2. Creating a Portfolio

- List the characteristics of your artwork
- Justify decisions made in creating a portfolio of work

3. Creativity and Innovation

- Interpret artwork based upon your criteria
- Create artwork based upon your criteria
- Justify decisions regarding artistic choices

4. Presenting a Collection

- Select a piece of art to represent your skill and style
- Create art based your criteria
- Justify decisions regarding artistic choices

5. Responding to Art Review

- Analyze the traits of artwork that communicate effectively
- Apply appropriate criteria to analyze, select, and respond to art
- Critique choices made by artists, designers, and curators when creating or presenting artwork
- Identify reasons why criteria used to evaluate artwork vary

Semester B Summary:

The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition, the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

In Semester B, students consider the preservation and protection of art. They then explore how international, national, and local art influences ideas, actions, cultures, and environments. Using this information, students build their own ideas of the role art plays in their lives.

Semester B Outline

1. Course Overview

1. Getting Started in Middle School Art

2. Protecting and Respecting Art

1. External Memory: Art Reveals Culture

- Analyze art and artifacts that document the everyday life of a culture
 - Identify and evaluate the cultural messages that artists send through their artwork
2. External Memory: Art Reveals Opinions
 - Analyze art and artifacts that document the major issues of a time and place
 - Identify and evaluate the ways that artists communicate cultural opinions through their artwork
 3. Advanced Art Preservation
 - Understand advanced science technology and techniques behind art preservation
 4. Nontraditional Art Preservation
 - Analyze preservation methods for nontraditional and contemporary forms of art
 - Evaluate examples of nontraditional art including installation and environmental art
 5. Who Determines the Display?
 - Understand the factors that determine selection of artwork for preservation and exhibits
 6. The Conservation Conundrum
 - Analyze the benefits and drawbacks of art preservation and restoration

3. The World of Art

1. The Art of War
 - Interpret the role of art and artists during times of war
 - Analyze ways that artists use visual composition to create scenes of conflict
2. Engineering Empires
 - Compare architecture and engineering developments across cultures
 - Use inference to learn information about culture and government based on architectural records
3. Democratic Architecture
 - Analyze the visual and structural similarities between Greek architecture and buildings and sculptures in America
 - Identify visual messages communicated by the elements of Greek architecture
4. Mass Art: Technology and the Industrial Revolution
 - Analyze the impact of technology and the Industrial Revolution on past and present art
 - Understand ways that technology has influenced the spread of art and artistic ideas
5. Designing a World: Engineering Movies
 - Compare the work of a set designer or special effects artist to an architect or city planner
 - Identify factors movie artists must consider to create a believable world
 - Understand careers of key movie professionals
 - Understand ways that culture is revealed in movies
6. Machu Picchu to Movies
 - Connect artworks with the underlying philosophies they represent
 - Compare and contrast architectures across cultures
 - Compare and contrast engineering and technological developments across cultures and time

4. Art in Your Community

1. Revealing Landscapes: Metropolis and Nature
 - Examine human-made and natural landscapes for clues about our relationship with the natural world

- Identify ways that artists from around the world represent culture and worldviews through landscapes or cityscapes
 - Analyze ways that artists use various media and techniques to depict objects in the space of a landscape or cityscape
2. The Art of Public Spaces
 - Explore the purpose, meaning, and uses of public spaces
 - Analyze the design and symbolism of public spaces for clues about values and culture
 3. Wearable Art
 - Analyze fashions across time for clues about values and culture
 - Outline the tasks of professional fashion artists and the ways they use principles of art and design to create clothing
 4. The Artist as Inventor
 - Compare traits that artists and inventors have in common
 - Analyze and explore ways that artists have used their creativity to produce meaningful inventions
 5. Art to Teach, Art to Heal
 - Compare the skills and job responsibilities of art educators and art therapists
 - Analyze the unique ways that art educators and art therapists use art to teach and heal in a community
 6. Multiple Paths to Creativity
 - Analyze and review different types of outlets for artistic creativity
 - Create a portfolio that demonstrates exploration and skill in your preferred method of artistic creativity

5. Art In Your Life

1. Textile Art: The Fabric of Your Life
 - Examine the techniques and materials that are used in the creation of textiles
 - Analyze textiles to see how artists from various locations use elements of art such as pattern, repetition, form, and balance to send messages about culture and value
2. Take a Seat On a Work of Art
 - Examine furniture from different cultures and time periods for its purpose, design, and materials
 - Analyze ways that artists have used balance, repetition, rhythm, color, and form to create unity in furniture design
3. The Art of Illustration
 - Identify the ways that illustration is used to visualize a story or message
 - Explore and analyze messages sent through various types of illustration such as books and illuminated manuscripts
4. Finding Inspiration: Artistic Motivation
 - Identify and analyze motivating factors, inspirations, methods, and materials for young artists
 - Create a portfolio of your inspirations, motivations, and preferred methods and materials
5. Art of Your Generation
 - Identify and analyze motivating factors, inspirations, methods, and materials for young artists
 - Create a portfolio of your inspirations, motivations, and preferred methods and materials

Art K



Art K

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will explore color, line, and shape. A combination of interactive and hands-on studio projects encourages the student to create art, sharpen fine motor skills, and explore areas of interest in art. Artistic modes include drawing, painting, assembling, and sculpting.

Course Outline

1. Art Is Everywhere

1. Art Is Everywhere!
 - Identify and describe the five elements of shape in the environment and in artworks
 - Illustrate the five elements of shape using finger paints
2. Let's Draw Lines
 - Draw variations of lines
 - Draw straight lines using a ruler
 - Create art using crayons, markers, and lines
3. Lots and Lots of Dots
 - Create a mixed-media collage using cut-out paper dots and dot-shaped objects
4. Art Around the World
 - Create a Diwali pattern using chalk
 - Describe a family tradition
5. Learning to See and Draw Like an Artist
 - Observe and recreate elements of shape using a pencil
 - Create original collage art using an online program
 - Demonstrate creativity and knowledge of elements of shape in a collage
6. Elements of Art
 - Create original artwork using the five elements of shape
 - Select and use a variety of media to create art
 - Use the numbers 1–5 in original artwork

2. Coloring the Season

1. Colors All Around Us
 - Identify warm and cool colors
 - Identify primary and secondary colors
 - Identify opposite colors
 - Create original artwork using warm and cool colors
2. Fluttering Colors
 - Demonstrate beginning awareness of the concept of symmetry as a mirror image
 - Describe migration and why monarch butterflies migrate
 - Create a watercolor painting of a monarch butterfly
3. See and Draw Like an Artist
 - Observe and recreate the elements of shape and mirror images using pencil
 - Create a still life arrangement which demonstrates emerging awareness of balance and space
4. Autumn Arrangement
 - Create a fall-themed table centerpiece using objects found in nature and around the house
 - Demonstrate emerging awareness of balance and space in an artwork
5. Painting the Seasons
 - Paint a fall scene using watercolors and crayons
 - Demonstrate emerging awareness of space and balance within an artwork
 - Demonstrate understanding of warm and cool colors by utilizing them appropriately within an artwork
 - Demonstrate emerging awareness of a horizon line

3. Winter Is Taking Shape

1. Shapes in Art
 - Identify and draw basic shapes: circle, oval, triangle, square, and rectangle
 - Create a mosaic design using crayons and black marker
2. Snowflakes
 - Create snowflakes by cutting shapes into coffee filters
 - Identify and create patterns
3. It's Wintertime!
 - Create a mixed-media snowman using paint, objects, and glue
 - Identify and use texture in an original artwork
4. See and Draw Like an Artist
 - Observe and recreate the elements of shape using pencil
 - Create patterns with shape
5. Art Around the World
 - Create a kite that shows shapes, pattern, and balance
 - Demonstrate understanding of mixed media, texture, pattern, and basic shapes

4. Art Forms

1. Clay Animals
 - Identify elements of shape in sculptures
 - Relate sculptures to history and cultures
 - Create an animal sculpture using clay and the elements of shape
2. Carnival Mask
 - Create an animal mask using mixed media

- Describe a mixed-media artwork
- 3. Learning to See and Draw Like an Artist
 - Use mental imagery to visualize artwork
 - Observe and recreate the elements of shape using pencil
 - Demonstrate balance and space in an artwork composition
- 4. Art Around the World
 - Create an artwork using twigs, yarn, and glue
 - Describe the traditions of the Bulgarian “Baba Marta” celebration
 - Identify the elements within artworks
- 5. Abuela Mural
 - Describe a mural
 - Design a mural using paint and observation
 - Identify elements of art within an illustration
- 6. Art All Around Us
 - Create a playground scene using sculpture techniques
 - Identify and use mixed-media in an original artwork

5. Springtime Painting

1. It’s Springtime
 - Define watercolor artwork
 - Create a painting using watercolors
 - Identify the five elements of art used in a watercolor painting
2. Blooming Flowers
 - Create a vase of flowers using mixed media
 - Identify the five elements of art in your artwork
3. Learning to See Like an Artist
 - Use mental imagery to visualize artwork
 - Create an original watercolor
 - Demonstrate balance and space in an artwork composition
4. Egg Carton Monsters
 - Create recycled artwork using mixed media
 - Define recycled materials
 - Identify the types of media used in a mixed-media artwork
5. Art Around the World
 - Create a traditional mud painting
 - Differentiate between patterned and non-patterned sequences
 - Examine the link between family traditions and the art connected with those traditions
6. Painting Shapes
 - Categorize the five elements of shape
 - Create texture in artwork
 - Create an original artwork using finger and sponge painting

6. Summertime Art

1. Here Comes Summer
 - Classify colors as either warm or cool
 - Identify warm and cool colors found in nature during summertime

- Draw a summer nature scene using warm and cool colors
2. Outdoor Art
 - Identify natural objects to be used in artwork
 - Use sun-printing techniques to create an original artwork
 - Describe textures found in nature
 3. See and Draw Like an Artist
 - Use mental imagery to visualize artwork
 - Draw a duplication image of summer shapes using the basic elements
 - Create an original online drawing using natural elements
 - Analyze how the 5 elements of shape were used in an original artwork
 4. Art Around the World
 - Discuss cultural traditions of the Inti Raymi celebration in Ecuador
 - Create a model of a sun flag from Ecuador
 5. Cooking Up Crayons
 - Identify different colors
 - Use primary colors to create secondary colors
 - Draw a picture using newly-created tools
 6. My Art
 - Use elements of shape to create an original artwork
 - Incorporate cool and warm colors into an original artwork
 - Identify primary and secondary colors in an original artwork

Discovering Music I



Discovering Music I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Designed for students in grades 3–5, this course teaches fundamental musicianship skills from a Western-Classical approach, while aligning to the National Core Arts Standards. The course challenges the student to improve listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience.

Course Outline

1. Expressing Groovy Beats

1. Welcome to Music
 - Identify music as a way to communicate ideas and feelings
 - Recognize and reproduce pitch, beat, and rhythm in music
 - Compose music using two different pitches
2. Writing a Groovy Beat
 - Recognize and produce a steady beat
 - Differentiate between whole notes, half notes, quarter notes, and pairs of eighth notes for simple rhythms
 - Create, play, and sing a variety of rhythmic patterns
3. Quicker Rhythms
 - Recognize and produce a steady beat
 - Differentiate among eighth notes, half notes, and quarter notes for simple rhythms
 - Create, play, and sing a variety of rhythmic patterns
 - Understand and create using improvisation
4. Silence

- Identify notation for simple rhythmic rests
 - Play and sing a variety of rhythmic patterns
5. Loud and Soft
 - Identify the notation of dynamics in music
 - Articulate dynamic contrast in performance and practice
 - Order dynamic markings from softest to loudest
 6. The Ruler of Time
 - Identify the different time signatures found in music
 - Compose using a variety of time signatures
 7. Ticktock
 - Describe a metronome and identify its purpose
 - Identify a variety of speed indications in music
 - Demonstrate speed variations in performance and practice
 8. Buttons and Ties
 - Identify and articulate dotted rhythms
 - Identify the result of tying notes together in music notation
 9. Expressing Groovy Beats Unit Review
 - Review all previous concepts and objectives for Unit 1
 - Take the unit test
 10. Expressing Groovy Beats Unit Test

2. Musical Palette

1. A Musician's Palette
 - Identify the components of pitch
 - Contrast the functions of melody and harmony
 - Create melodies and melodic shapes using high and low pitches
 - Compose a musical story using high and low pitches
2. Grand Staff
 - Identify the grand staff (treble and bass clef)
 - Identify and notate pitches on a treble staff and bass staff
3. Step Ladder
 - Identify sharps and flats
 - Explain how sharps and flats change pitch
 - Compose a musical selection including sharps, flats, and repeated pitches
4. Catchy Tunes
 - Identify the components of pleasing melody
 - Describe the length and structure of a phrase
 - Adapt phrasing in performance and practice
 - Compose a short melody that includes phrases
5. Major
 - Identify structure of a major scale using whole and half steps
 - Aurally differentiate between tonic and dominant

- Notate short melodies using the first five notes of the C major scale

6. Solfège

- Introduce solfège system and syllables
- Apply solfège syllables to the major scale by singing and performing hand gestures
- Notate pitches, rhythms, and solfège syllables for a given musical example

7. Minor

- Identify the structure of minor scales
- Differentiate between major and minor scales
- Notate pitches, rhythms, and solfège syllables in minor tonality

8. The Key

- Differentiate and identify major and minor key signatures
- Analyze key signatures in repertoire

9. Articulation

- Identify the common articulation marks found in music
- Practice and perform using proper articulation
- Notate pitches, rhythms, and articulations in a given audio example
- Compose a short piece using three different articulations

10. Unit 2 Composition Portfolio

- Compose a short piece of music combining concepts from Unit 1 and 2, including the notation of a melody using elements of pitch, rhythm, articulation, and musical expression
- Sing a composed melody with solfège and hand gestures, and play it on the virtual instrument

11. Musical Palette Unit Review

- Review melody, pitch, harmony, scales, key signatures, and articulations
- Prepare for the Musical Palette Unit Test

12. Musical Palette Unit Test

3. Instrument Family Reunion

1. Welcome to the Orchestra

- Identify the sections of an orchestra
- Identify the role of a conductor
- Play a musical selection using more than one instrumental sound

2. Strings

- Identify the timbre of stringed instruments
- Identify the instruments within the strings family
- Differentiate between bowed and plucked strings
- Identify string instruments from other cultures
- Sight-read and compose two-, three-, and four-measure musical examples

3. Woodwinds

- Identify the blowing techniques in woodwind instruments
- Identify the instruments within the woodwind family

- Compare western-classical instruments to woodwind instruments from other time periods and cultures
 - Sightread, notate, and/or compose a short musical example of 2–4 measures
4. Brass
 - Identify the material and blowing (vibrating) technique of brass instruments
 - Identify the instruments within the brass family
 - Describe traditional uses for brass instruments
 - Sightread, notate, and compose a melody
 5. Percussion
 - Identify the instruments within the percussion family
 - Differentiate between pitched and non-pitched percussion
 - Sightread and notate six measures of timpani music in bass clef
 - Compose short rhythm patterns at varying tempos
 6. Keyboards
 - Identify the history of keyboard instruments
 - Differentiate between mechanisms in piano and harpsichord
 - Identify the instruments within the keyboard family
 - Sightread five measures of piano music
 - Notate a brief musical passage as performed by a pianist
 7. Electronic Instruments
 - Describe programming and how it is used in electronic instruments
 - Identify common devices that also serve as electronic instruments
 - Sightread a short musical example
 - Compose a short musical selection using sampled water sounds
 8. The Band
 - Identify standard instruments found in a wind ensemble
 - Compare and contrast the orchestra and marching band
 - Sightread and notate a short musical example
 9. Composition Portfolio
 - Compose a short piece of music with instrumentation and musical elements inspired by descriptive titles
 10. Instrument Family Reunion Unit Review
 11. Instrument Family Reunion Unit Test

4. **Traveling Through Time: A Musical Journey**

1. Introduction to Music History
 - Identify and understand the style periods of western classical music
2. Early Western Classical Styles
 - Identify important composers and styles from the Renaissance era
 - Differentiate between sacred and secular music
 - Identify the Mass
 - Compose a short melody of four to eight measures in the Renaissance style of music

3. Baroque I
 - Identify key elements that began the Baroque style
 - Identify important composers and styles from the Baroque period
4. Baroque II
 - Identify important composers and pieces from the Baroque period
 - Identify the musical form cantata
 - Identify compositional structure of a fugue
 - Compose a short variation of a fugue theme
5. Classical I
 - Describe the transitional elements from the Baroque style to the Classical style
 - Identify important composers and pieces from the Classical period
 - Identify and demonstrate the concerto in the Classical period
6. Classical II
 - Identify important composers and styles from the Classical period
 - Identify the classical symphony and its structure
7. Romantic I
 - Describe the transitional elements from the classical style to the Romantic style
 - Identify important composers and pieces from the Romantic period
 - Analyze the use of word painting in standard repertoire
 - Compose a short melody that includes word painting
8. Romantic II
 - Identify important composers and styles from the Romantic period
 - Identify compositional styles used during the Romantic period
 - Analyze and describe a standard tone poem
9. Modern
 - Describe how Modern techniques evolved
 - Identify and understand avant-garde and Futurism music and concepts
 - Understand the musical concepts of John Cage
10. Modern II
 - Describe development of minimalism
 - Identify minimalist music
 - Explore modern compositional techniques by studying Steve Reich and Philip Glass
11. Traveling Through Time: A Musical Journey Review
12. Traveling Through Time: A Musical Journey Test

Discovering Music II



Discovering Music II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Designed for students in grades 3–5, this course builds on fundamental musicianship skills introduced in Discovering Music I. Aligning to the National Core Arts Standards, the course teaches the student to explore new concepts in rhythm and notation, as well as improve listening, notation, analysis, performance, and improvisation skills. The student will use a basic understanding of the orchestra to explore instrumentation and orchestration in more depth, and analyze compositional style from a range of periods. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Discovering Music I is a prerequisite for this course.

Course Outline

1. **Rock-Solid Rhythm**

1. Back to the Basics

- Review the note values, rests, and meters learned previously
- Recognize note values and rests by sight and by sound and demonstrate understanding through use in musical performance and composition
- Compare the value in beats of different rhythmic patterns
- Check rhythmic notation for incomplete measures and make them complete
- Compose and perform rhythmic notation

2. Short and Sweet

- Recognize sixteenth notes and use them in reading and performing rhythmic patterns
- Combine sixteenth notes with other note values and rests to compose and play a variety of rhythmic patterns
- Compare the value in beats of different rhythmic patterns, including those with sixteenth notes
- Check rhythmic notation for incomplete measures and make them complete
- Demonstrate subdividing the beat

3. Getting in Groups

- Recognize eighth rests and sixteenth rests

- Identify new rhythmic figures containing sixteenth notes and eighth notes
 - Compare rhythmic figures and patterns of different lengths
 - Demonstrate correct use of new rhythmic figures in performance
4. Connecting the Dots
 - Recognize dotted quarter notes and use them in reading and performing rhythmic patterns
 - Compare the value in beats of different rhythmic patterns, including those with dotted quarter notes
 - Check rhythmic notation for incomplete measures and make them complete
 5. Off the Beaten Path
 - Identify syncopation in music
 - Demonstrate understanding of syncopation through listening, reading, and playing syncopated rhythms
 - Identify the ragtime style of music
 - Describe a musical style with syncopation and compose story elements to go along with it
 6. Swing It
 - Identify the style, sound, and feel of swing
 - Demonstrate understanding of the swing style through listening, reading and improvising swing rhythms
 - Compare rhythms performed straight and in a swing style
 7. A Different Kind of Time
 - Explain compound meter
 - Perform rhythmic notation in compound meter
 8. Rock-Solid Rhythm Unit Review
 - Review all previous concepts and objectives for Unit 1
 9. Rock-Solid Rhythm Unit Test

2. Musical Tapestry

1. Which Pitch?
 - Memorize the location of pitches on the grand staff
 - Develop an expanded reading range above and below the grand staff through ledger lines
2. Intervals
 - Memorize intervals visually and aurally
3. A Major Mood
 - Memorize the major scale pattern
 - Construct major scales and identify tonic, subdominant, and dominant tones within the scale
 - Check notation of major scales for accuracy
 - Describe mood in music
 - Map ascending and descending direction of notes within a major melody
4. A Minor Mood
 - Memorize the minor scale pattern
 - Construct minor scales and identify tonic, subdominant, and dominant tones within the scale
 - Check notation of minor scales for accuracy
 - Describe mood in music
 - Map ascending and descending direction of notes within a minor melody
5. The Keys, Please
 - Identify and memorize key signatures

- Recognize the relationship between key signatures in the circle of fifths
 - Analyze music to distinguish related key signatures as major or minor
6. Three of a Kind
 - Define triads and classify their quality
 - Recognize triads visually and aurally
 - Construct triads
 7. Composition/Improvisation Portfolio
 - Use the major and minor scales to compose and improvise in musical phrases
 8. Following the Leader
 - Recognize a common chord progression visually and aurally
 - Describe the sound and feel of chord tension and resolution
 9. Musical Tapestry Unit Review
 - Review all previous concepts and objectives for Unit 2
 10. Musical Tapestry Unit Test
3. **Colors of the Orchestra**
 1. Instrument Families
 - Recognize instrument families aurally and visually
 - Organize instruments into families
 - Distinguish between sounds of individual instruments
 - Distinguish types of ensembles through aural recognition
 2. Bring the Strings!
 - Recognize string instruments visually and aurally
 - Describe sound characteristics and physical features of individual instruments in the string family
 - Organize instruments in the string family by voice range
 3. Woodwinds
 - Recognize woodwind instruments visually and aurally
 - Describe sound characteristics and physical features of individual instruments in the woodwind family
 - Organize instruments in the woodwind family by single or double reed
 - Compose a variation of a melody
 4. Brass
 - Recognize brass instruments visually and aurally
 - Describe sound characteristics and physical features of individual instruments in the brass family
 - Compare voice ranges of instruments in the brass family and organize instruments from low to high
 5. Percussion
 - Recognize percussion instruments visually and by description
 - Describe sound characteristics, physical features, and construction of percussion instruments
 - Classify instruments of the percussion family as pitched or nonpitched
 - Identify roles of percussion instruments in different types of ensembles
 - Improvise a rhythm section with percussion instruments
 6. Keyboard
 - Describe the development of keyboard instruments throughout history
 - Describe the role of keyboard instruments in ensembles and as a solo instruments

- Recognize keyboard instruments aurally and by description
 - Compare the classification of keyboard instruments in different instrument families
7. The Art of Arranging
 - Define arranging and describe considerations of instrumentation
 - Analyze instrumentation of repertoire
 - Arrange music for multiple instruments
 8. The Role of the Conductor
 - Describe the role of the conductor
 - Describe the development of the role of the professional conductor
 - Execute basic conducting patterns
 9. Composition Portfolio
 - Compose music for multiple instruments using a variety of musical elements, including pitch, rhythm, dynamics, articulation, and key
 - Make external associations with instruments
 10. Colors of the Orchestra Unit Review
 - Review all previous concepts and objectives for Unit 3
 11. Colors of the Orchestra Unit Test

4. Musical Makings

1. Composer Spotlight: The Baroque Period
 - Describe the influences and ideals of the Baroque period
 - Identify George Frideric Handel as a major figure of the Baroque period and describe his contributions
 - Examine repertoire for characteristics of Baroque style
2. Composer Spotlight: The Classical Period
 - Describe the influences and ideals of the Classical period
 - Identify Wolfgang Amadeus Mozart as a major figure of the Classical period and describe important works
 - Examine repertoire for characteristics of Classical style
3. Composer Spotlight: The Romantic Period
 - Describe the transitional time between the Classical and Romantic periods
 - Identify Franz Schubert and Johannes Brahms as major composers of the Romantic period
 - Compare characteristics from different style periods
 - Examine repertoire for characteristics of Romantic style
 - Compose in the style of the Romantic lied
4. Composer Spotlight: The Twentieth Century
 - Describe reactions to the Romantic period that led to Impressionism
 - Describe the influence and style of the music of Claude Debussy and Maurice Ravel
 - Compare the music of Debussy and Ravel with art from the same period
 - Examine repertoire for Impressionist characteristics
5. Composer Spotlight: Atonality
 - Identify compositional characteristics in works by composers from the twentieth and twenty-first centuries
 - Describe atonality and Arnold Schoenberg's style of 12-tone music
 - Compose music using Schoenberg's concept of the tone row
6. Musical Makings Unit Review

- Review all previous concepts and objectives for Unit 4

7. Musical Makings Unit Test

Discovering Music III



Discovering Music III

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Designed for students in grades 3–5, this course enhances the student's knowledge of musical cultures as he or she discovers a musical identity. Aligning to the National Core Arts Standards, this course provides the student with engaging opportunities to combine musical knowledge with an exploration of different art forms to create new personal works. The student will apply foundational knowledge of music to a variety of musical styles and cultures. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Discovering Music I and Discovering Music II are prerequisites for this course.

Course Outline

1. Creative Foundations

1. Back to the Top
 - Classify music according to its music style
 - Identify the role musicians play in society today and through history
2. Rhythmic Precision
 - Differentiate between multiple rhythmic values
 - Perform a variety of rhythmic patterns
3. Accenting Rhythms
 - Compose a work using a variety of rhythmic values
4. Silence Is Golden
 - Identify notation for rests
 - Play and sing different rhythmic patterns that incorporate a variety of rests
 - Differentiate among multiple rhythmic values
5. The Grand Staff
 - Identify notes on the grand staff
 - Label the clefs on the grand staff
 - Perform a variety of melodic patterns

6. One Step at a Time
 - Identify a half step visually and aurally
 - Differentiate enharmonic spellings
 7. Major Keys
 - Construct a major scale
 - Differentiate between whole steps and half steps visually and aurally
 8. Scale Singing
 - Construct scales using appropriate solfège and hand signs
 - Perform using correct solfège and hand signs
 9. The Key Signature
 - Perform a work that changes key
 - Identify key signatures
 - Construct major scales based on key signatures
 10. Minor Keys
 - Analyze the quality of minor scales aurally
 - Construct minor scales based on their key signature
 - Identify major and minor parallels
 11. Making Melodies
 - Identify tools composers use to create melodies
 - Analyze the components of a compelling melody
 12. Melodic Master
 - Analyze artistic intentions through a composition
 - Demonstrate advanced composition techniques
 - Create an original melody
 13. Creative Foundations Unit Review
 - Review Unit 1 topics
 14. Creative Foundations Unit Test
2. **Many Musical Roles**
1. Roles and Responsibilities
 - Describe the relationship between composer, performer, and listener
 - Compare and contrast different types of composers, performers, and listeners
 2. The Composer
 - Describe the relationship between the composer and the audience
 - Identify the questions a composer may ask him/herself while composing
 - Compose a piece of music based on given criteria
 3. The Performer
 - Identify the role of the performer in the musical community
 - Compare performances of a composition
 4. The Listener
 - Describe the role of the listener
 - Identify characteristics of a sophisticated listener
 - Critique musical compositions from a compositional and performance standpoint
 5. Musical Careers
 - Identify job opportunities related to music

6. Inspiration
 - Define and explain the term muse
 - Analyze music to determine inspiration
7. A Musical Society
 - Describe the importance of music in other art forms
 - Describe the history of music patronage
 - Compose a piece of music based on given criteria
8. The Role of Improvisation
 - Describe the role of improvisation to each musician
 - Identify the necessary skills for an improviser
 - Improvise a composition to accompany a scene
9. Many Musical Roles Unit Review
 - Review Unit 2 topics
10. Many Musical Roles Unit Test

3. Musical Influences

1. You Be the Judge
 - Compare and contrast objective and subjective judgments
2. Everyone's a Critic
 - Describe the role of a critic
 - Evaluate a musical performance
3. Fusing Music
 - Describe fusion in music
 - Use the voice to create an example of fusion
4. Innovation
 - Describe tradition as it relates to musical culture
 - Identify elements of innovation in music
 - Transform an existing melody into an innovative composition
5. Against the Grain
 - Describe the role of the Doctrine of the Affections in Baroque music
 - Describe contributions by composers who did not conform to rules
6. Art Inspired
 - Describe the influence of art on music
 - Analyze the imagery used in Mussorgsky's Pictures at an Exhibition
 - Compose a piece of music based on given criteria
7. Impressionism
 - Describe characteristic traits of Impressionist music and art
 - Improvise a composition inspired by art
8. Twentieth-Century Web
 - Describe characteristics of different genres of music from the 20th century
 - Create a Futurist composition
9. Technology and Music
 - Compare differences in current and older technology
10. MIDI

- Describe the use of MIDI in music

11. Lyrics

- Describe the structure of lyrics
- Deduce and outline song structure from the analysis of song recording
- Identify and describe the use of chosen music elements that express the mood of a given set of lyrics

12. Writing Lyrics

- Create a set of lyrics following a rhyme scheme

13. Musical Influences Unit Review

- Review Unit 3 topics

14. Musical Influences Unit Test

4. **A Musical Community**

1. Musical Meditation

- Describe reasons people listen to music other than for enjoyment
- Describe the meditative process as it relates to music
- Compose lyrics for an existing melody

2. Music and Language

- Identify the origin of a piece of music based on characteristics
- Describe musical “grammar and vocabulary” or characteristics of select music forms and genres
- Compose a series of call-and-response musical phrases

3. Music and Culture

- Describe how the purpose of music differs across cultures
- Describe ethnomusicology
- Identify how cultural traditions influence composers

4. Folk Forms

- Describe instruments used in folk music from different cultures
- Respond to music with art that represents characteristics of that music

5. Evolution of Rock

- Describe the evolution of rock music
- Analyze images that show the cultural style of rock
- Sightread lead guitar and rhythm melodies from rock music

6. Cultures Today

- Describe characteristics of electronic and hip-hop music
- Play a melody using a synthesizer

7. Your Own Drum

- Develop criteria for assessing different musical works
- Analyze likes and dislikes about a given musical work

8. Recording the Future

- Describe how music has been distributed over the last 100 years
- Describe the evolution of rock and classical music
- Play a song by ear using the virtual instrument

9. A Musical Community Unit Review

- Review Unit 4 topics

10. A Musical Community Unit Test

Experiencing Music I



Experiencing Music I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

This course is designed for students in grades K-2 and explores differences between music and everyday sounds, and also how the body hears and responds to music. Aligning to the National Core Arts Standards, the course introduces skills that assist the student in making music individually and with another person. The student will identify instrument characteristics and sounds and begin to consider the way music of the student's own culture might sound different to a person from another culture. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience.

1. Music and Me!

1. What Is Music?
 - Differentiate between sounds in everyday life and musical patterns, highlighting aspects unique to music such as organized rhythmic patterns and recognizable melodies
 - Execute a steady beat through clapping and snapping along with a recording
2. Move to the Beat!
 - Explore ways in which the body responds to, listens to, and creates music
 - Perform a steady beat on a musical instrument
 - Demonstrate full body movement while warming up
3. Getting the Rhythm!
 - Explore ways in which the body responds to, listens to, and creates music
 - Practice a variety of activities to begin developing skills relating to the following: responding to a visual cue, responding to an auditory cue, singing individually, and singing with another person
 - Sing ta and ti rhythm patterns
 - Improvise a rhythm around a steady beat
4. Time to Sing!
 - Explore ways in which the body responds to, listens to, and creates music
 - Practice a variety of activities to begin developing skills relating to the following: responding to a visual cue, responding to an auditory cue, performing individually, and performing with another person

- Perform a simple melody, synchronized to a steady beat alongside a recording (matching tempo, pulse, and simple pitch variations by singing/playing)
 - Perform a scale on the Virtual Xylophone
5. Making Music Together!
- Explore ways in which the body responds to, listens to, and creates music
 - Practice a variety of activities to continue developing skills relating to the following: responding to a visual cue, responding to an auditory cue, performing individually, and performing with another person
 - Perform a simple melody, matching tempo, rhythm, and simple pitch variations
 - Perform “Hot Cross Buns” using the Virtual Xylophone and voice
6. Music and Me! Unit Review
- Review all previous concepts and objectives for Unit 1
7. Music and Me! Unit Test

2. Fast and Slow, Stop and Go

1. Getting the Beat!
- Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Practice and perform a steady beat using ta
 - Sing a melody along with a rhythmic pattern
2. Breaking It Down
- Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Identify rhythmic patterns using ta and ti-ti
 - Create rhythmic patterns using ta and ti-ti
3. Taking a Rest
- Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Recognize craft-stick notation for ta, ti-ti, and rest
 - Perform a nursery rhyme in rhythm
4. Rhythms on the Virtual Xylophone
- Develop a degree of motor control (stop and go) as a precursor for performance of simple rhythmic patterns on an instrument
 - Recognize craft-stick notation for ta, ti-ti, and sh
 - Perform rhythmic patterns using ta, ti-ti, and sh on the Virtual Xylophone
 - Compose rhythmic patterns with melodies
5. Slow as a Tortoise
- Recognize and perform craft-stick notation for ta, ti-ti, and rest on the Virtual Xylophone
 - Identify different tempos
 - Connect tempo to mood and emotion
 - Compose and play a song with a slow tempo
6. Fast as a Hare!
- Recognize and perform craft-stick notation for ta, ti-ti, and rest on the Virtual Xylophone
 - Identify different tempos
 - Connect tempo to mood and emotion
 - Compose and play a song with a fast tempo

7. Changing Tempos
 - Recognize and perform craft-stick notation for ta, ti-ti, and rest on the Virtual Xylophone
 - Recognize changes in tempo both among different compositions and within a composition
 - Compose and play a composition with tempo changes on the Virtual Xylophone
8. Fast and Slow, Stop and Go Unit Review
 - Review all previous concepts and objectives for Unit 2
9. Fast and Slow, Stop and Go Unit Test

3. High and Low, Loud and Soft

1. Notes on a Ladder
 - Identify, sing, and play C (do) on the Virtual Xylophone
 - Perform rhythmic patterns using ta, ti-ti, and sh/rest
 - Compose a one-note song for the Virtual Xylophone
2. High and Low
 - Differentiate sounds that are higher and lower in pitch in relation to each other
 - Identify, sing, and play D (re) on the Virtual Xylophone
 - Compose and perform a two-note melody on the Virtual Xylophone
3. Loud and Soft
 - Define and recognize changes in dynamics
 - Identify, sing, and play E (mi) on the Virtual Xylophone
 - Perform "Mary Had a Little Lamb" on the Virtual Xylophone
 - Compose and perform a three-note melody on the Virtual Xylophone
4. A Little Bit Loud
 - Recognize changes in dynamics
 - Identify, sing, and play F (fa) on the Virtual Xylophone
 - Perform a song on the Virtual Xylophone
 - Improvise a four-note melody on the Virtual Xylophone
5. A Little Bit Soft
 - Demonstrate changes in dynamics
 - Identify, sing, and play G (sol) on the Virtual Xylophone
 - Recognize dynamics differences in a classical rep composition
 - Sing and perform "Jingle Bells" on the Virtual Xylophone
6. Twinkle, Twinkle, Little Star
 - Demonstrate changes in dynamics
 - Identify, sing, and play A (la) on the Virtual Xylophone
 - Recognize dynamic, tempo, and pitch differences in a classical rep composition
 - Sing and perform "Twinkle, Twinkle, Little Star" on the Virtual Xylophone
 - Compare and contrast the same rhythmic pattern played on different pitches
7. A Full Scale
 - Demonstrate changes in dynamics
 - Identify, sing, and play B (ti) and C (do) on the Virtual Xylophone
 - Recognize dynamic, tempo, and pitch differences in a classical rep composition
 - Sing and perform "Three Blind Mice" on the Virtual Xylophone
 - Compose several songs using different pitches with the same rhythmic pattern
8. High and Low, Soft and Loud Unit Review
 - Review all previous concepts and objectives for Unit 3

9. High and Low, Soft and Loud Unit Test

4. **Music Around The World**

1. Starting a Trip Around the World
 - Describe beat, rhythm, tempo, dynamics, and the scale
 - Analyze a performance of "Are You Sleeping?"
 - Compose and perform a song about a sleeping animal
2. Rhythms of Latin America
 - Execute fine motor movement while performing rhythmic patterns on an instrument
 - Compare and contrast songs from different cultures using the same melody
 - Create a set of maracas
 - Improvise a rhythmic accompaniment to a song
3. Asian Music and Drama
 - Compare and contrast uses of a single melody in different cultures
 - Create a traditional Noh theatre mask
 - Perform a dance to traditional Japanese music
4. Exploring Europe
 - Describe how emotions are expressed through and connected to music
 - Identify the waltz beat
 - Compose and perform a melody for a waltz
5. Arriving in Australia
 - Identify instruments from various cultures
 - Build and create sounds with a didgeridoo
 - Compose and perform an original composition about an animal
6. African Music Adventure
 - Perform multiple rhythmic patterns over the same beat
 - Create a dance to a traditional African beat and instrument
7. Share Your Own Culture
 - Describe the student's family and culture
 - Compare and contrast various cultures
 - Compose and perform a song about the student's own culture
8. Unit Review
 - Review all previous concepts and objectives for Unit 4
9. Music Around the World Unit Test

Experiencing Music II



Experiencing Music II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

This course is designed for students in grades K-2 and introduces basic components of music: melody and rhythm. Aligning to the National Core Arts Standards, the course teaches the student to explore an individual voice by creating beats and rhythms. In addition, the student will use critical listening skills to analyze music while participating in interactive experiences. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience.

1. Singing, Moving, and Shaking!

1. Music Is Everywhere!
 - Recognize the difference between everyday sounds and sounds that create musical pieces or songs
2. I Can Use Different Voices!
 - Discriminate between the four ways humans use the voice: calling, singing, speaking, and whispering
3. Beat or Rhythm?
 - Create and model the differences between a steady beat and a rhythm pattern
4. Putting It All Together!
 - Arrange rhythm, sound, and voice patterns and phrases to create an original song
5. Making a Melody
 - Arrange rhythm patterns and sounds to create an original song
6. I'd Like to Write a Song!
 - Compose a short composition using the elements of rhythm and melody
7. How Many Are Coming for Dinner?
 - Identify and categorize singers into a solo, duet, or chorale
8. I Can Sing!

- Recognize and understand how to sing properly using breath control
- 9. Singing, Moving, and Shaking! Unit Review
 - Review all previous concepts and objectives for Unit 1
 - Take the unit test
- 10. Singing, Moving, and Shaking! Unit Test
 - Review all previous concepts and objectives for Unit 1
 - Take the unit test

2. **A Musical Adventure!**

1. Seeing the Big Picture
 - Identify a few of the visual elements of basic music notation
2. Staircases in the House
 - Identify and show synthesis of steps and skips on the music staff through listening and visual exercises
3. Treasure Hunt
 - Review and accurately select music symbols
 - Compare music to a road map
4. Sol and Mi Buddies!
 - Demonstrate solfège pitches sol and mi by singing and signing them
5. A Maze of Melodies
 - Demonstrate solfège hand signs and recognize the pitches they represent
6. Rhythm
 - Design rhythms using pictorial symbols and direction placement
 - Demonstrate knowledge of short and long rhythms through illustration
7. Destination Island
 - Create a musical composition putting together all of the concepts learned so far
8. A Musical Adventure! Unit Review
 - Review all previous concepts and objectives for Unit 2.
 - Take the unit test
9. A Musical Adventure! Unit Test
 - Complete Unit 2 Test

3. **High, Low, Loud, Soft!**

1. How Low Can You Go?
 - Distinguish low sounds played by specific instruments of the orchestra through critical listening
2. Up, Up, and Away!
 - Distinguish aurally and describe high sounds played by instruments of the orchestra
3. Putting Them Together
 - Compare and contrast high and low sounds and select and categorize sounds into those two categories
4. Shh . . . Did You Hear That?
 - Examine how instruments make soft sounds
 - Relate soft sounds to high and low sounds as found in the orchestra
5. Quiet Down, It's Loud in Here!

- Identify how instruments make loud sounds
- 6. Which One Is It: Soft or Loud?
 - Diagram soft and loud songs using a graphic organizer
- 7. What's that Sound?
 - Demonstrate an understanding of instrument timbre
- 8. High, Low, Loud, Soft! Unit Review
 - Review all previous concepts and objectives for Unit 3
 - Take the unit test
- 9. High, Low, Loud, Soft! Unit Test
 - Assess unit skills and concepts

4. Sound Familiar?

1. You and Me in the USA: Music and Culture
 - Sing various folk songs from the United States
 - Identify steady beat and various rhythms in the songs
 - Examine and explore the culture of the United States by connecting American culture through literacy and music
2. China: Rhythms and Rhymes
 - Examine and explore the instruments of China and Chinese culture through literacy and music
 - Compare the differences between two songs from contrasting cultures
3. African Music and Culture
 - Use body percussion to perform rhythms in an African song
 - Recognize the difference between loud and soft sounds in an African folk song
 - Examine and explore the culture of Africa through literacy and music
4. We're Not That Different After All!
 - Summarize this unit by comparing and contrasting the three different cultures and songs from United States, China, and Africa
 - Synthesize previous music concepts from other units into this lesson including the following: high/low, loud/soft, short/long, and use of dynamic terms piano and forte
 - Critically listen and analyze three songs from around the world
5. Sound Familiar? Unit Review
 - Review all previous concepts and objectives for Unit 4
 - Take the unit test
6. Sound Familiar? Unit Test
 - Complete the Unit Test for Unit 4

Experiencing Music III



Experiencing Music III

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

This course is designed for students in grades K-2 and deepens the student's understanding of the roles musicians play in today's society. Aligning to the National Core Arts Standards, this course uses dynamic media to help the student discover a musical identity while expanding knowledge of the foundations of music. The student will apply foundational knowledge to different musical styles and literature. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience.

1. Creative Foundations

1. Making Music
 - Differentiate between music and sounds
 - Produce a steady beat
2. Get the Rhythm
 - Differentiate beat and rhythm
 - Play and sing a variety of rhythmic patterns
3. Quarter Notes
 - Identify notation for quarter notes
 - Identify quarter notes in audio
 - Play and sing quarter notes with a steady beat
 - Write notation for quarter notes
4. Two Eighths for a Quarter
 - Identify notation for eighth notes
 - Describe eighth notes in relation to quarter notes
 - Play and sing a variety of rhythmic patterns
 - Identify notation for a variety of rhythmic patterns
5. Two Quarters Make a Half
 - Identify notation for half notes
 - Describe half notes in relation to quarter notes
 - Play and sing a variety of rhythmic patterns
 - Write notation for a rhythmic pattern
6. Two Halves Make a...
 - Identify notation for whole notes

- Describe whole notes in relation to half, quarter, and eighth notes
 - Describe four-four time
 - Play and sing a variety of rhythmic patterns
7. A Short Stop or a Long Nap?
- Identify notation for rests
 - Describe rests in relation to lengths of time
 - Write notation for a variety of rhythmic patterns
 - Play a variety of rhythmic patterns
8. A Tree of Music
- Differentiate whole notes, half notes, quarter notes, and eighth notes on a note tree
 - Differentiate whole rests, half rests, and quarter rests on a note tree
9. Pitch Perfect
- Define pitch and melody
 - Identify steps and skips in a variety of melodies
 - Play a melody with steps and skips
10. A Musical Roller Coaster
- Identify ascending and descending motion in a variety of melodies
 - Analyze melodic contour in a variety of melodies
 - Sing and play a variety of melodic contours
11. Making Choices: Fast or Slow
- Describe tempo in musical composition
 - Interpret creative choices in compositions
 - Play a variety of rhythms with different tempos
12. Making Choices: Loud or Soft
- Describe dynamics in musical compositions
 - Interpret creative choices in compositions
 - Compose a song about weather
13. Creative Foundations Unit Review
- Review all previous concepts and objectives for Unit 1
14. Creative Foundations Unit Test
- 2. A Musician's Role**
1. Starting the Scale
- Demonstrate knowledge of solfège through hand signals
 - Correctly locate pitches on a scale
 - Play and sing melodies using do, re, and mi
2. Sol Fa Away
- Demonstrate knowledge of solfège through hand signals
 - Correctly locate pitches on a scale
 - Sing melodies using do, re, mi, fa, and sol
3. Back to the Start
- Demonstrate knowledge of solfège through hand signals
 - Correctly locate pitches on a scale
 - Play a melody using the full C-major scale
4. Creating Music

- Describe the role of a composer
 - Describe how a composer uses elements of music to communicate with others
 - Compose a melody for another person to perform
5. Taking the Stage
 - Describe the role of a performer
 - Analyze dynamic and tempo markings
 - Interpret and perform a melody according to dynamic and tempo markings
 6. Responding to Music
 - Describe the role of the listener
 - Compare and contrast the roles of composer, performer, and listener
 - Evaluate responses to music performances
 7. Exploring Context
 - Describe how context affects the way a composer, performer, and listener interpret music
 - Compose a piece of music to accompany a film
 8. Responding Through Composition
 - Analyze the context of a musical composition
 - Perform a musical composition
 - Compose a new piece in response to an existing one
 9. Composing and Performing
 - Describe elements of music
 - Compose and perform original music
 - Evaluate and revise a musical composition
 10. A Musician's Role Unit Review
 - Review all concepts and objectives for Unit 2
 11. The Musician's Role Unit Test
- 3. The Art of Music**
1. Making Music from Images
 - Describe how art influences music.
 - Evaluate how a composition evokes visual art.
 2. Music and Storytelling
 - Compare and contrast telling stories through words and telling stories through music.
 - Analyze a composition as it relates to and reflects a story.
 - Write a musical composition based on a story
 3. Dance to the Music
 - Describe the connection between dance and music
 - Compose music based on a type of dance
 4. If It Isn't Baroque...
 - Describe characteristics of Baroque art and music.
 - Compose and perform a melody with a set ostinato.
 5. A Love of Nature
 - Describe characteristics of Romantic art, music, and poetry
 - Compose a poem to accompany a selection of Romantic music
 6. Impressed with Impressionism
 - Describe characteristics of Impressionist art and music

- Compose and perform music inspired by Impressionist art

7. Express Yourself

- Describe characteristics of Expressionism
- Create Expressionist art
- Perform Expressionist music with a graphic score

8. Breaking the Mold

- Describe characteristics of Dadaism
- Create a collage expressing a reaction to Dadaist music

9. The Sounds of the Future

- Describe characteristics of Futurism
- Create a Futurist composition

10. Keeping Things Simple

- Describe characteristics of Minimalism
- Perform a Minimalist composition

11. Music in Response to Art

- Analyze a piece of visual art
- Create a musical composition inspired by visual art
- Evaluate personal work and artistic process

12. Creating Art in Response to Music

- Analyze a song's use of elements of music
- Create visual art inspired by a song
- Evaluate personal work and artistic process

13. The Art of Music Unit Review

- Review all concepts and objectives for Unit 3

14. The Art of Music Unit Test

4. Musical Cultures

1. Discovering Musical Culture

- Identify components of musical culture
- Describe the importance of studying music to preserve culture

2. Sharing Music the Old-Fashioned Way

- Describe characteristics of folk music
- Analyze a folk composition
- Play a folk song

3. Cool Jazz

- Describe characteristics of jazz
- Analyze a jazz composition
- Improvise rhythms around a jazz beat

4. Free Swinging Beats

- Describe characteristics of swing music
- Respond to swing music through dancing
- Play swing rhythms

5. Down with the Blues

- Describe characteristics of blues
- Analyze a blues composition

- Compose and perform a blues song to a beat
 - Perform a blues rhythm
6. Country Crooning
 - Describe characteristics of country music
 - Analyze a country music composition
 - Improvise a country song
 7. Rocking Out
 - Describe characteristics of rock music
 - Identify lead and rhythm guitar in rock music
 - Improvise with the voice over rock and roll rhythms
 8. Get the Beat with Hip-Hop
 - Describe characteristics of hip-hop music
 - Analyze a hip-hop composition
 - Compose and perform a hip-hop song
 9. Experimenting With Electronic Music
 - Describe characteristics of electronic music
 - Create an electronic music composition
 10. Your Musical Autobiography
 - Create a musical autobiography analyzing musical identity
 11. Musical Cultures Unit Review
 - Review all concepts and objectives for Unit 4
 12. Musical Cultures Unit Test

Exploring Music I



Exploring Music I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Designed for students in grades 6–8, this course teaches fundamental musicianship skills approached from a Western-Classical style, while aligning to National Core Arts Standards. The course challenges the student to improve listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience for the student. Audio, visual, and interactive technologies, this course provides a unique and advanced learning experience.

1. Feel the Pulse

1. What Is Music?
 - Identify and define music and its components
 - Examine the various tools you will use to read, write, perform, and analyze music
 - Analyze musical elements in selected examples
2. Rhythmic Groove
 - Identify and define durational symbols of sound (notes)
 - Perform rhythmic patterns containing a variety of notes
 - Identify tools that assist musicians in performing music
3. Dividing Beats
 - Identify division of note duration
 - Perform rhythmic patterns containing eighth and sixteenth notes
4. Silence, Please!
 - Identify and define durational symbols of silence (rests)
 - Perform rhythmic patterns containing a variety of rests
 - Consider why a composer would use silence in a piece of music
5. Dots and Ties
 - Identify dots and ties and explain how they modify the duration of notes and rests
 - Describe syncopation and perform syncopated rhythms accurately
 - Compose, perform, and dictate rhythmic patterns containing dots and ties

6. What Time Is It?
 - Organize durational symbols into various time signatures.
 - Distinguish between duple, triple, and quadruple meter.
 - Analyze a single song in different time signatures.
7. Turn Up the Volume!
 - Identify and define terms and symbols relating to volume (dynamics) in music
 - Compare and contrast the way composers use dynamics to create a mood or atmosphere
 - Create a dynamic scheme for a familiar melody
8. Speed It Up a Little!
 - Identify and define terms of tempo
 - Aurally distinguish between various tempi
9. Feel the Pulse Review
 - Review all previous concepts and objectives for Unit 1
10. Feel the Pulse Unit Test
 - Identify and describe key words and concepts presented in Unit 1
 - Evaluate students' ability to apply skills and concepts presented in Unit 1

2. Building Blocks

1. Compositional Tools
 - Identify and describe some of the tools composers use to express ideas
 - Consider various career paths a composer might choose
 - Compare the emotional effect of melodies in the course repertoire
2. Notating Pitch
 - Define pitch
 - Describe the correlation between pitch and the piano keyboard
 - Identify treble clef
3. About the Bass
 - Describe the correlation between pitch and the piano keyboard
 - Identify bass clef
 - Identify the grandstaff
4. Stepping Up
 - Identify and define accidentals, enharmonics, and steps
 - Perform accidentals in compositions
5. Major Scales
 - Identify the structure of a major scale using whole steps and half steps
 - Compose a major scale using whole steps and half steps
 - Differentiate both aurally and visually between half steps and whole steps
6. Singing It
 - Identify and define solfège and its usage in writing music
 - Apply solfège syllables to major scales
7. Minor Scales
 - Identify the structure of minor scales in terms of whole steps and half steps
 - Compose minor scales using whole steps and half steps
 - Compare the musical character of melodies in different modes
8. What Is the Key?

- Identify major and minor key signatures
- Interpret key signatures in course repertoire correctly
- Analyze relationships between parallel and relative keys

9. Making Melodies

- Identify the components of a pleasing melody
- Identify and define phrase and cadence
- Analyze melodies in the course repertoire

10. Do It Yourself

- Understand and analyze the necessary components to construct a melody
- Compose a piece of music emphasizing melody

11. Texture

- Identify and define common types of musical texture
- Analyze various textures found in the course repertoire

12. Building Blocks Review

- Review all previous concepts and objectives for Unit 2

13. Building Blocks Unit Test

- Take the unit test

3. **What Is an Orchestra?**

1. What Is an Orchestra?

- Describe the orchestra
- Identify instruments and instrument families found in an orchestra
- Describe the role of a conductor
- Draw a seating chart for a modern orchestra

2. Strings

- Identify instruments that make up the string family
- Identify and describe sound production in string instruments
- Compare Western classical instruments to string instruments used in other cultures
- Aurally differentiate between high strings (violin) and low strings (cello or double bass)

3. Woodwinds

- Identify the instruments that make up the woodwind family
- Organize woodwind instruments according to sound production
- Critique the use of woodwind instruments in a composition

4. The Brass Family

- Identify instruments that make up the brass family and describe their sound production
- Aurally differentiate between high brass (trumpet) and low brass (trombone or tuba)
- Describe historical functions of brass instruments
- Compare the sound of a natural horn to that of a modern horn

5. The Percussion Family

- Identify instruments in the percussion family and describe their method of sound production
- Differentiate between pitched and nonpitched percussion
- Compare Western classical instruments to percussion instruments used in other cultures

6. Keyboard Instruments

- Identify instruments that make up the keyboard family and describe their history
- Compare the differences in sound production in various keyboard instruments (organ, harpsichord, piano)

- Support your opinion on having a piano play music originally written for harpsichord

7. Electronic Instruments

- Identify the history of electronic instruments
- Describe programming and how it is used in electronic instruments
- Identify the transformation of common devices into electronic instruments
- Discuss how today's computer technology could be applied to music composition

8. What Is an Orchestra? Review

- Review all previous concepts and objectives for Unit 3.

9. What Is an Orchestra? Unit Test

- Identify and describe the primary instruments and families within the orchestra
- Summarize the history of the orchestra and the families of instruments

4. **Time Travel**

1. Introduction to Music History

- Identify and describe the role of a musicologist
- Summarize the stylistic periods of Western classical music

2. Time to Sing

- Identify important composers and styles of the Renaissance
- Identify the parts of the Ordinary of the Mass
- Differentiate between sacred and secular music
- Compose a melody on a given text that demonstrates word painting

3. If It Ain't Baroque

- Identify and describe important elements of Baroque style
- Identify and define concerto grosso
- Draw a chart outlining the structure of a fugue

4. Bach Looms Large

- Identify the highlights of Bach's life and describe his contributions to music
- Compare and contrast Baroque opera and cantata

5. The Classical Period

- Identify important composers and styles of the Classical period
- Draw a diagram outlining sonata-allegro form

6. The Mozart Myth

- Identify highlights in Mozart's life and describe his musical contributions
- Compare and contrast characteristics of Baroque and Classical style

7. Beethoven

- Identify highlights of Beethoven's life and describe his contributions to music
- Give your appraisal of critics' remarks about Beethoven's Fifth Symphony

8. Isn't It Romantic?

- Identify important composers and styles of the Romantic era
- Analyze a Romantic lied for word painting

9. Entering the Twentieth Century

- Identify important composers and styles from the turn of the twentieth century
- Identify and define symphonic poem
- Compose a melody using a whole-tone scale

10. The Modern Period

- Identify important composers and styles from the early twentieth century
 - Discuss your thoughts on the future trends in music
11. Stylistic Composition Portfolio
- Compose a piece of music emphasizing melody
12. Time Travel Review
- Review all previous concepts and objectives for Unit 4
13. Time Travel Unit Test
- Take the Unit 4 test

Exploring Music II



Exploring Music II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Designed for students in grades 6–8, this course reviews and expands fundamental musicianship skills approached from a Western-Classical style, while aligning to the National Core Arts Standards. The student will review and expand basic skills and concepts of rhythm and notation that were introduced in Exploring Music I. The student will use classic repertoire to analyze compositional style and improve listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience. Exploring Music I is a prerequisite for this course.

1. Cool Pulsations

1. Get Started
 - Examine ways in which music impacts your life
 - Demonstrate an understanding of the elements that make up music
 - Examine the various tools used to read, write, improvise, and perform music
2. Rhythm—It’s Everywhere!
 - Identify a variety of rhythmic patterns using whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted notes, and corresponding rests
 - Compose a variety of rhythmic patterns using whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted notes, triplets, and corresponding rests
 - Play and sing a variety of rhythmic patterns using whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted notes, triplets, and corresponding rests
3. Dots and Ties
 - Identify the use of ties and dotted rhythms in select repertoire
 - Read, write, and perform music using ties, dotted rhythms, and syncopation
4. Meter—Make It Simple!
 - Distinguish between simple and compound meter
 - Compose and perform a variety of rhythmic patterns in a variety of meters

5. Say It This Way . . .
 - Identify a variety of tempo in music
 - Demonstrate an understanding of tempo vocabulary
 - Read and perform tempo variations in music
6. Speed It Up, Slow It Down
 - Identify ways in which tempo can change in a piece of music or within a given phrase of music
 - Identify ways in which dynamics can change in a piece of music or within a given phrase of music
 - Demonstrate tempo variations in performance
 - Demonstrate dynamic variations in performance
7. Cool Pulsations Unit Review
 - Review all previous concepts and objectives for Unit 1
8. Cool Pulsations Unit Test

2. **Absolute-ly**

1. Grand Staff
 - Review pitch fundamentals, including clefs and note names on the grand staff
 - Demonstrate reading pitches on the grand staff
2. Step Ladder
 - Review pitch fundamentals, including clefs and note names on the grand staff
 - Define half and whole step as it relates to piano keys
 - Aurally and visually determine the differences between whole and half steps
3. Major in This!
 - Identify the major scale pattern of whole steps and half steps
 - Construct major scales in various keys
 - Review the solfège system and syllables
 - Apply solfège syllables to the major scale
4. Minor Steps
 - Review the construction of a major scale
 - Review the minor scale pattern of half steps and whole steps
 - Differentiate between major and minor scales
 - Differentiate between the three forms of the minor scale
 - Describe a parallel minor scale and how it relates to the major scale
5. Find the Key
 - Differentiate and identify major and minor key signatures
 - Analyze key signatures in repertoire
6. Intervals
 - Identify intervals aurally and visually
 - Construct intervals above a given note
 - Analyze intervals in the melodies of course repertoire
7. Triads
 - Construct triads on each scale degree
 - Explain the importance of the tonic and dominant triads
 - Analyze selected triads in the course repertoire
8. Composition Portfolio
 - Compose an original melody

9. Absolute-ly Unit Review
 - Evaluate knowledge of musical concepts covered in this unit
10. Absolute-ly Unit Test

3. Stylistic Imprints

1. A Historical Journey
 - Explain the importance of studying music from a historical perspective
 - Examine how history has influenced the evolution of music over time
 - Understand the general characteristics and dates of Western classical style periods
2. Life and Times in the Middle Ages
 - Identify important musical styles and characteristics of music from the Medieval style period
 - Explain sociocultural practices that influenced the music in the Middle Ages
3. The Rebirth
 - Analyze music from the Renaissance style period
 - Identify important musical styles and characteristics of music from the Renaissance style period
 - Identify important composers from the Renaissance style period
4. Baroque Brilliance
 - Recognize sociocultural factors that influenced music from the Baroque style period
 - Identify important musical styles and characteristics of music from the Baroque style period
 - Identify important composers from the Baroque style period
5. Copy Me!
 - Identify fugal style and explain a fugue's main parts
 - Recognize parts of a fugue aurally
 - Learn important biographical information about Johann Sebastian Bach
 - Identify the harpsichord as an important Baroque keyboard instrument
6. It's Classic!
 - Recognize sociocultural factors that influenced music from the Classical style period
 - Describe the transitional elements from the Baroque style to Classical style
 - Identify important musical styles and characteristics of music from the Classical style period
7. The First Viennese School
 - Identify important composers from the Classical style period
 - Recognize the compositional styles of Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven
 - Analyze works composed in the Classical period by different composers
8. Bold Expressions
 - Recognize sociocultural factors that influenced music from the Romantic style period
 - Describe the transitional elements from the Classical style to Romantic style
 - Identify important characteristics of music from the Romantic style period
 - Identify important composers from the Romantic style period
9. Impress Me
 - Identify important musical characteristics from the Impressionist style period
 - Identify important composers who wrote in the Impressionist style period
 - Compose a melody using the whole-tone scale
10. A New Sound
 - Identify characteristics of styles from the Modern period
 - Identify important composers from the Modern period, including some American composers

- Describe elements of ragtime style and its use in social settings

11. Stylistic Imprints Unit Review

- Review all previous concepts and objectives for Unit 3

12. Stylistic Imprints Unit Test

- Identify and describe key words and concepts presented in Unit 3
- Evaluate students' ability to apply skills and concepts presented in Unit 3 • Evaluate students' ability to apply skills and concepts presented in Unit 3

4. **Architecturally Sound**

1. Organize Your Music

- Memorize intervals visually and aurally

2. Bach: Brandenburg Concerto No. 5

- Examine Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, as a representative work of its historical period, identifying key elements that make it so
- Identify the key rhythmic, melodic, and harmonic elements of Bach's Brandenburg Concerto No. 5 and investigate their use as organizing principles

3. Mozart: The Magic Flute I

- Examine Wolfgang Amadeus Mozart's The Magic Flute as a representative work of its historical period, identifying key elements that make it so
- Identify the key, rhythmic, melodic, and harmonic elements of The Magic Flute and investigate their use as organizing principles

4. Mozart: The Magic Flute II

- Examine Wolfgang Amadeus Mozart's The Magic Flute as a representative work of its historical period, identifying key elements that make it so
- Identify the key rhythmic, melodic, and harmonic elements of The Magic Flute and investigate their use as organizing principles

5. Schubert: Piano Trio No. 1

- Examine Franz Schubert's Piano Trio No. 1 in B-flat Major, op. 99, D. 898, as a representative work of its historical period, identifying key elements that make it so
- Identify the key rhythmic, melodic, and harmonic elements of Schubert's Piano Trio No. 1 and investigate their use as organizing principles

6. Brahms: Piano Concerto No. 2

- Examine Johannes Brahms's Piano Concerto No. 2 in B-flat Major, op. 83, as a representative work of its historical period, identifying key elements that make it so
- Identify the key rhythmic, melodic, and harmonic elements of Brahms's Piano Concerto No. 2 and investigate their use as organizing principles

7. Composition and Analysis Portfolio

- Compose an original piece of music
- Provide an analysis of musical elements in original composition

8. Architecturally Sound Unit Review

- Review all previous concepts and objectives for Unit 4

9. Architecturally Sound Unit Test

Exploring Music III



Exploring Music III

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Designed for students in grades 6–8, this course enhances the student's knowledge of musical cultures as he or she discovers a musical identity. Aligning to the National Core Arts Standards, this course provides the student with engaging opportunities to combine musical knowledge with an exploration of different art forms to create new personal works. The student will apply foundational knowledge of music to a variety of musical styles and cultures. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Exploring Music I and Exploring Music II are prerequisites for this course.

1. Creative Foundations

1. Back to the Top
 - Identify what elements make up music
 - Describe different types of music and what makes them similar
 - Identify the role musicians play in society today and throughout history
2. Writing a Groovy Beat
 - Articulate and produce a steady beat
 - Differentiate between whole notes, half notes, quarter notes, eighth notes, and sixteenth notes in simple rhythms
 - Sing a variety of rhythmic patterns
 - Identify and compare time signatures
3. Silence Is Golden
 - Identify rhythmic notation for rests
 - Play and sing different rhythmic patterns that incorporate a variety of rests
4. Staff Meeting
 - Identify notes across multiple staves
 - Compose a variety of melodic patterns
5. One Step at a Time

- Identify the difference between whole and half steps
- Apply pertinent vocabulary in the appropriate context
- Design melodies aligned with guidelines

6. Major Keys

- Describe the qualities of major and minor scales
- Construct a scale based on its key signature
- Identify key signatures

7. Minor Keys

- Describe the qualities of minor scales
- Construct minor scales based on their key signature
- Transform a scale into its parallel major or minor

8. Making Melodies

- Identify tools composers use to create melodies
- Analyze the components of a compelling melody

9. Major League

- Create major chords using provided criteria
- Identify the three notes necessary to create a major chord

10. Minor Changes

- Create minor chords using provided criteria
- Identify the three notes necessary to create a minor chord
- Compare the tonal qualities of minor and major chords

11. In Harmony

- Compose diatonic chord progressions using major and minor chords
- Analyze the relationship between scales and chords

12. Musical Communication

- Analyze a composer's artistic intentions through a composition
- Demonstrate advanced composition techniques
- Create an original work including melody and harmony

13. Unit 1 Review

14. Unit 1 Test

2. A Musician's Role

1. Different Roles

- Describe the relationship among the composer, performer, and listener
- Identify and describe the specific role of the composer, performer, and listener

2. The Composer

- Describe the relationship between the composer and the listener
- State questions a composer might consider while composing music
- Compose a piece of music based on a select criteria

3. Understanding the Performer

- Identify and describe the role of the performer in the music community
- Compare performances given by different musicians and identify which element each musician altered to make each performance

4. The Listener

- Identify characteristics of an active listener

- Conclude which listening habits are characteristic of active listening
 - Use active listening skills to identify distinct characteristics and features of a piece of music
5. Composing Your World
 - Identify possible sources of inspiration
 - Analyze and appraise objects, people, and events in your own life as possible inspirations for music compositions
 6. Enhanced Listening
 - Evaluate a musical composition with select criteria
 - Analyze program music for musical elements used by a composer to portray the stated story or mood of the music
 7. A Musical Society
 - Assess and evaluate the value of music to multimedia projects
 - Attribute descriptions to musical passages based on given criteria
 8. Spontaneous Compositions
 - Compare and describe the differences and similarities between the music material from a non-improvised passage and an improvised passage in a song
 - Improvise melodies based on a select criteria
 9. Unit 2 Review
 10. Unit 2 Test

3. The Art of Music

1. You Be the Judge
 - Understand how to compare and contrast musical works across time periods
 - Evaluate a musical performance
2. Everyone's a Critic
 - Create a personal set of criteria for evaluating music
 - Evaluate musical performances based on a personal set objective and subjective criteria
3. Apples and Oranges
 - Describe similarities or differences between works across genres
 - Understand how genres and idioms are defined by characteristics
4. Tradition vs. Innovation
 - Identify factors that drive innovation in music
 - Compose a piece of music based on given criteria
 - Describe how technology shapes music
5. Movers and Shakers
 - Predict future changes in the practice of music
 - Identify contributions made by individual composers
 - Perform a period piece of music
6. Impressionism
 - Compare multiple forms of art from the same period
 - Describe characteristic traits within a given period
7. Modernism
 - Match composers with music characteristic of their era
 - Describe how music relates to world events
8. Popular Music

- Develop criteria for evaluating popular music
 - Identify works that are characteristic of modern popular music
9. Current Artistic Communities
- Describe how different artistic communities influence one another
 - Identify social contributions of artistic communities
 - Improvise melodies within given criteria
10. Technology in Music
- Compare and contrast current and older technology
 - Identify how technology influences the arts
11. Artistic Influence
- Evaluate artistic works from different fields
 - Compare musical works from different eras
12. Derivative Works
- Evaluate works from a variety of artistic disciplines
 - Create a derivative work
 - Identify ways in which the arts are connected
13. Unit Review
14. Unit Test
- 4. Musical Cultures**
1. Purpose of Music
- Understand and evaluate personal uses of music
 - Develop criteria for assessing purposes of music
2. Music and Culture
- Describe how the purpose of music differs across cultures
 - Identify how cultural traditions influence composers
3. Music and Language
- Identify the origin of a piece of music based on its characteristics
 - Describe how culture influences creative works
4. Folk Forms
- Describe similarities of instruments from different cultures
 - Create improvised melodies over a given chord progression
 - Identify cultures associated with pieces of music
5. A Shared Heritage
- Analyze instrument designs across cultures
6. Cultures Today
- Describe the relationship between art and society
 - Understand characteristics of different genres of music
7. Your Own Drum
- Develop criteria for assessing different musical works
 - Analyze what you like or dislike about a given musical work
8. The Future of Music
- Predict the course of future music
 - Relate current events to future outcomes
 - Identify the role technology plays in musical advancement

9. Musical Cultures Review

- Review the learning objectives for the unit

10. Musical Cultures Test

- Assess understanding of the objectives of the Unit.

Living Music I



Living Music I

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Designed for students in grades 9–12, this course teaches fundamental musicianship skills from a Western-Classical approach, while aligning to National Core Arts Standards. The course challenges the student to improve listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience for the student.

1. Keeping Time: Understanding Rhythm

1. Welcome to Music
 - Identify the components that make up music
 - Examine the various tools with which you will be learning how to read, write, improvise, perform, and analyze music
2. Measuring Time: Beats and Duration
 - Recognize and produce a steady beat
 - Identify and perform whole notes, half notes, and quarter notes
3. Measuring Time: New Notes
 - Identify and perform eighth notes and sixteenth notes.
4. Measuring Silence: Rests
 - Recognize and identify rest symbols for whole notes, half notes, quarter notes, eighth notes, and sixteenth notes
5. Grouping Beats
 - Demonstrate appropriate usage of time signatures (2/4, 3/4, 4/4, 6/8, 3/8, 2/2)
 - Illustrate ability to use notes and rests to create rhythmic compositions in various meters
6. Conducting Patterns and Tempo
 - Recognize the standard conducting patterns for 2/4, 3/4, 4/4, 2/2, and 6/8
 - Define standard tempo terms and apply them to music
7. Breaking the Pattern
 - Identify some of the ways composers use rhythm as an expressive tool

- Evaluate ways in which tempo can be altered within a piece
- 8. Dynamics
 - Define the primary dynamic markings and their abbreviations
 - Identify some of the ways in which composers use dynamics to create musical interest
 - Evaluate some of the differences in dynamic usage from one composer to another
- 9. Keeping Time: Understanding Rhythm Unit Review
 - Review all previous concepts and objectives for Unit 1
- 10. Keeping Time: Understanding Rhythm Unit Test

There are no objectives for this lesson.

2. **Keeping Score: Understanding Music Notation**

1. Introduction to Musical Notation
 - Identify some of the tools that composers use to sculpt music
 - Apply broad topics of articulation, harmony, intervals, and pitch to vocal performance
 - Analyze the effects of these variables on musical outcome
2. Pitch
 - Demonstrate understanding of the concept of pitch
 - Locate middle C and other pitches on the piano keyboard and on the staff in both treble and bass clef
 - Read from a multi-line score
3. Intervals
 - Label and construct basic intervals
 - Relate half steps and whole steps to the piano keyboard
 - Differentiate between stepwise and leaping motion
4. Major Scales and Key Signatures
 - Construct major scales in various keys
 - Use accidentals appropriately to create specific intervals
5. Minor Scales and More
 - Identify minor scales, whole tone scales, and chromatic scales
 - Build minor scales in various keys
 - Distinguish major from minor in written music and in aural examples
 - Define parallel and relative keys and recognize examples
6. Texture
 - Construct a melody, demonstrating understanding of contour, functions of key scale degrees, stepwise and leaping motion, and other principles of good melody-writing
7. Chords and Harmony
 - Describe, construct, and identify major triads on first, fourth, and fifth scale degrees
 - Describe and recognize arpeggios
 - Distinguish consonant chords from dissonant chords by ear
8. Phrases and Cadences
 - Define and recognize, and write cadences
 - Analyze common phrase structures
9. Themes and Forms
 - Define theme, binary, and ternary form

- Assess longer movement structures in terms of repetition and contrast
10. Finishing Touches: Ornamentation and Articulation
 - Label, differentiate, and explain some of the markings that composers use to indicate ornaments and articulation
 11. Composition Portfolio
 - Compose a 24-measure work that demonstrates understanding of phrasing, instrumentation, clefs, pitch, rhythm, cadences, texture, dynamics, articulation, and ornamentation
 12. Understanding Music Notation Unit Review
 - Review all previous concepts and objectives for Unit 2
 - Take the unit test
 13. Understanding Music Notation Unit Test
 - Evaluate student's knowledge and skill applying Unit 2 concepts
- 3. It's All Relative: The Musical Family Tree**
1. What Is an Orchestra?
 - Define the term orchestra
 - Identify the major instrument families and what defines each family
 - Summarize the role of the conductor
 - Define instrumentation and timbre
 - Reconstruct the standard orchestral seating chart by section
 2. The String Family
 - Examine the qualities of string instruments
 3. The Woodwind Family
 - Examine the qualities of woodwind instruments
 4. The Brass Family
 - Examine the qualities of brass instruments
 5. The Percussion Family
 - Examine the qualities and history of percussion instruments
 - Apply basic drumming techniques at home
 - Identify possible uses for home items as percussion instruments
 - Differentiate by sight and sound the major members of the percussion family and introduce auxiliary members of the family
 6. Keyboard Instruments
 - Reconstruct the history of the keyboard instruments, from harpsichord and clavichord to organ to piano
 - Evaluate their relationship to string and percussion families
 - Differentiate by sight and sound the major keyboard instruments
 7. Identification Portfolio
 - Apply previously learned notation-reading and ear-training skills to identify errors in a score and recording
 8. Chamber Music
 - Define ensemble and chamber music
 - Summarize some of the major types of chamber music ensembles: string quartet, woodwind quintet, brass quintet, percussion ensemble, sonata, piano trio
 9. The Musical Family Tree Unit Review

- Review all previous concepts and objectives for Unit 3

10. The Musical Family Tree Unit Test

There are no objectives for this lesson.

4. **The Big Picture: Music History and Styles**

1. The Study of Music
 - Describe some nonperformance jobs in music
 - Explain how composers have made a living over the last 500 years
2. Pre-Baroque and Baroque Periods
 - Understand elements of Renaissance music
 - Recognize and apply elements of Baroque style to performance and improvisation
 - Identify characteristics of Baroque composers, forms, and styles
3. Behold, the Beauty of Bach
 - Identify the style of a fugue and its parts
 - Analyze Johann Sebastian Bach's Fugue in G Minor, BWV 578
4. The Classical Period
 - Identify major composers, styles, and historical influences in the Classical period
 - Distinguish by ear and score-examination works composed in the Classical period
5. Mozart's Marvelous Melodies
 - Understand Mozart's Concerto for Clarinet in A Major as a representative work of Classical style
6. Beethoven's Revolutionary Writing
 - Demonstrate an understanding of late-Classical style and theme-and-variation form
 - Demonstrate an understanding of Beethoven's compositional style in Symphony No. 5 in C Minor, op. 67
7. The Romantic Period
 - Demonstrate an understanding of Romantic composers and their musical styles and forms
 - Construct a Romantic-style programmatic composition
8. Chopin's Lacy Lyricism
 - Analyze Chopin's Nocturne No. 2 in E-flat Major, op. 9, no. 2 from historical, theoretical, and performance perspectives
 - Describe the historical context in which Chopin's Nocturne No. 2 in E-flat Major, op. 9, no. 2 was written
9. Twentieth and Twenty-First Century Music
 - Identify major composers, styles, trends, and historical influences in twentieth century and twenty-first century music
 - Distinguish works composed in this era by ear and score-examination
10. Debussy's Desires and Dreams
 - Analyze Debussy's Prelude to the Afternoon of a Faun from historical, theoretical, and performance perspectives
 - Describe the historical context in which Debussy's Prelude to the Afternoon of a Faun was written
11. Stylistic Composition Portfolio
 - Compose a 24-measure work for 2-4 instruments
 - Demonstrate and apply knowledge of instrumental ranges, clefs, meters, and key signatures

- Explain compositional decisions in a paragraph-long essay
12. The Big Picture: Music History and Styles Review
- Review all previous concepts and objectives for Unit 4
13. The Big Picture: Music History and Styles Unit Test
- Evaluate student's knowledge and skill at applying Unit 4 concepts

Living Music II



Living Music II

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Designed for students in grades 9–12, this course enhances the student’s fundamental musicianship skills from a Western-Classical approach, while aligning to National Core Arts Standards. The student will review and deepen skills and concepts of rhythm and notation learned and practiced in Living Music I. Through the use of virtual tools and analysis of classic repertoire, the student will work to improve listening, notation, analysis, performance, and composition skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience for the student. Living Music I is a prerequisite for this course.

1. Inspired to Move

1. Getting Started
 - Explain the components that make up music
 - Examine the various tools with which you will be learning how to read, write, improvise, perform, and analyze music
 - Examine the role that music plays in your life
2. Rhythm: The Building Blocks
 - Identify, perform, and compose with a variety of rhythmic patterns including whole, half, quarter, eighth, sixteenth, and dotted notes, triplets, and corresponding rests
3. Meter: It's Simple!
 - Define meter and demonstrate appropriate usage of time signatures, with emphasis on cut time and compound meters
 - Illustrate ability to use notes and rests to create rhythmic compositions in various meters
 - Use and follow appropriate conducting gestures
4. Working Together: Texture Portfolio
 - Demonstrate understanding of rhythmic relationships in polyphonic textures
 - Perform a rhythmic pattern as part of a polyphonic texture
 - Compose music using polyphonic textures
5. Meter: Not So Simple
 - Explain the organization of beat groupings in irregular meters

- Identify the use of mixed meter in recorded examples
 - Sing and play irregular and mixed meters
6. Inspired to Move Unit Review
 - Review all previous concepts and objectives for Unit 1
 7. Inspired to Move Unit Test
 - Evaluate student's knowledge and skill applying Unit 1 concepts

2. Inspired to Relate

1. The Warm-Up Pitch
 - Recall and summarize key pitch concepts learned previously
 - Use previously acquired knowledge of pitch concepts in a variety of performance exercises
2. Intervals: Quantity and Quality
 - Identify intervals by number (or size) and quality, both visually and aurally
 - Aurally distinguish between intervals of different qualities (e.g., major sixth and minor sixth)
 - Read, write, and improvise using a wide variety of melodic and harmonic intervals
3. In Harmony: Triads
 - Visually identify chords by root, inversion, and quality
 - Aurally distinguish between chords of different qualities (e.g., major triad and minor triad)
 - Read, write, and improvise using major, minor, augmented, and diminished chords
4. Beyond Do, Re, Mi: All Sorts of Scales
 - Recognize and identify six scale types, both visually and aurally
 - Sing, play, improvise, and compose with six scale types
 - Explain the difference between the three types of minor scales
5. Unlocking Key Signatures
 - Recognize and apply all of the major and minor key signatures
 - Use the circle of fifths as a tool to identify major and minor key signatures
 - Explain the difference between relative and parallel keys
6. Not-By-Accidentals
 - Recognize and identify the use of accidentals within otherwise diatonic musical passages, both visually and aurally
 - Explain the difference between accidentals and sharps and flats within a key signature
7. Fully Functional
 - Identify diatonic chord functions, both visually and aurally
 - Correctly label and reproduce diatonic chord functions in musical notation
8. Conclusive Cadences
 - Identify the four major cadence types, visually and aurally
 - Explain the differences between the four cadence types and why they are used
9. Your Turn: Composition Portfolio
 - Compose a musical work that demonstrates understanding of the pitch concepts covered in this unit
10. Inspired to Relate Unit Review
 - Review all previous concepts and objectives for Unit 2
11. Inspired to Relate Unit Test
 - Evaluate student's knowledge and skill applying Unit 2 concepts

3. Inspired to Create

1. More than Entertainment: Functions of Music
 - Examine the many practical and aesthetic purposes that music has across cultures
 - Assess your own experience with the 10 functions of music
2. The Middle Ages and the Renaissance
 - Recognize the sociopolitical factors that influenced musical practices in the Middle Ages and the Renaissance, and describe their impact on music and the other arts
 - Describe Renaissance style traits in recorded musical examples
3. Baroque Grandeur I
 - Summarize musical styles, compositional techniques, and performance practices from the Baroque period
 - Recognize the sociopolitical factors that influenced musical practices in the Baroque period, and describe their impact on music and the other arts
 - Examine a representative work from the Baroque period and identify the influence of the doctrine of affections
4. Baroque Grandeur II
 - Summarize musical styles, compositional techniques, and performance practices from the Baroque period
 - Recognize the sociopolitical factors that influenced musical practices in the Baroque period, and describe their impact on music and the other arts
 - Explain why selected great composers are representative of the style period
5. The Enlightened Classical Spirit I
 - Summarize musical styles, compositional techniques, and performance practices from the Classical period
 - Relate Classical musical style to the values of Enlightenment philosophy
 - Explain why Wolfgang Amadeus Mozart is representative of the style period
6. The Enlightened Classical Spirit II: Composition
 - Summarize musical styles, compositional techniques, and performance practices from the Classical period
 - Compose a short aria with recitative
7. The Romantic Period: Not Just for Romance I
 - Summarize musical styles, compositional techniques, and performance practices from the Romantic period
 - Recognize the sociopolitical factors that influenced musical practices in the Romantic period, and describe their impact on music and the other arts
 - Identify Romantic style traits in the music of Felix Mendelssohn, Richard Wagner, and Johannes Brahms
8. The Romantic Period: Not Just for Romance II
 - Summarize musical styles, compositional techniques, and performance practices from the Romantic period
 - Recognize the sociopolitical factors that influenced musical practices in the Romantic period, and describe their impact on music and the other arts
 - Explain why Johannes Brahms and Pyotr Ilyich Tchaikovsky are representative of the style period
9. No Holds Barred: Music of the Twentieth Century
 - Recognize the sociopolitical factors that influenced musical practices in the twentieth century and describe their impact on music and the other arts
 - Compare and contrast twentieth-century music with the style periods that preceded it
 - Improvise a melody using the 12-tone method

10. Rise of the Jazz Cats
 - Describe the style traits of each of the major jazz types
 - Discuss jazz music as a reflection of American cultural values in the twentieth century
 - Explain why selected great composers are representative of the style period
11. Inspired to Create Unit Review
 - Review all previous concepts and objectives for Unit 3
12. Inspired to Create Unit Test
 - Evaluate knowledge and skill in applying unit concepts

4. Inspired to Understand

1. Introduction to Analysis
 - Identify key concepts and themes that will guide the analysis of selected repertoire
 - Explain the value of analytical practice as a facet of one's musicianship
2. Bach: Brandenburg Concerto No. 5 I
 - Examine Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, as a representative work of its historical period, identifying key elements that make it so
3. Bach: Brandenburg Concerto No. 5 II
 - Identify the key rhythmic elements of Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, and investigate their use as an organizing principle
 - Identify the key melodic and harmonic elements of Bach's Brandenburg Concerto No. 5 and investigate their use as an organizing principle
4. Bach: Brandenburg Concerto No. 5 III
 - Identify and perform key motives and themes from Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, and investigate their use as an organizing principle
 - Recognize the use of improvisation in Bach's Brandenburg Concerto No. 5 as a common practice of the Baroque period
5. Bach: Brandenburg Concerto No. 5 IV
 - Identify and perform key motives and musical ideas from Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, and investigate their use as an organizing principle
 - Recognize the use of Baroque dance rhythms in a piece of concert music
6. Mozart: The Magic Flute I
 - Examine Wolfgang Amadeus Mozart's The Magic Flute as a representative work of its historical period, identifying key elements that make it so
7. Mozart: The Magic Flute II
 - Recognize the use of secondary dominant chords in Wolfgang Amadeus Mozart's The Magic Flute and compose music using a secondary dominant
 - Interpret Mozart's setting of text to music to enhance its meaning
 - Identify formal structures in select arias from The Magic Flute
8. Mozart: The Magic Flute III
 - Recognize the influence of Enlightenment philosophy in Wolfgang Amadeus Mozart's and Emanuel Schikaneder's work
 - Compare musical elements of two pieces from The Magic Flute, and explain how they support the symbolism of the plot
9. Schubert: Piano Trio No. 1 I
 - Examine Franz Schubert's Piano Trio No. 1 in B-flat Major, op. 99, D. 898, as a representative work of its historical period, identifying key elements that make it so

- Identify the key themes of Schubert's Piano Trio No. 1 and investigate their use as an organizing principle
 - Identify ways in which Schubert departed from the use of traditional sonata form in his Piano Trio No. 1
10. Schubert: Piano Trio No. 1 II
- Recognize and perform examples of Franz Schubert's unconventional approach to tonality in Piano Trio No. 1 in B-flat Major, op. 99, D. 898
 - Identify the specific musical elements that express an emotional effect in the second movement
11. Schubert: Piano Trio No. 1 III
- Identify similarities between compositional techniques of composers from differing time periods
 - Recognize and describe the "joking" elements that a composer may use in a scherzo
12. Brahms: Piano Concerto No. 2 I
- Describe the musical and emotional characteristics of Johannes Brahms's Piano Concerto No. 2 in B-flat Major, op. 83
 - Recognize thematic development in the first movement of Brahms's Piano Concerto No. 2
13. Brahms: Piano Concerto No. 2 II
- Describe significant musical moments in Johannes Brahms's Piano Concerto No. 2 in B-flat Major, op. 83
 - Recognize and compose with the characteristics of a scherzo
14. Brahms: Piano Concerto No. 2 III
- Outline the formal structure of the fourth movement of Johannes Brahms's Piano Concerto No. 2 in B-flat Major, op. 83, through listening and score study
 - Implement a wide musical vocabulary to describe the characteristics of the piece
 - Summarize the movement's place as part of a larger work and as a representative work of the Romantic period
15. Inspired to Understand Unit Review
- Review all previous concepts and objectives for Unit 4
16. Inspired to Understand Unit Test



Cyber Charter School Application for Pennwood Cyber Charter School

**Binder #4: Appendix A.2.g – A.2.h; A.3; A.4
(Advanced Placement, Health & PE, and
Electives Course Guides; Materials List)**

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APPENDIX A CURRICULUM

A.2. COURSE GUIDES

g. ADVANCED PLACEMENT

This document is part of Appendix A: Curriculum.

It includes alignment documents for Advanced Placement classes for students.

- AP Biology
- AP Calculus
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP Statistics
- AP United States Government and Politics
- AP United States History

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AP Biology



AP Biology Syllabus

Curricular Requirements	Page(s)
CR1 The teacher and students have access to college-level resources including a recently published (within the last 10 years) college-level textbook and reference materials in print or electronic format.	4
CR2 The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	10–32
CR3 The course provides opportunities to develop student understanding of the big ideas.	4–7
CR4 The course provides opportunities for students to develop the skills related to Science Practice 1: Concept Explanation.	5–6, 12, 14, 16–17, 19, 21, 24, 26–28, 30, 32
CR5 The course provides opportunities for students to develop the skills related to Science Practice 2: Visual Representations.	5–7, 12, 14, 16–17, 19, 21, 24, 26, 28, 30, 34
CR6 The course provides opportunities for students to develop the skills related to Science Practice 3: Questions and Methods.	6–7, 10, 12, 14, 16–19, 21, 24, 26–28, 30, 32, 34–35
CR7 The course provides opportunities for students to develop the skills related to Science Practice 4: Representing and Describing Data.	6–7, 14, 17, 21, 32–35
CR8 The course provides opportunities for students to develop the skills related to Science Practice 5: Statistical Test and Data Analysis.	5–7, 14, 18–19, 24, 26, 28, 30, 32–35

<p>CR9 The course provides opportunities for students to develop the skills related to Science Practice 6: Argumentation.</p>	<p>5, 19–20, 24, 26, 34</p>
<p>CR10 The course provides students with opportunities to apply their knowledge of AP Biology concepts to real-world questions or scenarios (including societal issues or technological innovations) to help them become scientifically literate citizens.</p>	<p>21, 24, 32–33</p>
<p>CR11 Students spend a minimum of 25% of instructional time engaged in a wide range of hands-on, inquiry-based laboratory investigations to support the learning of required content and development of science practice skills throughout the course. Students must conduct a minimum of two labs per big idea.</p>	<p>5–8, 10, 12, 14, 16–18, 20–21, 24, 26–28, 32, 34</p>
<p>CR12 The course provides opportunities for students to record and present evidence of their laboratory investigations.</p>	<p>5–7, 10, 12, 14, 16–18, 20–21, 24, 26–27, 32, 34–35</p>

Course Summary

In this course, the student will gain a foundation in the Life Sciences by focusing on four major themes: 1) how evolution drives the diversity and unity of life; 2) how life uses free energy to maintain homeostasis; 3) how living systems store, retrieve, transmit, and respond to information; and 4) how biological systems interact with each other. These themes are supported by a broad range of biological subdisciplines including biochemistry, molecular biology, cell biology, genetics, physiology, and ecology. The student will use practical experimentation to develop inquiry and reasoning skills to explore these themes throughout the course. This course effectively prepares the student for success on the AP[®] Biology exam by promoting the deductive reasoning and experimental interpretation skills emphasized in the AP curriculum.

Course Units

Semester A	Semester B
<ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Lab Safety, Equipment, and Scientific Methods • Unit 3: The Chemistry of Life • Unit 4: Biological Macromolecules Lab • Unit 5: The Cell (Structure and Function; Cell Communication) • Unit 6: Cell Structure Lab • Unit 7: Cell Cycle Lab • Unit 8: Mid-Semester Check • Unit 9: Metabolism (Cellular Energetics) • Unit 10: Cellular Respiration Lab (Cellular Energetics) • Unit 11: Photosynthesis Lab (Cellular Energetics) • Unit 12: Mitosis, Meiosis, and Inheritance (Heredity) • Unit 13: Mendelian Genetics Lab (Heredity) • Unit 14: Gene Expressions and Biotechnology (Gene Expressions and Regulation) • Unit 15: Biotechnology Lab • Unit 16: Semester Exam 	<ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Mechanisms of Evolution (Natural Selection) • Unit 3: Darwinian Evolution Lab • Unit 4: Phylogeny Lab • Unit 5: The Evolutionary History of Biological Diversity • Unit 6: Unicellular Organisms Lab • Unit 7: Multicellular Organisms Lab • Unit 8: Mid-Semester Check • Unit 9: Animal Form and Function • Unit 10: Digestion, Circulation, and Respiration Lab • Unit 11: Excretion and Nervous System Lab • Unit 12: Ecology • Unit 13: Ecology Lab • Unit 14: Review and Full-Length Practice Exam • Unit 15: Semester Project: Research Paper • Unit 16: Semester Exam

Resource Requirements [CR1]

Urry, L., Cain, M., Wasserman, S., Minorsky, P., and Jane Reece. *Campbell Biology*. 11th ed., Pearson Higher Education, 2016.

Advanced Placement Biology Content [CR3] Big Ideas

Big idea 1: The process of evolution drives the diversity and unity of life.

Activity:

Students will answer questions about the age of Earth and evolution. In addition, they will research and discuss the role of individuals, such as Charles Darwin, in evolutionary biology. [CR4, SP1]

Labs:

Darwinian Evolution Lab [CR5, CR8, CR9, CR11, CR12, SP2, SP4, SP5, SP6] Students will use models to demonstrate Hardy-Weinberg Equilibrium and natural selection in populations. They will use scientific theories to explain how small ecological changes can affect populations, communities, and ecosystems.

Phylogeny Lab [CR5, CR8, CR11, CR12, SP2, SP5, SP6]

Students will construct cladograms based on genetic evidence to demonstrate the evolutionary relationship among different organisms. They will analyze these data and explain how organisms diverged from one another.

Big idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

Activity:

Students will draw the electron transfer chain and chemiosmosis. They will label the drawings appropriately. [CR5, SP2]

Labs:

Cellular Respiration Lab [CR5, CR6, CR11, CR12, SP2, SP3, SP5, SP6]

Students will use respirometers and the gas laws to measure the rate of cellular respiration of germinating pea seeds. They will develop a scientific question, plan and collect data, and use scientific theories to explain their data.

Photosynthesis Lab [CR5, CR6, CR11, CR12, SP2, SP3, SP5, SP6]

Students will indirectly measure the net rate of photosynthesis in leaf disks by floating leaf disk assay. Students will develop a scientific question; plan, collect,

and analyze data; evaluate evidence to identify the impact of environmental factors on photosynthesis rates; and use scientific theories to explain their data.

Big idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

Activity:

Students will create a stop-motion video or digital flipbook of the cell cycle. They will draw sketches of the events taking place in the G₁, S, and G₂ phases of interphase; draw a set of diagrams representing the events taking place during mitosis and cytokinesis; and compare their drawings to ones in *Campbell Biology*. [CR5, SP2]

Labs:

Mendelian Genetics Lab [CR4, CR5, CR7, CR11, CR12, SP1, SP2, SP5, SP6]

Students will use Punnett squares to perform monohybrid and dihybrid crosses. They will predict and calculate the probabilities of the genotypes and phenotypes of mice offspring and parents. They will explain their predictions using accepted theories of genetic inheritance.

Biotechnology Lab [CR5, CR6, CR11, CR12, SP1, SP2, SP3, SP5]

Students will investigate biotechnology methods and bioengineer a corn plant. They will use a simulation of DNA analysis to identify twin frogs and a simulation of genetic engineering to engineer a new corn plant. Students will also create an action plan for bioengineering their corn plant and a diagram of their genetically engineered plant.

Big idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

Activity:

Students will find an ecosystem and identify types of organisms from each trophic level. They will create a flow chart for the ecosystem they chose. [CR5, SP2]

Labs:

Digestion, Circulation, and Respiration Lab [CR5, CR8, CR11, CR12, SP2, SP3, SP5, SP6]

Students will build a flowchart of the digestive system. They will analyze how the composition of blood changes through the circulatory system. They will measure their blood pressure and pulse, and determine how they are related to blood flow. Students will build a lung capacity estimator and use it to measure their lung capacity at rest and after exercise.

Ecology Lab [CR5, CR6, CR7, CR11, CR12, SP2, SP3, SP5]

Students will create a closed-model ecosystem and examine the presence of trophic structure and nutrient cycles in ecosystems. They will combine producers, consumers, and decomposers in a controlled aquatic ecosystem and determine how organisms are connected through trophic structure and nutrient cycling.

Students will also travel to field sites to document evidence of trophic structure and of the cycling of nutrients in nature.

Writing Assignments

In each lesson, students respond to questions about their textbook readings and other resources both within the online learning platform and in a notebook, as needed. Students will also complete a research paper based on a scientific study in which they create a hypothesis, plan out experimental methods, collect data, analyze data, and draw conclusions.

Laboratory Simulations [CR11, CR12]

The course is also structured around inquiry in the laboratory simulations and the use of the six science practices throughout the course.

Students will spend a minimum of 25 percent of this course participating in laboratory simulations/field studies. [CR11] Students will also maintain a portfolio throughout the course that documents all of their laboratory investigations. [CR12]

Science Practices

SP1: Concept Explanation

Explain biological concepts, processes, and models presented in written format.

SP2: Visual Representations

Analyze visual representations of biological concepts and processes.

SP3: Questions and Methods

Determine scientific questions and methods.

SP4: Representing and Describing Data

Represent and describe data.

SP5: Statistical Test and Data Analysis

Perform statistical tests and mathematical calculations to analyze and interpret data.

SP6: Argumentation

Develop and justify scientific arguments using evidence.

Assessments

Throughout the course, a variety of formative and summative assessments are used to assess student learning and prepare students for the expectations of the AP Biology exam. Students are provided with ample opportunity for skill practice, engagement in meaningful discourse with their peers, and application of their understanding via tasks that are representative of real-world scenarios. Summative assessment types lend themselves to a deeper level of rigor and include portfolios and discussions. Formative assessments are designed to be auto-graded to give students and teachers instant feedback for targeted instruction.

Most lessons contain a quick check assessment that covers the objectives in the lesson, and most units have at least one cumulative quiz that also assesses lesson objectives. Each instructional unit culminates in an online practice to help students review unit concepts and skills, followed by a unit test that consists of multiple choice and short answer and/or essay questions. To aid students in retaining content throughout the course of a semester, a mid-semester check unit appears in the middle of each semester, featuring a low-risk practice assessment covering the

objectives learned up to that point during the semester.

A graded full-length practice exam in the style of the AP Biology exam is given at the end of Semester B. Each semester ends with a semester exam.

Most units feature a discussion or portfolio that promotes critical thinking by expanding on topics students have learned. Each semester ends with a semester project and a semester exam. Graded assessments and participation all count toward the student's final grade.

Course Outline

Semester A

Unit 1: Course Overview [CR1, CR2]

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course. [CR1]
- Learn about the types of activities that will appear in the course.

Unit 2: Lab Safety, Equipment, and Scientific Methods [CR2, CR6, CR11, CR12, SP3, SP4]

In this unit, students will do the following:

- Understand and perform safe laboratory practices.
- Identify common laboratory equipment (e.g. graduated cylinder, beaker, flask, pipette, micropipette, Petri dish).
- State the four steps of a typical scientific method (observation, hypothesizing, experimentation, conclusion) and describe how they are employed.
- Define the independent and dependent variable in a given experiment and analyze what controls are needed to increase the validity of the experiment.
- Plan and carry out their own investigation using scientific methods.
- Record work in the Lab Safety, Equipment, and Scientific Methods Lab Report to

be submitted and graded by the teacher. Lab report

sections include the following:

- Make an Observation
- Ask a Question
- Formulate a Hypothesis
- Design and Conduct an Experiment
- Analyze Results
- Make a Conclusion

Sample activities in this unit:

- Students will perform a household experiment that will allow them to go through all steps of the scientific method (e.g., comparing absorbing ability among different paper towel brands). [CR6, CR11, CR12, SP3, SP4]
- Students will learn about the scientific method, laboratory equipment, and safety procedures. They will define the independent and dependent variable in a given experiment and analyze what controls are needed to increase the validity of the experiment. (CR6, CR11, CR12, SP3)

Unit 3: The Chemistry of Life [CR2, CR4, CR5, SP1, SP2]

In this unit, students will do the following:

- Differentiate the chemical elements found in living things and how they assemble to form larger molecules.
- Explain how the properties of water and carbon make them essential to life.
- Compare the four classes of biological macromolecules and describe their functions.

Sample activities in this unit:

- Students will use representations and models to represent the molecular bonds that hold important biological molecules together, including carbohydrates, proteins, lipids, and nucleic acids. (LO 4.1, LO 4.2, LO 4.3) [CR5, SP2]
- Students will participate in a discussion about how the same repeating molecular units can produce a large number of varied structures among different organisms. (LO 1.15, LO 1.16) [CR4, SP1]

Unit 4: Biological Macromolecules Lab [CR2, CR4, CR6, CR11, CR12, SP1, SP3]

In this unit, students will do the following:

- Differentiate between biological macromolecules using biochemical assays.
- Explain and simulate the dehydration synthesis of biological macromolecules.
- Record work in the Biological Macromolecules Lab Report to be submitted to the teacher. Lab

report sections include the following:

- Complete table to identify nutrients.
- Build a glucose molecule and dehydrate then hydrate the molecule. Sample

activities in this unit:

- Students will perform two laboratory simulations to investigate biological macromolecules.
 - a. Students will use representations and models to simulate the dehydration synthesis of carbohydrate polymers.
 - b. Students will plan and implement data collection strategies to use qualitative tests to identify unknown biological macromolecules
- *Science practice skills applied:* 1, 3, 4 [CR11, CR12]
- *Enduring understandings:* 4.A, 4.C

Unit 5: The Cell [CR2, CR4, CR5, SP1, SP2, SP3]

In this unit, students will do the following:

- Describe the current definition of a cell, based on cell theory.
- Describe the structure and function of cell membranes.
- Explain how cells transport materials through their membranes using passive transport (diffusion), facilitated diffusion, active transport, and bulk transport.
- Describe the major cell organelles and subcellular structures in prokaryotic and eukaryotic (plant and animal) cells and state the function of each.
- Explain the steps by which cells respond to internal and external signals. Sample activities

in this unit:

- Students will apply cell theory and its implications for defining life, as well as the difference between cell functions in unicellular versus multicellular

organisms. (LO 4.8, LO 4.9, LO 4.10). [CR4, SP1]

- Students will create, analyze and refine models of cell signaling systems and then generate scientific questions involving the evolution of cell signaling systems. (LO 3.31, LO 3.32, LO 3.33) [CR5, SP2, SP3]

Unit 6: Cell Structure Lab [CR2, CR4, CR5, CR6, CR7, CR8, CR11, CR12, ,SP1, SP2, SP3, SP4, SP5]

In this unit, students will do the following:

- Identify subcellular structures found in cells.
- Apply the scientific method to explain the behavior of large and small molecules partitioning across a semipermeable membrane.
- Record work in the Cell Structure Lab report to be submitted to the teacher. Lab sections include the following:
 - Cell Structure Table
 - Reading percent concentration table
 - Reading percent concentration graph
 - Build physical model of cell

Sample activities in this unit:

- Students will perform two laboratory simulations to investigate cell structures and function.
 - a. Students will use models to represent the different organelles and subcellular components of the cell and identify their function.
 - b. Students will engage in scientific questioning and plan, collect, and analyze data to explain their observations about osmosis, and to predict when osmosis will occur.
 - *Science practice skills applied:* 1, 2, 3, 4, 5 [CR 2, 4, 5, 6, 7, 8, 11, 12]
 - *Enduring understandings:* 2.B, 4.A, 4.C [SC 3b, 3d]

Unit 7: Cell Cycle Lab [CR2, CR4, CR5, CR6, CR11, CR12, SP1, SP2, SP3]

In this unit, students will do the following:

- Describe what characterizes each stage of the cell cycle.
- Describe what characterizes each stage of mitosis.
- Explain the consequences of cellular reproduction that is unregulated.
- Record work in the Cell Cycle Lab report to be submitted to the teacher. Lab

sections include the following:

- Cell Division Phase sketches and summary table.
- Cell cycle phase length table
- Mitosis and Meiosis Modeling
- Simulating Meiosis

Sample activities in this unit:

- Students will participate in a lab simulation in which they use representations and models to communicate what occurs during the cell cycle. They will use scientific explanations and theories to explain what occurs during cancer, in terms of errors in controlling the cell cycle.
 - *Science practice skills applied:* 1, 2, 3 [CR 2, 4, 5, 6, 11, 12]
 - *Learning objectives applied:* 3.7, 3.8

Unit 8: Mid-Semester Check [CR2]

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of the course.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP Biology exam.

Unit 9: Metabolism [CR2, CR4, CR5, CR6, CR7, SP1, SP2, SP3, SP4]

In this unit, students will do the following:

- Explain how cells use free energy during metabolism to maintain homeostasis.
- Differentiate anaerobic respiration from aerobic respiration and describe the processes that occur in each.
- Compare photosynthesis to cellular respiration and explain the processes that occur in each.

Sample activities in this unit:

- Students will use models to represent cellular respiration and photosynthesis, ask scientific questions regarding the functioning and evolution of cellular respiration and photosynthesis, and design and interpret experiments regarding the products and reactants of respiration and photosynthesis. (LO 2.4, LO 2.41, LO 2.5, LO 4.6) [CR5, CR6, SP2, SP3]
- Students will participate in a discussion about why cells need energy to function and how that energy is taken in, transported, and consumed. (LO 2.5, LO 4.5, LO 4.6)[CR4, SP1]
- Students will complete an activity to show how there are a number of factors that can affect the rate of an enzyme-facilitated reaction. They will graph the number of toothpicks broken as a function of time. [CR7, SP4]
- Students will label the reactants, the products, and the activation energy on a graph of a chemical reaction. They will label the reactants with a plus or a minus to indicate energy level at the completion of the reaction and will identify the reaction as exergonic or endergonic. [CR7, SP4]
- Students will research other examples of fermentation and anaerobic respiration and will compare and contrast each of these examples with aerobic respiration. [CR4, SP1]
- Students will perform an experiment to demonstrate the cellular respiration process. [CR6, SP3]
- Students will model the Calvin cycle and use the model to explain the Calvin cycle's role in photosynthesis. (CR4, CR5, SP1, SP2)

Unit 10: Cellular Respiration Lab [CR2, CR6, CR11, CR12, SP3, SP4, SP6]

In this unit, students will do the following:

- Apply the scientific method to explain the production of gases during respiration.
- Record work in the Cellular Respiration Lab report to be submitted to the teacher.

Lab sections include:

- Form hypothesis.
- Respirometer readings table
- Results
- Conclusion

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they measure the rate of cellular respiration of living organisms. They will develop a scientific question, plan and collect data, and use scientific theories to explain their data.
 - *Science practice skills applied:* 3, 4, 6 [CR 2, 6, 11, 12]
 - *Learning objectives:* (2.4, 2.41, 2.5, 4.6)

Unit 11: Photosynthesis Lab [CR2, CR6, CR8, CR11, CR12, SP3, SP4, SP5, SP6]

In this unit, students will do the following:

- Apply the scientific method to explain the production of gases during photosynthesis.
- Record work in the Photosynthesis Lab report to be submitted to the teacher. Lab sections include the following:

- Preliminary Floating Disk table
- Scientific Method steps

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they measure the rate of photosynthesis of living organisms. They will develop a scientific question, plan and collect data, analyze data, and use scientific theories to explain their data.
- Students will measure the rate of photosynthesis of living organisms. They

will develop a scientific question, plan and collect data, analyze data, and use scientific theories to explain their data.

- *Science practice skills applied:* 3, 4, 5, 6 [CR 2, 6, 8, 11, 12]
- *Learning objectives:* (2.4, 2.41, 2.5, 4.6)

Unit 12: Mitosis, Meiosis, and Inheritance [CR2, CR4, CR5, CR9, SP1, SP2, SP6]

In this unit, students will do the following:

- Describe the steps involved in cellular reproduction.
- Differentiate between meiosis and mitosis and explain how it results in genetic variation.
- Analyze the chromosomal basis of inheritance and explain how it leads to Mendelian patterns of inheritance.

Sample activities in this unit:

- Students will construct models to show how meiosis transfers information to the next generation. (LO 3.10, LO 3.11, LO 3.12, LO 4.5, LO 4.6) [CR4, CR5, SP1, SP2]
- Students will apply mathematical models to validate Mendelian genetic theory and predict genotypic and phenotypic ratios in Mendelian and non- Mendelian inheritance systems. (LO 3.14) [CR5, CR9, SP2, SP-6]
- Students will discuss the benefits versus the harmful effects of telomerase expression. They will research and write an essay explaining their position on the topic. [CR9, SP6]

Unit 13: Mendelian Genetics Lab [CR2, CR5, CR6, CR8, CR9, CR11, CR12, SP2, SP5, SP6]

In this unit, students will do the following:

- Predict the genotype and phenotypes of parents and offspring using Punnett squares from one- and two-trait Mendelian crosses.
 - Perform Punnett square analysis for non-Mendelian genes, such as codominant, incomplete dominant, and X-linked traits.
 - Record work in the Mendelian Genetics Lab report to be submitted to the teacher.
- Lab sections include the following:

- Monohybrid Punnett square

- Genotype and phenotype ratio table
- Dihybrid Punnett square

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they use Punnett squares to calculate the genotype of offspring and parents. They will explain their predictions using accepted theories of genetic inheritance.
 - *Science practice skills applied:* 2, 6 [CR 2, 5, 6, 8, 9, 11, 12]
 - *Learning objectives:* 3.2, 3.3

Unit 14: Gene Expressions and Biotechnology [CR2, CR4, CR5, CR6, CR7, SP1, SP2, SP3, SP4]

In this unit, students will do the following:

- Describe the steps of transcription and translation.
- Define gene regulation and describe where, when and how gene expression is controlled within cells.
- Compare how different genes are expressed and regulated among prokaryotes and eukaryotes.
- Define mutation and describe how it can affect the evolution of a population.
- Apply biotechnological techniques to bioengineering problems. Sample

activities in this unit:

- Students will plan a procedure for a genetic transformation using plasmids or other modern biotechnological technique, as well as a data collection plan, which will provide evidence that the transformation was successful. (LO 3.1, 3.3, 3.5, 3.6, 4.7) [CR6, CR7, SP3, SP4]
- Students will research the evolution of a gene family and write a brief essay explaining what gene duplication and mutation events led to the divergence of the gene family. Students will create a chart listing the different ways that genomes can vary and summarizing what they know about each. [CR4, CR5, SP1, SP2]

Unit 15: Biotechnology Lab [CR2, CR6, CR10, CR11, CR12, SP3]

In this unit, students will do the following:

- Apply the scientific method to identify genetically similar organisms using simulated biotech methods such as restriction enzyme analysis of DNA and gel electrophoresis.
- Describe the methods and social issues involved with bioengineering techniques using simulations, such as genetic engineering techniques used to create insect or herbicide-tolerant plants.
- Design engineering solutions to bioengineering problems.
- Record work in the Biotechnology Lab report to be submitted to the teacher.

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they use restriction enzymes to identify genetically related individuals and create a strategy to engineer genetically-transformed corn plants.
 - *Science practice skills applied:* 3[CR 6, 10, 11, 12]
 - *Enduring understandings:* 3.B, 3.C

Unit 16: Semester Review and Exam [CR2]

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP Biology exam.

Semester B

Unit 1: Course Overview [CR1, CR2]

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course. [CR1]
- Learn about the types of activities that will appear in the course.

Unit 2: Mechanisms of Evolution [CR2, CR4, CR5, CR8, CR10, SP1, SP2, SP5]

In this unit, students will do the following:

- Analyze how environmental factors can affect gene frequency in a gene pool.
- Compare the conditions that can result in speciation.
- Critique scientific hypotheses regarding the origin of life on Earth and reconcile these hypotheses to current understanding of phylogeny.

Sample activities in this unit:

- Students will use mathematical models to understand how populations change and will apply the mechanisms of evolution to explain these observations. (LO 1.1, LO 1.2, LO 1.3, LO 3.24) [CR4, CR5, SP1, SP2]
- Students will engage in a discussion on the societal issues related to evolutionary theory and its common misconceptions. [CR10]
- Students will explain how to use the Hardy-Weinberg equation to determine if a population is evolving. [CR8, SP5]

Unit 3: Darwinian Evolution Lab [CR2, CR5, CR6, CR8, CR9, CR11, CR12, SP3, SP5, SP6]

In this unit, students will do the following:

- Apply Hardy-Weinberg equilibrium and the mechanism of evolution to predict changes in the allele frequency of a simulated population during periods of equilibrium and selection.
- Record work in the Darwinian Evolution Lab report to be submitted to the teacher. Lab sections include the following:

- Rainfall and Bird Beak histogram
- Finch population graph
- Beak size graph
- Hardy-Weinberg Equilibrium table

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they use models to demonstrate Hardy-Weinberg Equilibrium. They will then use Hardy-Weinberg Equilibrium to test for the presence of natural selection occurring in populations. They will analyze data and use scientific theories to explain how small ecological changes can affect populations, communities, and ecosystems.
 - *Science practice skills applied:* 3, 5, 6 [CR 5, 6, 8, 9, 11, 12]
 - *Learning objectives:* 1.1, 1.2, 1.3, 3.24

Unit 4: Phylogeny Lab [CR2, CR5, CR6, CR8, CR9, CR11, CR12, SP2, SP3, SP5, SP6]

In this unit, students will do the following:

- Use evidence from the comparison of DNA sequences through BLAST to deduce evolutionary relationships between organisms.
- Record work in the Phylogeny Lab report to be submitted to the teacher. Lab sections include the following:
 - Construct a cladogram
 - Compare percent similarity
 - Form hypothesis
 - Analyze cladograms

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they construct cladograms based on genetic evidence to demonstrate the evolutionary relationship between different organisms. They will analyze these data and, applying the theory of evolution, explain how organisms diverged from each other.
 - *Science practice skills applied:* 2, 3, 5, 6 [CR 5, 6, 8, 9, 11, 12]
 - *Learning objectives:* 1.11, 1.12, 1.13, 1.17, 1.18, 1.19

Unit 5: The Evolutionary History of Biological Diversity [CR2, CR4, SP1]

In this unit, students will do the following:

- Compare organisms across the three domains of life and explain why viruses do not fit any of these classifications.
- Distinguish prokaryotes from each other and unicellular eukaryotes.
- Categorize eukaryotes into kingdoms and identify similarities and differences that exist within a kingdom.

Sample activities in this unit:

- Students will examine how organisms are classified and analyze those classifications to deduce the evolutionary history of groups of organisms. (LO 1.11, LO 1.12, LO 1.13, LO 1.16) [CR4, SP1]

Unit 6: Unicellular Organisms Lab [CR2, CR4, CR6, CR11, CR12, SP1, SP3]

- Explain the unity of life and diversity of life by observing and comparing similarities between bacteria.
- Record work in the Unicellular Organisms Lab report to be submitted to the teacher. Lab sections include the following:
 - Test table
 - Recording experiment results in table
 - Classify living organisms

Sample activities in this unit:

- Students will observe prokaryotic and eukaryotic unicellular life using virtual microscopy. They will identify traits that are common to all life, prokaryotes and eukaryotes, and they will identify differences that demonstrate the diversity of life in the biosphere.
 - *Science practice skills applied:* 1, 3 [CR 4, 6, 11, 12]
 - *Learning objectives:* 1.11, 1.12 1.13, 1.16

Unit 7: Multicellular Organisms Lab [CR2, CR4, CR6,

CR11, CR12, SP1, SP3]

In this unit, students will do the following:

- Explain the unity of life and diversity of life by observing and comparing similarities between phyla of multicellular organisms.
- Record work in the Multicellular Organisms Lab report to be submitted to the teacher. Lab sections include the following:
 - Traits of Different Phyla table
 - Classification of Multicellular Organisms table Sample

activities in this unit:

- Students will participate in a laboratory simulation in which they observe representative organisms from across multicellular phyla given 3–4 representative images of each phylum. They will then use the theory of common descent to explain the wide variety of organisms found at all scales in the biosphere.
 - *Science practice skills applied:* 1, 3 [CR 4, 6, 11]
 - *Learning objectives:* 1.11, 1.12 1.13, 1.16

Unit 8: Mid-Semester Check [CR2]

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of the course.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP Biology exam.

Unit 9: Animal Form and Function [CR2, CR4, CR5, CR6, CR8, SP1, SP2, SP3, SP5]

- Describe animal physiology and analyze how animals are adapted to their niches on Earth.
- Analyze how the digestive, circulatory, respiratory, immune, excretory, and endocrine systems interact to maintain homeostasis in animals.
- Explain how animals develop and utilize common signaling pathways in their development.
- Compare behavior among different animals and explain how behavior arises in animals through electrochemical signaling in the nervous system.

Sample activities in this unit:

- Students will engage in scientific questioning on the structure, function, and evolution of animal tissues, organs, and organ systems. (LO 4.8) [CR4, CR6, SP1, SP3]
- Students will use representations and models to analyze the structure and function of animal tissues, organs, and organ systems. (LO 4.9) [CR5, SP2]
- Students will analyze physiological processes mathematically and make predictions about how an organism's physiological state can change due to external influences. (LO 4.9) [CR4, CR8, SP1, SP5]

Unit 10: Digestion, Circulation, and Respiration Lab [CR2, CR4, CR5, CR6, CR7, CR8, C11, C12, SP1, SP2, SP3, SP4, SP5]

In this unit, students will do the following:

- Explain how the cells, tissues, and organs of the digestive system extract nutrients from food.
- Apply the scientific method to explain how the cells, tissues, and organs of the circulatory system respond to stress.
- Explain how the cells, tissues, and organs of the respiratory system transport gases.
- Record work in the Digestion, Circulation, and Respiration Lab report to be submitted to the teacher. Lab sections include the following:
 - Calculate volume of air
 - Formulate hypothesis
 - Create flowchart

- Write an essay

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they use models and engage in scientific questioning to study the digestive, cardiovascular, and respiratory systems. They will plan, collect, and analyze data to explain physiological phenomena relating molecular processes to macroscopic organ systems. If accessible, students will participate in a cow heart dissection.
 - *Science practice skills applied:* 1, 3, 4, 5 [CR 4,5,6, 7, 8, 11, 12]
 - *Enduring understandings:* 2.A, 2.B, 2.C, 2.D, 2.E, 3.E, 4.A

Unit 11: Excretion and Nervous System Lab [CR2, CR4, CR6, CR7, CR8, CR11, CR12, SP1, SP3, SP4, SP5]

In this unit, students will do the following:

- Describe how the cells, tissues, and organs of the excretory system explain the composition of urine.
- Describe how the cells, tissues, and organs of the nervous system explain how humans perceive and respond to their environment.
- Record work in the Excretion and Nervous System Lab report to be submitted to the teacher. Lab sections include the following:
 - Senses table
 - Senses Neural map
 - Taste Receptor Density table
 - Smell Discrimination table
 - Two-Point Discrimination table
 - Localization of Sound table
 - Blind Spot table
 - Liquid Excretory System map
 - Urinalysis Lab table

Sample activities in this unit:

- Students will participate in a laboratory simulation in which they study ways by which the brain perceives the world and how wastes are eliminated by the kidneys. They will plan, collect, and analyze data to explain physiological phenomena relating molecular processes to macroscopic organ systems. They will complete the following sensory system exercises: taste threshold,

smell discrimination, two-point discrimination, thermal adaptation, localization of sound, proprioception, blind spot, visual acuity, astigmatism, myopia/hypermétropia, accommodation, and afterimages.

- *Science practice skills applied:* 1, 3, 4, 5 [CR 4, 6, 7, 8, 11, 12]
- *Learning objectives:* 3.40, 3.43, 3.44-3.49 4.8, 4.9

Unit 12: Ecology [CR2, CR4, CR7, CR8, CR10, SP1, SP4, SP5]

In this unit, students will do the following:

- Explain how individual interactions among organisms result in changes in populations.
- Explain how different populations interact in communities and ecosystems.
- Analyze the benefits and costs of strategies used to preserve ecosystems. Sample activities

in this unit:

- Students will use mathematics to model ecosystem interactions and collect and evaluate data to relate knowledge regarding matter and energy cycling across various ecological scales. (LO 4.11, LO 4.12, LO 4.13, LO 4.14, LO 4.15) [CR4, CR7, CR8, SP1, SP4, SP5]
- Students will participate in a discussion about human impact on the ecosystem, ecosystem services, and natural resource use. [CR10]
- Students will chart population growth in a set area over a set period of time for 1) amoebas in Lake Erie (r-selected) and 2) panthers in the Everglades (K-selected) and include information about the factors leading to changes in those populations. [CR7, SP4]

Students will practice calculating changes in population size by substituting sample numbers into a formula. [CR8, SP5]

Unit 13: Ecology Lab [CR2, CR5, CR6, CR9, CR11, CR12, SP2, SP3, SP6]

In this unit, students will do the following:

- Describe the ecological relationships present in natural ecosystems by creating a model ecosystem.
- Apply the scientific method to observe the cycling of matter in an actual ecosystem during a field walk.
- Record work in the Ecology Lab report to be submitted to the teacher. Lab sections include the following:
 - Recording data and observations
 - Complete field journal
 - Create nutrient and food chain diagrams Sample

activities in this unit:

- Students will participate in a laboratory simulation in which they observe a natural ecosystem and build a model ecosystem. They will engage in scientific questioning and apply scientific explanations to explain observations they make in the field.
 - *Science practice skills applied:* 2, 3, 6 [CR 5, 6, 9, 11, 12]
 - *Learning Objectives:* 4.13, 4.16

Unit 14: Semester Review and Full-Length Practice Exam [CR2, CR9, SP6]

In this unit, students will do the following:

- Review the entire course, using the results of the mid-semester check and unit tests to focus this review.
- Complete a full-length practice exam in the style of the AP Biology exam, over the course of three days.
- Students will explain how they feel about genetically modified organisms (GMOs) in grocery stores. They will use evidence to explain whether they feel safe consuming GMOs and if and how they would change governmental regulations on GMOs. (CR9, SP6)

Unit 15: Semester Project: Research Paper [CR2, CR6, CR7, CR8, CR12, SP3, SP4, SP5]

In the project unit, students will plan and carry out their own scientific observation using household materials or a local field area. They will create a project proposal that describes their hypothesis and their proposed experimental methods. They will then carry out their experiment inside or in the field. They will collect data and then analyze that data for trends, as well as present the data in the form of graphs or tables. They will then describe their study in a four-section scientific paper (introduction, methods, results, discussion). (CR6, CR7, CR8, CR12, SP3, SP4, SP5)

Unit 16: Semester Review and Exam [CR2]

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP Biology exam.

AP Calculus

**AP Calculus AB Syllabus**

Curricular Requirements	Page(s)
CR1a The course is structured around the enduring understandings within Big Idea 1: Change.	5, 6, 8, , 11, 14, 16 15
CR1b The course is structured around the enduring understandings within Big Idea 2: Limits.	6, 8, 10, 11, 13-16
CR1c The course is structured around the enduring understandings within Big Idea 3: Analysis of Functions.	12, 13-16
CR2a The course provides opportunities for students to reason with definitions and theorems.	5, 6, 7, 10, 12
CR2b The course provides opportunities for students to connect concepts and processes.	3, 5-8, 10, 12-16
CR2c The course provides opportunities for students to implement algebraic/computational processes.	4, 5, 6, 8, 10, 12-16
CR2d The course provides opportunities for students to engage with graphical, numerical, analytical, and verbal representations and demonstrate connections among them.	5, 6, 8, 10, 11, 12, 14-16
CR2e The course provides opportunities for students to build notational fluency.	5, 6, 8, 10, 12-14
CR2f The course provides opportunities for students to communicate mathematical ideas in words, both orally and in writing.	6-8, 11-16
CR3a Students have access to graphing calculators.	3, 5, 12, 14
CR3b Students have opportunities to use calculators to solve problems.	6-9, 11-15
CR3c Students have opportunities to use a graphing calculator to explore and interpret calculus concepts.	6-8, 11-16
CR4 Students and teachers have access to a college-level calculus textbook.	6-9, 12-15

Course Summary

In this course, students complete a full academic year of coursework similar to a first-year college-level calculus course. This course covers the framework, mathematical practices, and curriculum requirements for an AP[®] Calculus AB

course as required by the College Board. This course combines practical experience with the methods and applications of calculus and will prepare students to take the AP Calculus AB exam in the spring. The overarching topics in this course are limits and continuity, derivatives, integrals, and mathematical modeling. Students learn through direct instruction, regular checks and practices, discussions, portfolios, and a project completed during the second semester. Students also take a practice assessment for the AP Calculus AB exam prior to the actual AP Calculus test date.

Course Units

<p>Semester A</p> <ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Prerequisites for Calculus • Unit 3: Limits and Continuity • Unit 4: Derivatives • Unit 5: Mid-Semester Check • Unit 6: More Derivatives • Unit 7: Applications of Derivatives • Unit 8: Semester Exam 	<p>Semester B</p> <ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: The Definite Integral • Unit 3: Differential Equations and Mathematical Modeling • Unit 4: Mid-Semester Check • Unit 5: Applications of Definite Integrals • Unit 6: Review and Full-Length Practice Exam • Unit 7: Semester Project: Response to a Letter • Unit 8: Semester Exam
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Where Big Ideas Are Taught

Big Idea	Semester A Units	Semester B Units
Change	A.3	
Limits	A.3	
Analysis of Functions	A.4, A.6, A.7	B.2, B.3, B.5

Resource Requirements

Finney, Ross L., Demana, Franklin D., Waits, Bert K., Kennedy, D., and David M. Bressoud. *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Pearson Education, Inc., 2016.

Students are required to purchase their own AP Calculus AB approved graphing calculator. [CR3a]

Writing Assignments

In each lesson, students work on activities that involve writing solutions to problems that reinforce the instruction from the lesson. Students also reflect on the lesson by responding to meta-cognitive prompts, and reflecting on ways they can organize their learning using flow charts, concept maps, step-by-step problem-solving ideas, index cards, and other suggestions that encourage self-directed learning. [CR2b, CR2f]

Assessments

Throughout the course, a variety of formative and summative assessments are used to assess student learning and prepare students for the expectations of the AP Calculus AB exam. Students are provided with ample opportunity for skill practice, engagement in meaningful discourse with their peers, and application of their understanding via tasks that are representative of real-world scenarios. Summative assessment types lend themselves to a deeper level of rigor and include portfolios and discussions. Formative assessments are designed to be auto-graded to give students and teachers instant feedback for targeted instruction.

Most lessons contain a quick check assessment that covers the objectives in the lesson, and most units have at least one cumulative quiz that also assesses lesson objectives. Each instructional unit culminates in an online practice to help students review unit concepts and skills, followed by a unit test that consists of multiple choice and short answer and/or essay questions. To aid students in retaining content throughout the course of a semester, a mid-semester check unit appears in the middle of each semester, featuring a low-risk practice assessment covering the objectives learned up to that point during the semester.

A graded full-length practice exam in the style of the AP Calculus AB exam is given at the end of Semester B. Each semester ends with a semester exam.

Most units feature a discussion or portfolio that promotes critical thinking by expanding on topics students have learned. Each semester ends with a semester project and a semester exam. Graded assessments and participation all count toward the student's final grade.

LiveLesson® Online Classroom

Students will collaborate synchronously with peers through the LiveLesson system. LiveLesson sessions allow students to ask questions and take part in real-time discussions. During these sessions, students have the opportunity to describe concepts orally, as well as to work collaboratively with their peers to solve complex problems. These sessions are also used to reinforce difficult concepts and to provide a low-stakes environment for students to develop notational fluency and practice new skills and concepts.

Notational Fluency

Knowing the appropriate notation to use without obvious suggestion is characteristic of a student who performs well on the AP® Calculus AB exam. Throughout the course, there are many opportunities for students to develop and use notational skills. This happens frequently during LiveLessons as well as in sample free-response activities where students interpret problems presented verbally and show their solutions using the correct notation.

Course Outline

Semester A

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course. [CR3a, CR4]
- Learn about the types of activities that will appear in the course.

Unit 2: Prerequisites for Calculus

In this unit, students will do the following:

- Review essential prerequisite skills from precalculus. Sample

activities in this unit:

- Students become familiar with their calculator approved for AP courses, reviewing basic uses such as entering calculations and graphing functions, and how screen resolution issues can impact the appearance of certain graphs. [CR3a, CR3b]

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 1: Prerequisites for Calculus [CR4]

Unit 3: Limits and Continuity [CR1a] [Big Ideas: Change, Limits]

In this unit, students will do the following:

- Calculate limits of functions at a point and interpret their meaning. [CR2a, CR2d, CR2e]
- Calculate limits of functions at infinity and interpret their meaning. [CR2a, CR2d, CR2e]
- Calculate infinite limits of functions and interpret their meaning. [CR2a, CR2d, CR2e]
- apply the concept of slope to tangent lines and rates of change. [CR2b, CR2c, CR3c]

Sample activities in this unit:

- Students complete an activity where they write infinite limits, and limits at infinity, to verify asymptotic behavior of functions. Students generalize to verify that for functions of the form

$f(x) = \frac{1}{x-k}$, where k is a constant, the vertical asymptote is $x = k$ because

$\lim_{x \rightarrow k^-} f(x) = -\infty$ and $\lim_{x \rightarrow k^+} f(x) = \infty$, and the horizontal asymptote is $y = 0$ because

$\lim_{x \rightarrow -\infty} f(x) = 0$ and $\lim_{x \rightarrow \infty} f(x) = 0$. [CR2e]

- Students apply what they learned in the unit by creating a concept map that
- shows hierarchies and interconnectedness between the different kinds of limits, including one-sided limits and limits at infinity, and continuity. The concept map is accompanied by 1–2 paragraphs of text that gives a verbal description of the concept map. [CR2b, CR2f]

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 2: Limits and Continuity [CR4]

Unit 4: Derivatives [CR1a, CR1b] [Big Ideas: Analysis of Functions]

In this unit, students will do the following:

- Determine the conditions necessary for a function to be differentiable. [CR2a, CR2d, CR2e]
- Use the definition of a derivative to find derivatives of differentiable functions and derivatives at a point. [CR2a, CR2d, CR2e, CR3c]
- Apply the Intermediate Value Theorem for derivatives. [CR2a, CR2d, CR2e]
- Apply differentiation rules to find derivatives of functions. [CR2a, CR2d, CR2e]
- Solve problems involving rates of change. [CR2b, CR2c, CR3b]

Sample activities in this unit:

- Students participate in a discussion about derivatives. They examine the difference between the two definitions of a derivative:

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x-h) - f(x)}{x-h} \text{ and } f'(a) = \lim_{x \rightarrow a} \frac{f(x) - f(a)}{x-a}$$

Students discuss the two definitions using the same open-ended question and come up with their own specific example that uses both definitions.

Students resolve any misconceptions they might have about the use of these definitions based on other student responses. [CR2a, CR2b, CR2f]

- In this activity, students use their graphing calculator to complete a guided exploration where they explore the concept of differentiability at a point. Students are presented with a function of the form $f(x) = a\sqrt[3]{x-h}$

and asked to use the zoom feature on their calculator to investigate local linearity at $x = h$.

Students are guided to continue zooming and to give estimates of the slope of the tangent line at $x = h$ as they continue to zoom. Students are guided towards concluding that the tangent line at $x = h$ has an undefined slope. [CR3c]

- Students are given functions in different analytical forms and asked to sketch the function graphically showing maxima and minima, inflections points, asymptotes, where applicable, and express the form of the function verbally.
- In lesson 6, students use their calculator to find the numerical derivative of a function.

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 3: Derivatives [CR4]

Unit 5: Mid-Semester Check [CR1a, CR1b]

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of this semester.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP Calculus AB exam.

Unit 6: More Derivatives [CR1b] [Big Ideas: Analysis of Functions]

In this unit, students will do the following:

- Use the chain rule to find derivatives of composite and implicitly defined functions. [CR2a, CR2d, CR2e]
- Determine derivatives of inverse trigonometric functions. [CR2a, CR2d, CR2e, CR3b]
- Determine derivatives of exponential functions. [CR2a, CR2d, CR2e, CR3b]
- Determine derivatives of logarithmic functions. [CR2a, CR2d, CR2e, CR3b] Sample activities

in this unit:

- Students engage in a discussion about implicitly-defined functions. They discriminate between implicitly-defined functions, determining when it is possible to break apart a function into two explicitly defined functions, and when it is not possible or convenient to do so. Students give examples of each kind of implicitly defined function and to manually compute the solutions of the examples they provide. Students in need of more insight into this topic benefit from their own participation as well as from reading other student responses. [CR2b, CR2c, CR2f]
- Students are provided with a series of functions, where their differentiation requires selection of the differentiation method. The types of functions include implicit functions as well as functions that require the application of the chain rule. Students should state the appropriate derivative rule for each function while engaging in this activity.

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 4: More Derivatives [CR4]

Unit 7: Applications of Derivatives [CR1b] [Big ideas: Analysis of Functions]

In this unit, students will do the following:

- Identify local and global extreme values of a function. [CR2a, CR2b, CR2d, CR2e, CR3b, CR3c]
- Identify intervals over which a continuous function is increasing, decreasing, or constant. [CR2a, CR2b, CR2d, CR2e, CR3b, CR3c]
- Relate the graph of a function with the graphs of its first and second derivatives. [CR2b, CR2d]
- Apply the Mean Value Theorem to solve problems. [CR2a, CR3b,]
- Solve problems involving related rates. [CR2b, CR2c, CR3b, CR3c] Sample activities

in this unit:

- Students create a video in which they create their own twice-differentiable function and draw its graph without a calculator by analyzing its properties, including zeros, asymptotes, symmetry, first derivative, second derivative, local and global extreme values, the concavity test, concave up, and concave down. Students then show the graph of their function on a graphing calculator to verify their work. Students communicate orally and in writing to explain and show their work. A video that meets or exceeds expectations, as outlined in a grading rubric, demonstrates an understanding of how first- and second-order derivatives are used to more accurately draw the graph of the function.
- In the above Activity it will be additionally indicated to the students that their use of appropriate mathematical language, both written and spoken, will be checked.
- Students will develop models of real-world situations and solve these optimization or related rates problems using derivatives. Ex: Finding the value of x that maximize the area of a rectangle with side lengths x and $12 - x^2$.
- In lesson 1, students will identify the zeros of derivatives by hand and by using a calculator.
- In lesson 2, students will verify whether the conditions of the Mean Value Theorem or Rolle's Theorem are satisfied before applying the theorem.
- In lesson 3, students will match graphical, verbal, and analytical representations of functions.

functions. All students will have access to video players that they can use to create their presentation. [CR2b, CR2d, CR2f, CR3c]

- Students use their calculator to find derivatives at a point and apply it to modeling and optimization problems. [CR 3a, CR3b]

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 5: Applications of Derivatives [CR4]

Unit 8: Semester Exam [CR1a, CR1b]

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP Calculus AB exam.

Semester B

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course. [CR3a, CR4]
- Learn about the types of activities that will appear in the course.

Unit 2: The Definite Integral [CR1c] [Big Ideas: Analysis of Functions]

In this unit, students will do the following:

- Write the limit of a Riemann sum in integral notation and find definite integrals using area. [CR2a, CR2b, CR2e]
- Apply the rules for definite integrals to evaluate definite integrals. [CR2a]
- Apply the Fundamental Theorem of Calculus to find antiderivatives. [CR2a, CR2b]
- Apply the evaluation part of the Fundamental Theorem of Calculus to evaluate definite integrals. [CR2a, CR2b, CR2c, CR3b, CR3c]
- Use the Trapezoidal Rule to approximate areas under a curve. [CR2a, CR2b, CR2e]

Sample activities in this unit:

- Students write 4–5 paragraphs explaining the Fundamental Theorem of Calculus Part 1 (the antiderivative part) and The Fundamental Theorem of Calculus Part 2 (the evaluation part). Students incorporate vocabulary words and terms associated with each theorem (i.e. definite integral, antidifferentiation, and limits of integration) associated with each part and explain the role of each when working with integrals. Students also explain the connection between the two parts. A paper that meets or exceeds expectations, as outlined in a grading rubric, demonstrates an understanding of, and the connection between, both parts of the Fundamental Theorem of Calculus. [CR2a, CR2b, CR2d, CR2f]
- Students complete an activity that involves writing definite integrals of the

form $\int_a^b f(x) dx$ the limit of a Riemann Sum $\lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x$. [CR2e]

- Students complete an activity and assignment that involves finding the average value of a function using the fnInt (NINT) function on their calculator. [CR3c]

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 6: The Definite Integral [CR4]

Unit 3: Differential Equations and Mathematical Modeling [CR1b, CR1c] [Big Ideas: Analysis of Functions]

In this unit, students will do the following:

- Use substitution methods to evaluate definite and indefinite integrals. [CR2b, CR2c]
- Evaluate definite integrals using a calculator. [CR3b]
- Determine general and particular solutions to a differential equation. [CR2b, CR2c]
- Solve initial value problems. [CR2b, CR2c, CR2e, CR3b]
- Solve separable differential equations and apply them to solving problems relating to exponential growth and decay. [CR2b, CR2c, CR2e, CR3b]

Sample activities in this unit:

- Students create a graphic organizer under the topic of Differential Equations. The graphic organizer shows important relationships among the subtopics they have learned about in this unit. Key terms such as slope fields, indefinite integrals, substitution methods for integration, and separable differential equations, are included along with a description of each topic. [CR2b, CR2f]

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 7 (7.1, 7.2, 7.4): Differential Equations and Mathematical Modeling [CR4]

Unit 4: Mid-Semester Check [CR1b, CR1c]

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of this semester.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP Calculus AB exam.

Unit 5: Applications of Definite Integrals [SC1c] [Big Ideas: Analysis of Functions]

In this unit, students will do the following:

- Solve problems involving accumulation and net change. [CR2b, CR2c, CR2d, CR3b, CR3c]
- Apply definite integrals to determine areas in the coordinate plane. [CR2b, CR2c, CR2d, CR2e, CR3b, CR3c]
- Apply definite integrals to determining volume of three-dimensional solids. [CR2b, CR2c, CR2d, CR2e, CR3b, CR3c]
- Integrate with respect to y to solve area and volume problems determined by functions of y . [CR2b, CR2c, CR2d, CR2e, CR3b, CR3c]

Sample activities in this unit:

- In this activity, students are given 4 problems relating to this unit. Each student chooses one problem to solve. In their solution, each student purposely introduces an error in notation. Students post their solution for other students to see. Other students exercise notational fluency by identifying the error in notation and by making corrections using the appropriate notation. [CR2b, CR2e, CR2f]
- Students use their graphing calculator to solve an equation of the form $ds/dt = 0$.
- Students use their calculator to calculate volumes by slicing, volumes of revolution, and volumes using cylindrical shells. [CR3a, CR3b]
- The students will find solutions to real-world problems, including the work done in stretching a spring.

Required reading: *Calculus: Graphical, Numerical, Algebraic*. 5th ed., Chapter 8 (8.1, 8.2, 8.3, 8.5): Applications of Definite Integrals [CR4]

Unit 6: Review and Full-Length Practice Exam [CR1a, CR1b, CR1c]

In this unit, students will do the following:

- Review the entire course, using the results of the mid-semester check and unit tests to focus this review.
- Use their graphing calculator to solve an equation of the form $ds/dx = 0$.

- Complete a full-length practice exam in the style of the AP Calculus AB exam, over the course of three days. This includes a multi-part problem where students apply the first derivative test for local extrema and provide justifications for answers.

Unit 7: Semester Project: Response to a Letter [CR1a, CR1b, CR1c]

In the project unit, students act as a mathematical consultant. They respond to a written letter in which a client asks the student to address a number of mathematical problems the client needs help solving. Students research solutions using nDeriv (NDER), fnInt (NINT), and graphical analysis features of their graphing calculator.

Students create and submit a verbal, numerical (including data), and computational response to the client's request. It is expected that the response is written in a way that demonstrates mastery of the enduring understandings. [CR2b, CR2c, CR2d, CR2f, CR3c]

Unit 8: Semester Exam [CR1b, CR1c]

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP Calculus AB exam.

AP Computer Science Principles



AP Computer Science Principles

Course Overview

The Zulama AP Computer Science Principles Course is structured by the Conceptual Framework established by the College Board. This includes six Computational Thinking Practices: Skills and five Big Ideas.

The content of the Zulama AP Computer Science Principles course was originally written and structured by Ruth Comley, faculty at the Entertainment Technology Center at Carnegie Mellon University in Pittsburgh, Pennsylvania. GameMaker Studio 2 was chosen as the game engine to teach computer science principles due to its professional game design interface, high interest skill development, and functional GML scripting language. The computer game design principles and skills high school students develop using GameMaker Studio 2 interfaced also are taught in the over 400 university game design programs in the United States, both at the undergraduate and graduate levels.

Through a study of computer science principles and game design, students in the Zulama AP Computer Science Principles course:

- apply computer science principles and transferable skills by building playable digital games,
- program using GML scripting language and the GameMaker Studio™ interface,
- engage in creative design opportunities by applying knowledge of game mechanics,
- collaborate in design teams using the iterative design process,
- expand knowledge of the global impact of computer innovations,
- explore career and advanced education opportunities in the study of computer science and computer game design through the Explore Computer Innovations activity
- design and code a playable game that meets the expectations of the Performance Task
- prepare for the College Board AP CSP Exam

Pedagogy

This AP Computer Science Principles course develops computational thinking practices that students use to problem solve and to critically analyze innovations in computing. The course is appropriate for students who have completed a high

school algebra course. Students learn advanced computer science principles by completing rigorous computer game projects. They plan, design, code, and test software using the scripting language GML in GameMaker: Studio. Students gain a deep understanding of the global impact of the Internet through the study of game design, game programming, and the fast growing and diverse global video game industry.

This course emphasizes building computer science vocabulary and applying computer science principles and essential knowledge of coding practices.

Students engage in a variety of activities where they design, code, iterate, and share playable games in a 2d environment defined through the course Big Ideas and Learning Objectives.

Total course time: 140 hours = approximately 37 weeks of instruction when delivered in 45 minute periods and 5 classroom periods per week. The course fits flexibly into other formats, such as block scheduling.

Course Delivery

Teachers and students each have their own login and password to access the digital curriculum through the browser-based Passport platform. This digital curriculum provides:

Features of Passport include:

- Content delivery
- Course scheduling
- Edulastic online assessment integration
- Real time gradebook
- Teacher to student messaging
- Teacher control of student rosters and passwords
- Teacher keys and other resources

Primary Programming Environment GameMaker Studio 2

Zulama AP Computer Science Principles Resources

- Instructional Videos
- Assessment rubrics

- Module quizzes
- Digital Portfolio template

Teacher Resources

- Schell, Jesse. *The Art of Game Design: A Book of Lenses*. New York: CRC Press, 2008.
- Dale, Nell and Lewis, John. *Computer Science Illuminated*. Jones & Bartlett, 2015.
- Interactive book “[How to Think Like a Computer Scientist: Interactive Edition](#)” [Runestone Interactive Project at Luther College](#)

AP CSP Conceptual Framework

Computational Thinking Practices

CPT1: Computational Solution Design

CPT2: Algorithms and Program Development **CPT3:**

Abstraction in Program Development **CPT4:** Code Analysis

CPT5: Computing Innovations

CPT6: Responsible Computing

Big Ideas

The AP Computer Science Principles course is built on five Big Ideas. For specific Enduring Understandings, Learning Objectives, and Essential Knowledge Statements that support each Big Idea, please refer to the [College Board Course and Exam Description \(CED\) binder](#) for AP CSP.

(CRD) Big Idea 1: Creative Development

When developing computing innovations, developers can use a formal, iterative design process or experimentation. While using either approach, developers will encounter phases of investigating and reflecting, designing, prototyping, and testing. Additionally, collaboration is an important tool to use at any phase of development because considering multiple perspectives allows for improvement of innovations

(DAT) Big Idea 2: Data

Data is central to computing innovations because it communicates initial conditions to programs and represents new knowledge. Computers consume data, transform data, and produce new data, allowing users to create new information or knowledge to solve problems through the interpretation of this data. Computers store data digitally, which means that the data must be manipulated in order to be presented in a useful way to the user.

(AAP) Big Idea 3: Algorithms and Programming

Programmers integrate algorithms and abstraction to create programs for creative purposes and to solve problems. Using multiple program statements in a specified order, making decisions, and repeating the same process multiple times are the building blocks of programs. Incorporating elements of abstraction, by breaking problems down into interacting pieces, each with their own purpose, makes writing complex programs easier. Programmers need to think algorithmically and use abstraction to define and interpret processes that are used in a program.

(CSN) Big Idea 4: Computing Systems and Networks

Computer systems and networks are used to transfer data. One of the largest and most commonly used networks is the Internet. Through a series of protocols, the Internet can be used to send and receive information and ideas throughout the world. Transferring and processing information can be slow when done on a single computer but leveraging multiple computers to do the work at the same time can significantly shorten the time it takes to complete tasks or solve problems.

(IOC) Big Idea 5: Impact of Computing

Computers and computing have revolutionized our lives. To use computing safely and responsibly, we need to be aware of privacy, security, and ethical issues. As programmers, we need to understand how our programs will be used and be responsible for the consequences. As computer users, we need to understand how to protect ourselves and our privacy when using a computer.

AP CSP Curricular Requirements

The Zulama AP CSP course supports each of the Big Ideas throughout the course content, collaborative and individual activities, and student reflections. The lesson activities support lesson content and provide opportunities for students to apply newly learned computer science concepts and skills. Thus, **students are expected to complete all lesson activities listed in the Module Guide.**

Module Guide

Module 1

Overview of Game Design and Computer Science Principles

Timeframe: 3 Lessons, approximately 16 hours

Module 1	
Big Ideas	CRD, DAT, AAP, CSN, IOC
Computational Thinking Practices	CTP 1, 2, 5, 6
Lessons	Essential Questions
<p>Lesson 1: Introduction Game Design CRD, CP1; CP5</p> <p>Lesson 2: Data and Computational Thinking CSN; CTP 2, 6</p> <p>Lesson 3: The Internet and Global Impact CSN; CTP 6</p>	<ul style="list-style-type: none"> ● Why are games a computing innovation? ● How is computational thinking used in game development? ● What are the positive and negative impacts of computers and the Internet?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Game design principles ● Working collaboratively in design teams ● Game mechanics 	
Questions	<ul style="list-style-type: none"> ● Module 1 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Read binary data ● Determine impact of computing ● Analyze data collection and reporting ● Know Internet characteristics ● Gauge Internet usage ● Evaluate cybersecurity issues

Instructional Activities

Lesson 1: IDEA Teams and Computing Innovations Students pretend their IDEA Teams were the creators of Side Scroller, and discuss ways in which their collaboration might have made different choices. **CRD**

Lesson 2: Tell Time Using Binary Clocks Students study the examples of binary clocks, read the Binary Data section in Lesson 1, convert the LED binary settings to decimal numbers so that they can confirm the times. Then they will also complete exercises to represent binary data using hexadecimal digits and make comparisons. **DAT**

Lesson 2: Research the Impact of Games Students research and create a multimedia presentation that explores the impact of the global game design industry on today's society. The presentation should include statistics on how games are used for the greater good and careers in gaming as well as data of the student's choice. Sources should be cited and students should organize the data in a clear way. **IOC**

Lesson 2: Using Data for Information and Knowledge Students describe an app they use frequently and write a short summary of its purpose. Students give an example of data that it collects and how it uses and presents the data back to the user. Students share with the class what information or knowledge is gained from the reporting. **DAT**

Lesson 2: Database Design Problems: The Card Game Students consider how to best design a database for users. They consider search factors, variable, and how to simplify a database. Students consider the problem of scalability and develop a working blueprint that could be used to design a preliminary test site. **DAT**

Lesson 3: Compare Usage Students compare their Internet usage to what statistics indicate and support their comparison with a graphic. **CSN**

Lesson 3: Unauthorized Access Students research how unauthorized access to computing resources is gained and how they can stop or prevent that access. **CSN**

Lesson 3: Data and Security Students essay on the benefits and dangers of collecting and storing personal data on online databases. **CSN**

Lesson 3: Crowdsourcing and Large-Scale Problem Solving Students choose a crowdsourced research project online and explain how the people involved are participating in large-scale problem solving. **CSN**

Lesson 3: Ethical Use of Computers Students access their favorite search engine and search for articles related to the harmful effects of computing.

After reading and summarizing the article, students discuss ways to counteract the effect.

CSN

Lesson 3: Bringing Equity Students research equity and how it can be achieved in computing.

Students write an essay summarizing their findings. **IOC**

Lesson 3: Think Beyond the Code Students research an example of a computing innovation that ended up having consequences that the programmers probably didn't intend and decide how they might have done things differently. **CRN**

Lesson 3: Good and Bad Students research a well-known computing innovation and discuss both the pros and the cons of that innovation for society. **CRD Lesson 3: Internet Usage** Students share their

Internet usage habits, including

how much time is spent per day on the Internet and how it is spent. Students describe their use, such as playing games, accessing social media, using it for school-related projects, watching videos, or independently learning. **CSN**

Lesson 3: Internet Characteristics Students work in pairs and choose a topic from the Digital Ocean article to investigate and prepare to teach their classmates in a short presentation. Topics chosen should include IP addresses, protocols, and packets. **CSN**

Lesson 3: Impact of the Internet Students explain how the Internet has changed how individuals communicate and learn. **IOC**

Lesson 3: Cybersecurity Students read a selection of articles pertaining to cybersecurity from looking at encryption to recent security breaches. They respond to a writing prompt and describe a current cybersecurity concern and consider ways to address the issue. **CSN**

Lesson 3: Computer Vocabulary Word Art Students choose 15 words from their reading that describe computer science. They find a word cloud generator of their choice to complete the assignment. *Wordle* is one option, but others are available. Students then design a creative word art showcasing the computer science vocabulary found in Module 1. **CRD**

Lessons 1 - 3: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Article:** An Introduction to Networking Terminology, Interfaces, and Protocols, online DigitalOcean

<https://www.digitalocean.com/community/tutorials/an-introduction-to-networking-terminology-interfaces-and-protocols>

- **Article:** Internet Protocol
(<http://searchunifiedcommunications.techtarget.com/definition/Internet-Protocol>)

Module 2

Using GameMaker: Studio

Timeframe: 3 Lessons -- Approximately 4 hours

Module 2	
Big Ideas	CRD, DAT, CSN, IOC
Computational Thinking Practices	CTP 1, 3, 5, 6
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 4: Setting Up GameMaker Projects CRD; CTP 1 ● Lesson 5: GameMaker: Studio Interface CSN; CTP 5, 6 ● Lesson 6: Game Assets and GameMaker DAT, CSN; CTP 3 	<ul style="list-style-type: none"> ● How is a GameMaker project stored? ● What does the GameMaker interface look like? ● How are assets and projects transferred?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Downloading and installing software (GameMaker: Studio) ● Project file structure 	
Questions	<ul style="list-style-type: none"> ● Module 2 Quiz <ul style="list-style-type: none"> ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Set up file structures ● Explain software releases and version numbers ● Navigate GameMaker: Studio interface ● Use file compression formats

Instructional Activities

Lesson 6: Storing, Securing, and Compressing Data Students work in small, collaborative groups to research and create a multimedia presentation on compressed file formats. Include historical information, how data is secured, and technical information. **DAT**

Lesson 6: Investigating Data Sets Students work individually or in pairs to investigate metadata. Use file explorer and GameMaker project files to draw conclusions. **DAT**

Lesson 6: Computing Innovations Through the first two modules students have been exploring how computing has evolved and had an impact. Now they will look beyond video games and research how computing, and shared access to resources, has impacted innovation in other fields. Students present their findings in the form of a digital poster. **CSN**

Lessons 4 - 6: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** How to Extract Zip Files

Module 3 Zulama Pinball

Timeframe: 5 Lessons -- Approximately 5 hours

Module 3	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4, 5, 6
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 7: Game Design Documents CRD; CTP 1, 5 ● Lesson 8: Parts of a GameMaker Game DAT; CTP 3, 5 	<ul style="list-style-type: none"> ● What does a game document include? ● What are the main resources used in a GameMaker Studio project? ● What resources are used in a game level?
<ul style="list-style-type: none"> ● Lesson 9: Backgrounds and Rooms CRD, DAT; CTP 2, 3 ● Lesson 10: Adding Code AAP; CTP 2, 3 ● Lesson 11: Complete Navigation Workshop CRD, DAT, CSN; CTP 1, 4, 6 	<ul style="list-style-type: none"> ● How do objects react to events? ● How is room navigation handled?

Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● One page design ● Game document ● Pair programming ● Create GameMaker project ● Sprites ● Objects ● instance 	
<p>Questions</p>	<ul style="list-style-type: none"> ● Module 3 Quiz ● AP CSP Topic Formative Assessment
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Manipulate the GameMaker interface ● Add rooms and backgrounds ● Determine game flow ● Apply GML scripting skills, including: <ul style="list-style-type: none"> ● Create events and collisions ● Add functions and variables

Instructional Activities

Lesson 8: Designing New Playing Pieces Students work as a design team to add two new playing pieces to the game. Design team may be pair programmers or two pairs may form one team. This activity will begin here and will finish at the end of Zulama Pinball, and includes design of game art, application of game mechanics, and adding objects to the computer game environment. **CRD**

Lesson 10: Upload Completed Project File When students have finished all the tasks described in the lessons and tested that their game works, students export their GameMaker project and upload the GMZ file for review. **CRD, DAT**

Lesson 10: Levels of Abstraction Students respond to a writing prompt to discuss the multiple levels of abstraction they have seen from the game document to running their code (highest to lowest - rule set, pseudocode, GML code, compiled code, executed code.) **AAP**

Lesson 11: Upload Navigation Workshop Students export and upload their completed Navigation Workshop GMZ file. This Workshop includes making independent changes to the game to assess module outcomes **CRD, DAT**

Lessons 7 - 11: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** Creating a Sprite
- **Instructional Video:** Creating an Object
- **Instructional Video:** Creating a Background
- **Instructional Video:** Creating a Room / Adding Objects
- **Instructional Video:** Writing Code
- **Instructional Video:** Exporting GMZ Files

Module 4

Making the Game Work

Timeframe: 4 Lessons -- Approximately 6 hours

Module 4	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 12: Controlling the Paddle AAP; CTP 1, 2, 3, 4 ● Lesson 13: Using Mouse input AAP; CTP 1, 2, 3, 4 	<ul style="list-style-type: none"> ● How is the paddle movement controlled by the player? ● What events are generated by mouse clicks?
<ul style="list-style-type: none"> ● Lesson 14: Collision with Ball AAP; CTP 1, 2, 3, 4 ● Lesson 15: Adding More Assets CRD, DAT; CTP 1, 2, 3, 4 	<ul style="list-style-type: none"> ● How are program errors interpreted and corrected? ● Why is the User Interface important?
Computer Science / Game Design Topics	Coding Concepts

<ul style="list-style-type: none"> ● Keyboard events ● Mouse events ● Randomization ● Collision handling ● Debugging ● User interface ● Draw events ● Font resource 	<ul style="list-style-type: none"> ● Conditional statement ● Random number functions ● Boolean variables ● Variable scope ● Global variables ● Constants ● “with” statement ● Interpreting error messages ● Draw functions
<p>Questions</p>	<ul style="list-style-type: none"> ● Module 4 Quiz ● AP CSP Topic Formative Assessment
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Apply GML scripting skills <ul style="list-style-type: none"> ○ Use conditional statements, random number functions, variables, constants, and variable scope ○ Dynamically allocate game resources

Instructional Activities

Lesson 13: Practice with if Statements Students complete an if statement worksheet to assess their ability to trace logical programming statements. **AAP**

Lesson 14: GameMaker Tips Students respond to the writing prompt by posting to an online discussion thread: What GameMaker shortcuts have you discovered on your own that you find helpful? What web searches have you done and what online resources have helped you? How did you verify their credibility? Students then respond to a partner's suggestion after trying it out or using the online reference. **CRD, CSN**

Lesson 14: Debugging Exercise Students work as pair programmers to correct all errors in given project. They then export and upload it to the Zulama Learning and Content Management System. **AAP**

Lesson 15: Is the Game Fair? Students provide written answers to questions posed to address game design, iteration, and game balance. **CRD**

Lesson 15: Module 4 Guided Lessons Completed When students have finished all the tasks described in the lessons, tested, and iterated their game so they know it works correctly, students export their GameMaker project and upload the GMZ file to the Zulama Learning and Content Management System for review. **CRD, DAT**

Lessons 12 - 15: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** Using Keyboard Events
- **Instructional Video:** Adding Code to Respond to Mouse Input
- **Instructional Video:** Adding a Rule
- **Instructional Video:** Making Objects Operational
- **Instructional Video:** Drawing the Score

Module 5

Finishing Zulama Pinball

Timeframe: 5 Lessons -- Approximately 8 hours

Module 5	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 16: Add Game Balance AAP; CTP 1, 2, 3, 4, ● Lesson 17: Add Rewards APP; CTP 1, 2, 3, 4 ● Lesson 18: Player Feedback AAP; CTP 2, 3, 4 ● Lesson 19: Designing a Level CRD, AAP; CTP 2, 3, 4 ● Lesson 20: Final Playtest CRD, IOC; CTP 4 	<ul style="list-style-type: none"> ● What is game balance and how can it be achieved in your game? ● How can variables be used to control game flow? ● How is winning or losing determined and communicated to the player? ● What needs to be considered to build a second level? ● What does playtesting involve? ● Why is playtesting a crucial step in game design?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Game balance ● Dynamic resource allocation ● Building and testing game feedback ● Game development cycle ● Working collaboratively in a design team ● Game design principles ● Playtest 	<ul style="list-style-type: none"> ● Conditional statement (if-else) ● Increment and decrement operators ● Compound if statement ● Global variables ● Develop and test ● Create application executable
Questions	<ul style="list-style-type: none"> ● Module 5 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Apply GML scripting skills

	<ul style="list-style-type: none"> ○ Use compound conditional statements, increment and decrement operators, and variable scope ○ Dynamically allocate game resources ● Engage in the iterative process to design a second game level ● Playtest a game
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Instructional Activities

Lesson 17: Add More Balance Students choose one of several brainstormed ideas from Lesson 15 and implement it in the game. Students consider choosing an original idea that will make the game more interesting but also take into account a change that can be successfully implemented with the deadlines set by the teacher. The explanation and file are uploaded for teacher review. **AAP**

Lesson 18: Guided Lessons Completed After finishing all tasks directed in the lessons, testing the game, and iterating as needed so the game works, export their GameMaker project. Students upload the GMZ file for teacher review. **CRD, DAT**

Lesson 19: Designing a Level Workshop Before making the changes in GameMaker, planning needs to be done. Students document their plans to implement an original level by completing a one page design document as well as adding to the game document used throughout Zulama Pinball.

Updating the game document includes writing pseudocode. Students upload their completed planning documents for teacher review. **CRD, DAT**

Lesson 19: New Level GMZ Workshop Once students have coded and tested their design changes, they export and upload their completed GMZ GameMaker project file for teacher review. **CRD, DAT**

Lesson 20: Evaluate the Playtest Students work in their design teams to evaluate the test results and brainstorm ideas for changes to games to make them more playable and fun. Students then provide written responses to writing prompts. **CRD**

Lessons 16 - 20: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** Adding Player Lives
- **Instructional Video:** Adding a Bonus Feature, part 1
- **Instructional Video:** Adding a Bonus Feature, part 2
- **Instructional Video:** Win Conditions and Feedback
- **Instructional Video:** Making the Play Again Button Functional

Module 6 Ball

Bouncer

Timeframe: 4 Lessons -- Approximately 6 hours

Module 6	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 21: Rooms and Backgrounds AAP; CTP 1, 2, 3, 4 ● Lesson 22: Ball and Wall Objects AAP; CTP 1, 2, 3, 4 ● Lesson 23: Adding the Goal AAP; CTP 1, 2, 3, 4 ● Lesson 24: Create Playing Pieces Workshop CRD, DAT; CTP 1, 2, 3, 4 	<ul style="list-style-type: none"> ● What is required to set up game navigation when you begin a new game? ● How can instances be added easily to a room? ● How is the game won? ● What steps are required to set up the game’s playing pieces?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Pair Programming ● Create GameMaker project ● Set up game flow 	<ul style="list-style-type: none"> ● Using functions ● Random number functions

<ul style="list-style-type: none"> ● Level design ● Object instances ● Randomization ● Create game objects ● Project organization 	
<p>Questions</p>	<ul style="list-style-type: none"> ● Module 6 Quiz ● AP CSP Topic Formative Assessment
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Apply GML scripting skills <ul style="list-style-type: none"> ○ Set up game flow in the Ball Bouncer game ○ Use random number functions ○ Use create events and collision events to control game flow

Instructional Activities

- Lesson 21: Ball Bouncer Room Navigation** Students set up the room navigation for their game according to the game document and upload their GMZ file for teacher review. **CRD, AAP, DAT**
- Lesson 23: Guided Lessons Completed** Student files show that room navigation, including moving to the end room when the ball hits the goal is complete. Students export and upload their tested game GMZ file for teacher review. **CRD, DAT**
- Lesson 24: Create Playing Pieces Workshop** Game flow should begin at the start screen and move to the main level when the play button is clicked. All five playing piece objects should be created and placed in the main room at the appropriate location in the bin area. Once students have completed the lessons and successfully playtested their game, they need to export the GMZ file and upload it for teacher review. **CRD, AAP, DAT**
- Lessons 21 - 24: Game Design Journal** Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** Creating More Sprites

- **Instructional Video:** Coding Blocks
- **Instructional Video:** Incorporating the Goal

Module 7

Ball Bouncer Game Mechanics

Timeframe: 6 Lessons -- Approximately 10 hours

Module 7	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 25: Placing the Playing Pieces AAP; CTP 1, 2, 3, 4 ● Lesson 26: Taking a Closer Look AAP; CTP 1, 2, 3, 4 ● Lesson 27: User Interface AAP, DAT; CTP 1, 2, 3, 4 ● Lesson 28: Global Variables AAP; CTP 2, 3, 4 ● Lesson 29: Adding a Power Up AAP; CTP 2, 3, 4 ● Lesson 30: On Your Own Workshop CRD, DAT, IOC; CTP 1, 2, 3, 4 	<ul style="list-style-type: none"> ● How can Boolean variables be used to control dragging and dropping playing pieces? ● What fundamentals are used throughout games programming? ● What game elements need to be added to complete level design? ● Why is a global variable needed? ● What is the purpose of a power-up? ● How does a power-up add interest to the game? ● What should you be evaluating when playtesting your game?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Program logic ● Boolean logic ● Truth tables ● User Interface ● Game development cycle 	<ul style="list-style-type: none"> ● Boolean variables ● Compound conditionals ● Coordinate math ● Variable scope ● Variable types ● Constants ● Objects and instances

	<ul style="list-style-type: none"> ● Nested if statements ● Logical operators ● Dot notation
Questions	<ul style="list-style-type: none"> ● Module 7 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Apply GML Scripting skills <ul style="list-style-type: none"> ○ Use Boolean variables, Boolean logic, constants, and nested if statements ○ Make decisions using computations based on instance’s coordinates ● Engage in the iterative process to test and debug the game

Instructional Activities

Lesson 25: The Rest of Pieces Students modify other playing pieces using the diamond object as a guide. Students playtest, address errors as needed, and upload the GMZ file for teacher review.

AAP

Lesson 26: Variables and Conditionals Practice Students provide written answers to a series of questions to show their code tracing prowess. They describe the error or determine the outcome when the code shown is run. **AAP**

Lesson 28: Relational Operators Students evaluate (and write) expressions using relational operators. **AAP**

Lesson 28: Instances and Variables Students read a scenario that analyzes instance vs. global variables. They then create a graphic organizer or multimedia presentation to demonstrate their understanding. Their visual, in turn, can be shared and discussed with other students to lead to deeper understanding. **AAP**

Lesson 28: Progress Check Students evaluate game elements and game mechanics that they feel would improve the game. Students identify these elements and provide a written plan for iterations. **CRD**

Lesson 29: How to Prevent Paddle from Rotating into Wall This is an online discussion question that has students suggesting ways to prevent the paddle in the game from rotating into one of the four walls. This activity gives

students an opportunity to brainstorm and sort through possible iterations for game improvement. **AAP**

Lesson 29: Module 7 Guided Lessons Completed Once all Module 7 game mechanics have been coded and tested, students export and upload their completed GMZ file for teacher review. CRD, DAT

Lesson 30: Make It Your Own Students complete the "Finish the Game" tasks. Then they choose at least three enhancements from their Game Design Journal or the Make it Your Own section to implement. **CRD**

Lesson 30: Is it Ready for Prime Time? Through a writing prompt, students evaluate their game and consider changes that would be effective to reach a wider audience and be required for widespread distribution. **CRD**

Lessons 25 - 30: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** The Drag Function, part 1
- **Instructional Video:** The Drag Function, part 2
- **Instructional Video:** Creating User Interface
- **Instructional Video:** The Goal Top
- **Instructional Video:** Limiting Player Cards
- **Instructional Video:** Adding Power-Ups
- **Instructional Video:** Fixing the Bug

Module 8

Matching Game

Timeframe: 3 Lessons -- Approximately 5 hours

Module 8	
Big Ideas	CRD, DAT, AAP, CSN, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 31: Matching Game Setup AAP; CTP 1, 2, 3, 4 ● Lesson 32: Card Sprites CRD, AAP; CTP 2, 3, 4 ● Lesson 33: Controller Object AAP; CTP 2, 3, 4 	<ul style="list-style-type: none"> ● How is a simple, matching card game programmed? ● What is the purpose of one sprite containing multiple images? ● What is the purpose of the controller object?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Pair Programming ● Set up game flow ● Game timing ● Controller object 	<ul style="list-style-type: none"> ● Using alarms ● Using functions ● Coordinate math
Questions	<ul style="list-style-type: none"> ● Module 8 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Apply GML Scripting skills <ul style="list-style-type: none"> ○ Manage variables at an advanced level ○ Use the controller object ○ Program alarms and timers, and turning cards over by changing sprites

Instructional Activities

Lesson 33: Research Simulation Games Activity Video games simulations are widespread. Students research examples of how video game simulations are used for training purposes in and create a multimedia presentation to report their findings. **CRD, CSN, IOC**

Lesson 33: Module 8 Guided Lessons Completed Students upload their fully playtested Matching game GMZ file for teacher review. **CRD, DAT**

Lessons 31 - 33: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** Creating the Card Sprite
- **Instructional Video:** Creating the Alarms

Module 9

Finding Matches

Timeframe: 5 Lessons -- Approximately 9 hours Explore - Impact of Computing Innovation - 8 hours

Module 9	
Big Ideas	CRD, DAT, AAP, CSN, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4, 5, 6
Computing Innovations	Explore - Impact of Computing Innovations
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 34: <u>Managing Variables</u> AAP, CTP 2, 3, 4 ● Lesson 35: <u>Game Timing</u> AAP; CTP 2, 3, 4 ● Lesson 36: <u>Randomizing the Game</u> AAP; CTP 2, 3, 4 	<ul style="list-style-type: none"> ● How are matches determined and what role do variables play in controlling the game? ● How are alarms used to handle game timing? ● How can playability be improved?
<ul style="list-style-type: none"> ● Lesson 37: <u>Game Improvements</u> CRD, IOC; CTP 1, 4 ● Lesson 38: <u>Level Up</u> AAP; CTP 2, 3, 4 	<ul style="list-style-type: none"> ● What improvements can be made to the matching game? ● What changes are necessary to change a sprite's subimages?

Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Flowcharts ● Pseudocode 	<ul style="list-style-type: none"> ● Conditionals ● Global variables
<p>Questions</p>	<ul style="list-style-type: none"> ● Module 9 Quiz ● AP CSP Topic Formative Assessment
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Apply GML scripting skills <ul style="list-style-type: none"> ○ Use conditionals and modulus operator ○ Apply randomization to the game ○ Use alarms ● Engage in the iterative process to test and debug the game ● Gain a deep understanding of computer innovations

Instructional Activities

Lesson 36: Module 9 Guided Lessons Completed Students upload their fully playtested Matching game GMZ file for teacher review. This represents the game version following completion of the guided lessons. **CRD, DAT, CSN**

Lesson 37: Finish the Basic Game Workshop Students upload their completed Matching Game GMZ file. Teacher review includes whether the UI is properly set up, gives appropriate feedback, and handles special test cases appropriately. **CRD, DAT, CSN**

Lesson 38: Edit Sprites Workshop Students add new images to their Matching game. Students access Creative Commons images to understand how computing has enabled broader access. Images should be resized and edited so that the game has a unique theme. Once inserted into the game and

playtested students should upload their GMZ file for teacher review. **CRD, DAT, CSN**

Lessons 34 - 38: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

At end of Module 9: Explore - Impact of Computing Innovations Students complete the Computing Innovations activities utilizing 8 hours of class time. Students should use the AP rubric and task guidelines to ensure all requirements are met. **CSN, IOC; CTP 1, 5, 6**

Instructional Resources

- **Instructional Video:** Checking for Matches
- **Instructional Video:** Fixing the Win Condition
- **Instructional Video:** Random Card Placement

Module 10

31 Game Setup

Timeframe: 6 Lessons -- Approximately 8 hours

Module 10	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 39: Set Up Playing Board CRD, DAT; CTP 1, 2, 3, 4 ● Lesson 40: For Loop AAP; CTP 2, 3, 4 ● Lesson 41: Arrays AAP; CTP 2, 3, 4 ● Lesson 42: Managing the Deck AAP; 1, 2, 3, 4 	<ul style="list-style-type: none"> ● What is required to set up game navigation when a game is started? ● How can lines of code be repeated? ● How are arrays used in programming? ● How is the deck of cards represented virtually? ● What programming is necessary to be able to score the cards?
<ul style="list-style-type: none"> ● Lesson 43: More Scripts AAP; CTP 1, 2, 3 ● Lesson 44: Deal the Hand Workshop DAT; CTP 1 	<ul style="list-style-type: none"> ● What planning and programming is necessary to set up the cards?

<p align="center">Computer Science / Game Design Topics</p>	<p align="center">Coding Concepts</p>
<ul style="list-style-type: none"> ● Pair Programming ● Set up game flow ● Loops ● Arrays ● Writing algorithms ● Implement game mechanics 	<ul style="list-style-type: none"> ● For loops ● Arrays ● Scripts ● Nested for loops ● Scripts (user-defined functions) ● Alarms
<p>Questions</p>	<ul style="list-style-type: none"> ● Module 10 Quiz ● AP CSP Topic Formative Assessment
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Apply GML scripting skills <ul style="list-style-type: none"> ○ Demonstrate game flow in the Project 31 game ○ Describe data structures ○ Create one and two dimensional arrays, and loops ○ Identify variable scope ○ Use debug messages to test data structure ○ Consider additional detail on for loops and array indexing ○ Create and use GML scripts <ul style="list-style-type: none"> ■ Passing arguments ■ Returning values

Instructional Activities

Lesson 39: Playing 31 This activity provides an opportunity for students to post and respond to a discussion thread explaining their analysis of game mechanics used in the traditional card game 31 and how they will be applied in creating a digital version of the game. **CRD, IOC**

Lesson 41: Manipulating Arrays In this assignment students have the opportunity to use array notation to access cells of tables and to manipulate the contents. **AAP**

Lesson 43: Module 10 Guided Lessons Completed After thoroughly playtesting their game, students upload their GMZ file for teacher review. Functionality includes setup of room navigations and one card used for testing. **CRD, DAT**

Lesson 44: Deal the Hand Students have written code to set up room navigation, build a virtual deck, create objects for the player and opponent's hands, and dealt the first card hand. After thoroughly playtesting their game, students export and upload their GMZ file for teacher review. **AAP, DAT**

Lessons 39 - 44: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** How to Play Scat: Card Games
- **Instructional Video:** Setting the Sprites
- **Instructional Video:** For Loop
- **Instructional Video:** Nested For Loop
- **Instructional Video:** Building the Deck
- **Instructional Video:** Swapping Two Cards
- **Instructional Video:** Dealing the Cards

Module 11

Build 31

Timeframe: 4 Lessons -- Approximately 8 hours

Module 11	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 45: The Player’s Turn AAP; CTP 2, 3, 4 ● Lesson 46: The Computer’s Turn AAP; CTP 2, 3, 4 ● Lesson 47: End the Hand AAP; CTP 2, 3, 4 ● Lesson 48: Finish the Game DAT; CTP 1 	<ul style="list-style-type: none"> ● What steps are required to code the player’s turn? ● What steps are necessary for the computer to take a turn? ● What needs to be done to end a hand? ● What improvements can be made to 31?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Implement game mechanics ● Implement game feedback ● Build and test feedback and game timing 	<ul style="list-style-type: none"> ● Scripts (user-defined functions) ● Alarms ● Develop and test
Questions	<ul style="list-style-type: none"> ● Module 11 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Utilize key elements of a game design document ● Implement the game development process ● Apply gained knowledge to build the Project 31 game
	<ul style="list-style-type: none"> ● Apply iteration to debug the Project 31 game

Instructional Activities

Lesson 48: 31 Game Project Students have created a digital game version of the card game 31. Once tested and all errors have been corrected, students export their project and upload the compressed file for teacher review.

Students also describe the original change made to the game. **CRD, DAT, AAP**

Lesson 48: 31 Game Development Process Reflection Students write an essay about the process they followed to write the card game 31. Their essay should include detailed explanation of a section of their code, an overview of their project plan, and challenges during testing and how they overcame them. **CRD, IOC**

Lessons 45 - 48: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Instructional Resources

- **Instructional Video:** Discard
- **Instructional Video:** Selecting a Card from Discard

Module 12

Sky is Falling Cut Scene

Timeframe: 5 Lessons -- Approximately 7 hours

Module 12	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 49: Evolution of Transmedia World IOC; CTP 1 ● Lesson 50: Begin the Cut Scene CRD, AAP; CTP 1, 2, 3 ,4 ● Lesson 51: Construct the Timeline CRD, AAP; CTP 1, 2 ● Lesson 52: Finish the Cut Scene, AAP; CTP 2, 3, 4, ● Lesson 53: Cut Scene Workshop, DAT, IOC; CTP 1 	<ul style="list-style-type: none"> ● How is game navigation set up? ● How is a timeline used in GameMaker? ● What is a persistent object and when should it be used? ● How can horizontal and vertical speed be controlled and used? ● What can be done to make transitions smoother?

Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Set up game flow ● Use animation ● Use timelines ● Image alpha levels ● Persistent objects 	<ul style="list-style-type: none"> ● Functions ● Alarms ● Coordinate math
<p>Questions</p>	<ul style="list-style-type: none"> ● Module 12 Quiz ● AP CSP Topic Formative Assessment
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Use cut scenes ● Use timelines to control when something happens ● Use animation ● Use layers and depth

Instructional Activities

Lesson 50: Make Lightning Move with Cloud Students revisit the cut scene previously coded where lightning only strikes when a cloud is not moving. Students change this so that the lightning object moves with the cloud object. **CRD, AAP**

Lesson 53: Refine the Cut Scene Once students complete the cut scene they evaluate the timing and add additional steps to improve the scene. After coding and testing, they export and upload their The Sky is Falling GMZ file for teacher review. **CRD, AAP, DAT**

Lessons 49 - 53: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they

engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Module 13

Sky is Falling Game

Timeframe: 5 Lessons -- Approximately 4 hours

Module 13	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 54: Animals Fall AAP; CTP 2, 3, 4 ● Lesson 55: Saving the Animals AAP; CTP 1, 2, 3, 4 ● Lesson 56: Game Timers and UI AAP; CTP 1, 2, 3, 4 ● Lesson 57: Restarting the Game AAP: 2, 3, 4; CTP 2, 3, 4 	<ul style="list-style-type: none"> ● How are the animal’s game mechanics implemented in code? ● How is code used to move two instances in sync? ● How can feedback be added to the game to let the players know how they are doing? ● What variables must be reset when the game is restarted?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Implement game mechanics ● Controlling spawning using percentages ● Build and test feedback and game timing 	<ul style="list-style-type: none"> ● Using dot notation ● Alarms ● Conditionals ● Functions ● Switch statements ● Develop and test
Questions	<ul style="list-style-type: none"> ● Module 13 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Use conditionals at an advanced level

	<ul style="list-style-type: none"> ● Move one instance with another instance ● Create effective User Interface
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Instructional Activities

Lesson 55: Captured Animals Investigation Students analyze the code that controls an animal’s collision with the boat. They make suggested changes to the conditional checks to investigate the effect on playing the game. Through a writing prompt, they report their findings. **CRD, DAT**

Lesson 55: Compare Search Algorithms Students compare linear and binary searches. The algorithms, conditions for use, and efficiency comparisons are investigated. **DAT**

Lesson 56: Can the Computer Solve all Problems? Computational problems, that is. Students use given sources, or research their own, to investigate what it means to solve a problem in reasonable time, to be unsolvable, or to be undecidable. **IOC**

Lesson 57: Play Again Workshop Once all functionality is working from following the guided lessons, students add code to restart the game. After testing they export and upload their The Sky is Falling GMZ file for teacher review. **CRD, AAP, DAT**

Lessons 54 - 57: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Module 14

Sky is Falling Enhancements

Timeframe: 5 Lessons -- Approximately 8 hours

Module 14	
Big Ideas	CRD, DAT, AAP, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4, 5
Computing Innovations	
Lessons	Essential Questions

<ul style="list-style-type: none"> ● Lesson 58: Lives and Capacity Bar AAP; CTP 1, 2, 3, 4 ● Lesson 59: Boat Control AAP; CTP 2, 3, 4 ● Lesson 60: Creating Paths AAP; CTP 2, 3, 4 ● Lesson 61: Sound AAP, DAT; CTP 1, 2, 3, 4, 5 ● Lesson 62: Create an Original Cut Scene CRD, AAP; CTP 1, 2, 3, 4 	<ul style="list-style-type: none"> ● How can online communities and coding forums help when adding new features? ● What factors should affect the speed of the boat? ● How are path resources used? ● How is sound added to a game? ● What steps are necessary to create an original cut scene?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Use coding forums ● Use sound in a game ● Game Development cycle 	<ul style="list-style-type: none"> ● Sound functions ● Control animations ● Develop and test
Questions	<ul style="list-style-type: none"> ● Module 14 Quiz ● AP CSP Topic Formative Assessment
Outcomes	<ul style="list-style-type: none"> ● Use sound in a game ● Use paths in a game ● Engage in the iterative process to design an original cut scene

Instructional Activities:

Lesson 59: Improving Boat Control Students make improvements to how the boat’s movement and height is controlled and report on the effect of their changes. **CRD, AAP**

Lesson 61: Game Sound Research Students research different sound file formats and create a digital presentation to report what they have learned. **IOC**

Lesson 61: Sound in Games You Play This activity provides an opportunity for students to post and respond to a discussion thread talking about how sound is used in games they play. **IOC**

Lesson 61: The Sky is Falling Completed Game Students upload their completed Sky is Falling Game GMZ file. Teacher review includes whether the game mechanics work properly, the sun moves along a path, and sound is used effectively in the game. **CRD, AAP, DAT**

Lesson 62: Original Cut Scene Design Document Students document their plans to design and code an original level by completing a one page design document. Students upload their completed planning document for teacher review. **CRD, DAT**

Lesson 62: Create Original Cut Scene Once students have coded and tested their cut scene they export and upload their completed GMZ GameMaker project file for teacher review. **AAP, DAT**

Lesson 62: Cut Scene Development Reflection Students will write an essay about the process they followed to write the original cut scene. Their essay should include detailed explanation of a section of their code and challenges during testing and how they overcame them. **CRD, IOC**

Lessons 58 - 62: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Module 15

Create Performance Task

Timeframe: 1 Lesson -- 12 hours

Create - Applications from Ideas Performance Task (12 hours class time)

Module 15	
Big Ideas	CRD, DAT, AAP, CSN, IOC
Computational Thinking Practices	CTP 1, 2, 3, 4,5, 6
Computing Innovations	Create Performance Task
Lessons	Essential Questions
<ul style="list-style-type: none"> Lesson 63: Overview of Create Performance Task CRD, DAT, AAP; CTP 1, 2, 3, 4, 5, 6 	<ul style="list-style-type: none"> What are the guidelines for the Performance Task: Create - Applications from Ideas?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> Iterate through the Software development cycle to create a digital product 	<ul style="list-style-type: none"> Summative/authentic assessment of coding concepts and skills learned during the course
Questions	<ul style="list-style-type: none"> AP CSP Topic Formative Assessment

<p>Outcomes</p>	<ul style="list-style-type: none"> ● Use design skills acquired in the course ● Use coding concepts and skills acquired in the course ● Create a digital artifact
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Instructional Activities:

Lesson 63: Create - Applications from Ideas Performance Task Students complete the through-course assessment utilizing at least 12 hours of class time. Students should use the AP rubric and task guidelines to ensure all requirements are met. **CRD, DAT, AAP**

Lesson 63: Create Performance Task Game Design Journal Students write an essay detailing their notes on the process as shown in their Game Design Journals. **CRD, IOC**

Lesson 63: Create Performance Task Review Students upload their completed game for teacher review. **CSN, IOC**

Lesson 63: Game Design Journal Students respond to writing prompts to make entries to their online Game Design Journal that details how they engage in the idea - design - iterate process, code, and analyze digital artifacts process. **CRD, IOC**

Module 16 (post APCSP exam)

Game Design Digital Portfolio Website

Timeframe: 2 Lessons -- Approximately 16 hours

Module 16	
Big Ideas	CRD, CSN, IOC
Computational Thinking Practices	CTP 1, 5, 6
Lessons	Essential Questions
<ul style="list-style-type: none"> ● Lesson 64: Digital Portfolio Website CRD, CSN, IOC; CTP 1, 5, 6 ● Lesson 65: Postmortem IOC; CTP 6 	<ul style="list-style-type: none"> ● What does a professional digital portfolio website look like? ● How can I showcase my computer science skills and talents?
Computer Science / Game Design Topics	Coding Concepts
<ul style="list-style-type: none"> ● Build and Iterate a Digital Portfolio Website 	
Assessments	none
Outcomes	<ul style="list-style-type: none"> ● Develop a digital portfolio website ● Publish a digital portfolio website

Instructional Activities

Lesson 64: Showcasing Your Work Students organize and plan visual structure of their digital portfolio website. Students then write descriptions of why they invested in designing games, what they enjoyed the most about computer game design and coding, explain their choice of game genres (serious games, education, adventure, puzzle, etc.), and articulate their iterative design process. **CRD, IOC**

Lesson 64: Building Your Digital Portfolio Website Students upload and showcase their playable games. Students include a one page design

document that serves as a quick view of their full game design document.

CRD, CSN

Lesson 64: Portfolio Presentation Students present their digital portfolio unpublished website to their peers for feedback. Students improve their website digital portfolios based on peer feedback, publish it to the Internet, and schedule a formal presentation to local business and / or educational leaders. **IOC**

Lesson 65: Postmortem Students complete a full game design journal entry that deconstructs the game design process, describes their success as a computer game developer, and reflects on the importance of advanced computer programming skills in the game design industry. **IOC**

AP CSP Curriculum Summary Chart

Curriculum		Big Idea					Computational Thinking Practices						Computing Innovation
Mod	Les	CRD	DAT	AAP	CSN	IOC	1	2	3	4	5	6	
1	1	X				X	X					X	
	2	X	X		X	X		X				X	
	3	X			X	X						X	
2	4	X				X	X						
	5	X			X	X					X	X	
	6	X	X		X	X			X				
3	7	X				X	X				X		
	8	X	X			X		X	X				
	9	X	X			X		X	X				
	10	X		X		X		X	X				
	11	X	X		X	X	X			X		X	
4	12	X		X		X	X	X	X	X			
	13	X		X		X	X	X	X	X			
	14	X		X		X	X	X	X	X			

	15	X	X			X	X	X	X	X			
5	16	X		X		X	X	X	X	X			
	17	X		X		X	X	X	X	X			
	18	X	X	X		X		X	X	X			
	19	X	X	X		X		X	X	X			
	20	X				X				X			
6	21	X		X		X	X	X	X	X			
	22	X		X		X	X	X	X	X			
	23	X		X		X	X	X	X	X			
	24	X	X			X	X	X	X	X			
7	25	X		X		X	X	X	X	X			
	26	X		X		X	X	X	X	X			
	27	X	X	X		X	X	X	X	X			
	28	X		X		X		X	X	X			
	29	X		X		X		X	X	X			
	30	X	X			X	X	X	X	X			
8	31	X		X		X	X	X	X	X			
	32	X		X		X		X	X	X			
	33	X	X	X	X	X		X	X	X			
9	34	X		X		X		X	X	X			
	35	X		X		X		X	X	X			
	36	X	X	X		X		X	X	X			
	37	X	X	X		X		X	X	X			
	38	X	X			X	X			X			Explore
10	39	X	X			X	X	X	X	X			

	40	X		X		X		X	X	X			
	41	X		X		X		X	X	X			
	42	X		X		X	X	X	X	X			
	43	X		X		X	X	X	X				
	44	X	X			X							
11	45	X		X		X		X	X	X			
	46	X		X		X		X	X	X			
	47	X		X		X		X	X	X			
	48	X	X			X	X						
12	49	X		X		X	X						
	50	X	X	X		X	X	X	X	X			
	51	X		X		X							
	52	X		X		X	X	X					
	53	X	X			X	X						
13	54	X		X		X		X	X	X			
	55	X	X	X		X	X	X	X	X			
	56	X		X		X	X	X	X	X			
	57	X	X	X		X		X	X	X			
14	58	X		X		X	X	X	X	X			
	59	X		X		X		X	X	X			
	60	X		X		X	X	X	X	X			
	61	X	X	X		X	X	X	X	X	X		
	62	X	X	X		X	X	X	X	X			
15	63	x	x	x		x	x	x	x	x	x	x	Performance Task
16	64	x			X	x	X				X	X	

	65	x				x						X	
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Digital Portfolio Website Guide

1. Your digital portfolio should provide working examples of the games you have designed. If you have uploaded your games to a game design site, provide links to the games. Make sure the links are active. While it is fine to provide more than one example of your best work, note which example you consider your finest work. A separate game design rubric is used to assess the game you are showcasing.
2. Include a one page quick view document of the full game design document you developed for your best work example.
3. If your work has been archived somewhere, make sure to include information and a working link to where that archived game is found.
4. Your digital portfolio should include a description about why you are invested in designing games, what you enjoy most about designing games, and what game design focus particularly interests you. For example, are you interested in designing games for education? Serious games? Action games? Your writing should be insightful and describe your depth of interest in game design.
5. Share a game design experience. This should include iterations made after building a prototype for an internship, game jam, or game you've built for a project. Explain the reasoning behind the iterations and how they improved the playability of the game.
6. Document reflections on a game project. This is called the project postmortem. What went well? What were some challenges? How were those challenges overcome? Focus on your design team experience. Your understanding of the game design process, in particular the role of iteration, needs to be clearly articulated.

7. If you created a digital game, make sure you include the games you have designed. Add information on the role you took in creating each game and your assessment of the role you took within a design team.
8. Enjoy creating your digital portfolio. It should reflect your approach to game design. It also should reflect who you are, your unique creative skills, and your passion for game design.

Zulama Computer Game Digital Portfolio Rubric
(included in course teacher resources)

Criteria	Unsatisfactory	Basic	Proficient	Exemplary	Rating
Score	1	2	3	4	
Selection of Artifacts	Artifacts and work samples do not relate to the purpose of the portfolio.	Some artifacts and samples relate to the purpose of the portfolio.	Several artifacts and samples strongly support the purpose of the portfolio.	All artifacts and samples relate to the purpose of the portfolio.	
Descriptions	No explanation is provided for the importance of included artifacts.	Limited explanation is provided for some of the included artifacts.	Clear explanations are given for included artifacts, but with missing or limited insight into process and iterations.	Clear explanations are provided for all artifacts included in the portfolio, including several that give insight into the candidate's process and iteration.	
Layout	Portfolio lacks organization,	Portfolio is fairly well	Portfolio is well	Portfolio is engaging,	

	inconsistent use of fonts, color, theme, and font styles (bold, underline, italics).	organized but shows some inconsistencies in color, theme, use of fonts, and font styles.	organized, easily navigated and consistent in color, theme, use of fonts, and font styles.	well organized, and visually pleasing and consistent in color, theme, use of fonts, and font styles.	
Writing Quality	Writing shows several spelling, grammar, and syntax errors.	Writing shows few spelling, grammar, and syntax errors but is in need of a final review.	Writing is mostly error free.	Writing shows meticulous attention to detail and indicates close review of grammar, syntax, and font styles.	

Game Design Document	Major design details are missing from the Design Document. The scope and intent of the project is unclear.	Details are missing from the Design Document, leading to misinterpretation of parts of the plan.	The Design Document is clear, unambiguous, and complete.	The Design Document includes a student designed summary cover page, is clear, and complete.	
Aesthetics	Minimal use of audio and graphics in designed games.	Some use of audio and graphics, but both are lacking in creativity.	Good use of audio and graphics that add high interest to the game.	Exceptional use of audio and graphics, creating a highly interesting and captivating game.	

Implementation	The game mechanics do not function properly, hindering the playability of the game.	The game mechanics generally function but are not engaging for players.	The game mechanics function well and succeed in engaging players at some points in the game.	The game mechanics are well-designed and function well, resulting in a highly playable and engaging game.	
Design Team Collaboration	Has some difficulty working with others. At times resists the ideas of others. Lacks leadership and resists iteration.	Shows respect for new ideas, works effectively with individuals of diverse opinions. Plans and interacts with team in productive ways.	Works effectively with individuals embraces brainstorming and iteration. Provides team leadership.	Allows others to take the lead, embraces the ideas of others, fulfills team role with extra effort, and embraces the iterative process.	
Postmortem	Reflections do not indicate an understanding of the iteration in the game design process.	Reflections indicate some understanding of iterative process in game design.	Reflections include a good description of the importance of iteration in game design.	Reflections indicate a complete description of the worth of the iterative process.	
Total Score					

TEACHER NOTES

AP English Language and Composition



ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

COURSE DESCRIPTION

In AP English Language and Composition, students investigate rhetoric and its impact on culture through analysis of notable fiction and nonfiction texts, from pamphlets to speeches to personal essays. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

Students explore a variety of textual forms, styles, and genres. By examining all texts through a rhetorical lens, students become skilled readers and analytical thinkers. Focusing specifically on language, purpose, and audience gives them a broad view of the effect of text and its cultural role. Students write expository and narrative texts to hone the effectiveness of their own use of language, and they develop varied, informed arguments through research. Throughout the course, students are evaluated with assessments specifically designed to prepare them for the content, form, and depth of the AP Exam.

COURSE TEXTS

Students will need access to the following texts, which they will obtain through the school or through their own means.

- *Into the Wild*, Jon Krakauer (Anchor, 1996). ISBN-10: 0385486804 / ISBN-13: 978-0385486804
- *The Great Gatsby*, F. Scott Fitzgerald (Scribner, 2004). ISBN-10: 0743273567 / ISBN-13: 978-0743273565
- *A Raisin in the Sun*, Lorraine Hansberry (Vintage, 2004). ISBN-10: 0679755330 / ISBN-13: 978-0679755333
- *The Way to Rainy Mountain*, N. Scott Momaday (University of New Mexico Press, 1976). ISBN-10: 0826304362 / ISBN-13: 978-0826304360

Non-Fiction Readings	Fiction Readings
Jon Krakauer, <i>Into the Wild</i>	F. Scott Fitzgerald, <i>The Great Gatsby</i>
N. Scott Momaday, <i>The Way to Rainy Mountain</i>	Lorraine Hansberry, <i>A Raisin in the Sun</i>

Patrick Henry, "Speech of Patrick Henry, March 23, 1775, in the Convention of Delegates of Virginia,"	Edgar Allan Poe, "The Raven" and "The Philosophy of Composition"
Thomas Paine, <i>Common Sense</i>	Mark Twain, "The War Prayer"
Thomas Paine, <i>The American Crisis</i>	Excerpts from <i>As I Lay Dying</i> by William Faulkner
"A Letter to Timothy Pickering about the Writing of the Declaration by John Adams"	Salvation by Langston Hughes
<i>The Declaration of Independence</i>	Katherine Anne Porter, "The Jilting of Granny Weatherall" from <i>Flowering Judas and Other Stories</i> .
<i>The Constitution</i>	T. S. Eliot, "The Love Song of J. Alfred Prufrock," in <i>Prufrock and Other Observations</i>
<i>Tinker v. Des Moines Independent Community School District</i>	Rita Dove, "Demeter's Prayer to Hades", from MOTHER LOVE
Susan B. Anthony, "Address of Susan B. Anthony," June 1873, in <i>An Account of the Proceedings on the Trial of Susan B. Anthony</i>	Judith Ortíz Cofer, "Gravity"
Ralph Waldo Emerson, from "The Essay on Self-Reliance"	Alan Weisman, <i>The World Without Us</i>
Henry David Thoreau, from <i>Walden; or, Life in the Woods</i>	Ray Bradbury, "Pedestrian"
Henry David Thoreau, "Resistance to Civil Government," in <i>Aesthetic Papers</i>	Kurt Vonnegut, "Harrison Bergeron"
Mark Twain, from <i>Life on the Mississippi</i>	Ted Chiang, "Exhalation" from EXHALATION: STORIES
Abraham Lincoln, <i>Second Inaugural Address</i>	
Frederick Douglass, Chapter V, in <i>Narrative of the Life of Frederick Douglass, an American Slave</i>	

"What to the Slave Is the Fourth of July?" July 5, 1852 by Frederick Douglass	
Samuel R. Thurston. "Oregon," <i>New-York Daily Tribune</i> , December 12, 1850	
Margaret Frink, <i>Journal of the Adventures of a Party of California Gold-seekers</i> , n.p., 1897	
Frederick Jackson Turner, "The Significance of the Frontier in American History," in <i>Report of the American Historical Association</i> , 1893,	
Every Man a King by Huey P. Long	
Franklin D. Roosevelt, "Address by Franklin D. Roosevelt, 1933," Swearing-In, Joint Congressional Committee on Inaugural Ceremonies,	
Adam Clayton Powell, Jr., "Speech on Civil Rights (1955),"	
Margaret Chase Smith, "Declaration of Conscience,"	
President Lyndon B. Johnson, "Special Message to the Congress: The American Promise," March 15, 1965	
John F. Kennedy, "Address at Rice University on the Nation's Space Effort," September 12, 1962	
James Baldwin, "Notes of a Native Son," in <i>Notes of a Native Son</i>	
Zora Neale Hurston, "How It Feels to Be Colored Me," <i>The World Tomorrow</i> .	
Tim O'Brien, <i>The Things They Carried</i>	
Amy Tan, "Fish Cheeks,"	
Samuel Griswold Goodrich, "Red Jacket's Speech," <i>Lives of Celebrated American Indians</i>	

Nicholas Carr, "Is Google Making Us Stupid?," July 1, 2008, <i>Atlantic Monthly</i> online	
Ray Kurzweil, "The Coming Merging of Mind and Machine," ScientificAmerican.com, March 23, 2009	

COURSE DESIGN

This two semester course is split into eight units (four units per semester) based on either thematic ideas or literary eras in chronological order. Each unit includes three lessons that focus on the analysis of at least three different texts.

COURSE STRUCTURE

Unit	Title
Semester One	
1	The American Revolution
2	Romanticism and Transcendentalism
3	The American Narrative
4	Modernism and the American Dream
Semester Two	
5	Modernism and Language
6	Redefining Home
7	Fractured Identities
8	The Influence of Science and Technology

LESSON STRUCTURE AND INSTRUCTIONAL STRATEGIES

With the exception of Semester 2 Units 1 and 3, which have only the first 11 activities listed below, each lesson is made up of 14 activities:

1. Journal: The journal provides an outlet for informal student writing that anticipates the ideas that will follow in the lesson.
2. Reading: Satellite Instructional Materials are interpretations of, conversations with, insights on, and criticisms of Anchor Texts. These readings may be in textual, visual, audio, or video form and are accompanied by an analytical reading guide.
3. Study: The first study in a lesson is an interactive instructional activity, functioning to present new information and to prepare students for coming materials. Studies will include textual, visual, audio and video instruction, as well as frequent embedded checkpoint opportunities to confirm and underscore student comprehension.
4. Quiz: Upon completion of the study, students will be assessed on their learning with a 10-question quiz.
5. Reading (Anchor Text): This reading is the anchor text, the focal point of the lesson. These readings connect to the previous readings and study and are accompanied by an analytical reading guide.
6. Study: The second study in a lesson assists students in thoroughly analyzing the anchor text by providing interaction

with selected portions of the text.

7. Quiz: Upon completion of the study, students will be assessed on their learning with a 10-question quiz.
8. Study: The third study in a lesson walks students through the development of an essay or speech draft (argumentative, analytical, or narrative).
9. Check-Up: The check-up is a grammar or speaking-based skill study. In many cases, the skills in the check-up are integrated into the revision task.
10. Practice or Project: The first practice or project in a lesson is the revision of the draft students created in the third STD. Students finalize their draft by implementing revision strategies.
11. Reading: Students will read an additional text that connects to the focus of the lesson, accompanied by an analytical reading guide.
12. Study: The fourth study in a lesson assists students in thoroughly analyzing the text by providing interaction with selected portions of the text.
13. Quiz: Upon completion of the study, students will be assessed on their learning with a 10-question quiz.
14. Check-Up: The second check-up of the lesson will provide students with an AP-style practice multiple choice test or practice timed essay prompt.

Unit and Semester Exams

At the end of each unit students take a two-part exam. Part 1 of the exam consists of multiple choice questions, modeled after the multiple choice section of the AP Exam. Part 2 of the exam asks students to create short-responses to AP style analysis prompts based on their readings over the course of the Unit.

At the end of each semester students take a proctored exam modeled after the AP Exam. The Semester Exam consists of 40 multiple choice questions and three free-response questions that mimic the AP Language and Composition free-response prompts.

Curricular Requirements

The course is structured to address curricular requirements in each semester and in a variety of units, giving students the chance to refine their skills of analysis and argument over the progression of the course instead of in a single unit.

Students will address the “big ideas” of rhetorical situation, claims and evidence, reasoning and organization, and style, continually being asked to analyze texts and develop arguments throughout each unit and lesson in the course.

Curricular Requirement	Semester 1	Semester 2
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<p>4: The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.</p> <p>6: The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.</p> <p>8: The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.</p> <p>11: The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources.</p>	<p>Narrative Unit 2, Lesson 2: Develop a narrative poem. Unit 3, Lesson 1: Write a humorous personal narrative essay, incorporating techniques such as understatement and hyperbole.</p> <p>Analysis Unit 1, Lesson 2: Analyze the language of the Declaration of Independence.</p> <p>Unit 2, Lesson 1: Analyze the methods Whitman and Dickinson use to develop a specific tone. Unit 3, Lesson 2: Analyze the objective and subjective narrative formats of Douglass and Twain.</p> <p>Argumentative Unit 1, Lesson 1: Argue for or against the colonies’ separation from England (taking on role of colonist). Unit 2, Lesson 2: Argue for the effectiveness of a specific form of peaceful protest. Unit 3, Lesson 3: Argue for or against the creation of a monument for the pioneers.</p> <p>Argumentative (research-based) Unit 4, Lesson 1-3: Argue for or against the viability of the American Dream in today’s culture.</p>	<p>Narrative Unit 1, Lesson 3: Write a narrative that incorporates the stream-of-consciousness writing style. Unit 3, Lesson 2: Write a personal narrative that addresses a cultural conflict.</p> <p>Expository (research-based) Unit 2, Lesson 1-3: Explain the causes or effects of the civil rights movement.</p> <p>Unit 4, Lesson 1: Explain an environmental problem.</p> <p>Analysis Unit 1, Lesson 2: Analyze the language of a Modern poem and how it contributes to tone or purpose. Unit 3, Lesson 3: Analyze how the structure of <i>The Way to Rainy Mountain</i> enhances meaning. Unit 4, Lesson 4: Analyze the purpose of a short story.</p> <p>Argumentative Unit 3, Lesson 1: Argue for or against the appropriateness of the Vietnam memorial. Unit 4, Lesson 2: Argue for or against the belief that technology has been detrimental to our society.</p>
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<p>10: The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.</p>	<p>Each writing assignment is developed as a draft and students are expected to revise each draft into a “final” form, based on teacher feedback, peer feedback, or self- evaluation.</p> <p>Each <u>revision</u> assignment focuses on specific skills:</p> <p>Unit 1, Lesson 1: Presenting counterclaims and rebuttals, choosing words for connotative meanings Unit 1, Lesson 2: Developing strong commentary Unit 1, Lesson 3: Refining a conclusion paragraph Unit 2, Lesson 1: Developing strong commentary, integrating quotes smoothly into essays, providing transitions Unit 2, Lesson 2: Choosing words for connotative meanings Unit 2, Lesson 3: Clarifying a claim statement, strengthening rebuttals</p>	<p>Each writing assignment is developed as a draft and students are expected to revise each draft into a “final” form, based on teacher feedback, peer feedback, or self- evaluation.</p> <p>Each <u>revision</u> assignment focuses on specific skills:</p> <p>Unit 1, Lesson 1: Developing strong commentary Unit 1, Lesson 2: Choosing strong evidence, adding transitions, proofreading Unit 1, Lesson 3: Developing internal monologue and dialogue Unit 2, Lesson 1: Refining the research process Unit 2, Lesson 2: Refining the introduction and conclusion paragraphs Unit 2, Lesson 3: Maintaining a formal tone, evaluating sources Unit 3, Lesson 1: Engaging the audience</p>
	<p>Unit 3, Lesson 1: Incorporating imagery Unit 3, Lesson 2: Refining the conclusion paragraph Unit 3, Lesson 3: Revising a speech for a new audience Unit 4, Lesson 1: Choosing appropriate sources Unit 4, Lesson 2: Varying syntax Unit 4, Lesson 3: Maintaining a formal tone</p>	<p>Unit 3, Lesson 2: Developing dialogue Unit 3, Lesson 3: Refining commentary Unit 4, Lesson 1: Using hyperlinks Unit 4, Lesson 2: Refining a rebuttal, correcting parenthetical citations Unit 4, Lesson 3: Refining commentary</p>

<p>2: The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.</p> <p>3: The course provides opportunities for students to develop the skills in Skill Category 1 – Rhetorical Situation (Reading): Explain how writers’ choices reflect the components of the rhetorical situation.</p> <p>4: The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.</p> <p>5: The course provides opportunities for students to develop the skills in Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.</p>	<p>Students will answer study guide questions focusing on the components of rhetorical situations of the following texts as a starting point for development of longer essays.</p> <p>Nonfiction readings are selected for the purpose of analyzing rhetorical strategies: Unit 1</p> <ul style="list-style-type: none"> • Patrick Henry, “Speech to the Virginia Convention” • Thomas Paine, excerpts from <i>Common Sense</i> and excerpts from <i>The Crisis, No. 1</i> • John Adams, “Letter to Thomas Pickering” • Declaration of Independence (original and revised/final drafts) • Stephen E. Lucas, excerpts from “The Stylistic Artistry of the Declaration of Independence” • Preamble to the Constitution • Louis Michael Seidman, “Let’s Give Up on the Constitution” • Susan B. Anthony, “On Women’s Right to Vote” (excerpts) • Supreme Court majority opinion and dissent in the case of <i>Tinker v. Des Moines</i> <p>Focus terms: Rhetoric, parallelism, anaphora, logos, ethos, pathos, purpose, audience, bias, claim, diction, evidence, figurative language, metaphor, personification, rhetorical question, simile, tone, deductive reasoning, inductive reasoning, premise, slang, jargon, summary, rebuttal, allusion, metonymy, syllogism, aphorism, rhetorical shift,</p>	<p>Students will answer study guide questions focusing on the components of rhetorical situations of the following texts as a starting point for development of longer essays.</p> <p>Nonfiction readings are selected for the purpose of analyzing rhetorical strategies: Unit 1</p> <ul style="list-style-type: none"> • Franklin D. Roosevelt, First Inaugural Address <p>Essay: Analyze the rhetorical techniques in FDR’s First Inaugural Address.</p> <p>Unit 2</p> <ul style="list-style-type: none"> • Adam Clayton Powell, “Speech on Civil Rights” • John F. Kennedy, “Civil Rights Announcement” • Robert F. Kennedy, “On the Assassination of Martin Luther King, Jr.” • Lyndon B. Johnson, “The American Promise” • James Baldwin, “Notes of a Native Son” • Zora Neale Hurston, “How It Feels to Be Colored Me” <p>Focus terms: Parallelism, figurative language, metaphor, simile, imagery, logos, ethos, pathos, anaphora, allusion, epistrophe</p> <p>Essay: Develop a research essay that explores the causes and effects of the civil rights movement of the 1960s.</p>
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<p>7: The course provides opportunities for students to develop the skills in Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.</p> <p>9: The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers’ stylistic choices contribute to the purpose of an argument.</p>	<p>anecdote, antithesis, alliteration, logical fallacy</p> <p>Essay 1: Take a position on the colonies’ independence from Britain. Argue for or against independence using ideas from the texts in this unit as evidence.</p> <p>Essay 2: Write an essay analyzing the structure and language of the Declaration of Independence.</p> <p>Essay 3: Evaluate the reasoning of the Supreme Court majority opinion and dissent in the case of <i>Tinker vs. Des Moines</i>.</p> <p>Unit 2</p> <ul style="list-style-type: none"> • Edgar Allan Poe, excerpts from “Philosophy of Composition” • Ralph Waldo Emerson, excerpts from “Self- Reliance” and “Nature” • Henry David Thoreau, “On Civil Disobedience” and excerpts from <i>Walden</i> • Jon Krakauer, <i>Into the Wild</i> <p>Focus terms: Figurative language, metaphor, simile, personification, alliteration, imagery, tone, aesthetic impact, mood, repetition, symbol, rhetorical question, parallelism, logos, ethos, pathos, catalog, elegiac, synecdoche, anastrophe, allusion, atmosphere, aphorism, maxim, didactic, antithesis, imagery, tone</p> <p>Essay 1: Compare and contrast two authors’ attitudes toward nature.</p> <p>Activity 2: Write an argumentative speech that takes a position on how people should protest laws they think are unfair or unreasonable.</p>	<p>Unit 3</p> <ul style="list-style-type: none"> • Amy Tan, “Fish Cheeks” • N. Scott Momaday, <i>The Way to Rainy Mountain</i> <p>Focus terms: Parallelism, imagery, aesthetic impact, ethos, point of view, autobiography, biography, narrative, rhetorical question, tone, allegory, parable, didactic, antithesis, parallelism, irony</p> <p>Essay: Synthesis argument (see next section of the syllabus).</p> <p>Unit 4</p> <ul style="list-style-type: none"> • Alan Weisman, excerpts from <i>The World Without Us</i> • Rachel Carson, “Our Obligation to Endure” • Neil Postman, excerpts from <i>Amusing Ourselves to Death</i> • Nicholas Carr, “Is Google Making Us Stupid?” • Ray Kurzweil, “The Coming Merging of Mind and Machine” • Jared Diamond, “The Ends of the World as We Know Them” <p>Focus terms: Text structure, central idea, author’s purpose, metaphor, simile, analogy, irony, point of view, aphorism, pun, anecdote, utopia, ambiguity, prophecy, neologism, verisimilitude</p> <p>Essay: Synthesis argument (see next section of the syllabus).</p> <p>Fiction, such as short stories, novels, and poetry will accompany the study of nonfiction. However, the focus will be placed on the use of language and other rhetorical structures and strategies support the purpose of these texts.</p>
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	<p>generalization, bias, nostalgic, caricature, bildungsroman, asyndeton, polysyndeton, polyptoton, homily, claim, metaphor, anaphora, canon, pronoun, paradox, zeugma, analogy, allusion, eulogy, periodic sentence</p> <p>Essay 1: Write a narrative about a humorous situation using satirical techniques.</p> <p>Essay 2: Write an essay analyzing the narrative techniques of Frederick Douglass and Mark Twain.</p> <p>Essay 3: Take a position on whether Congress should create a national monument for those who moved to the West in the 1850s and 1860s, also known as pioneers.</p> <p>Unit 4</p> <ul style="list-style-type: none"> • William Faulkner, Nobel Prize Speech • John Jeremiah Sullivan, “How William Faulkner Tackled Race – and Freed the South from Itself” • Langston Hughes, “Salvation” • Sen. Huey P. Long, “Every Man a King” <p>Focus terms: Stream of consciousness, unreliable narrator, point of view, bias, rhetoric, symbol, symbolism, paradox, imagery, sarcasm, figurative language, irony, anti-hero, dialect, juxtaposition, parenthetical remark, epistrophe, rhetorical question, idiom, ethos, analogy, logical fallacy</p> <p>Fiction, such as short stories, novels, and poetry will accompany the study of nonfiction. However, the focus will be placed on the use of language and other rhetorical structures and strategies support the</p>	
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<p>4: The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.</p> <p>6: The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.</p> <p>8: The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.</p> <p>11: The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources.</p>	<p>Students write research papers in which they develop their own arguments and support them with outside sources: both primary and secondary.</p> <p>Unit 4, Lesson 1-3: Take a position on the viability of the American Dream in today’s culture Objectives:</p> <ul style="list-style-type: none"> • Narrow a research question and develop a claim. • Use advanced web searches to find a variety of sources. • Evaluate the reliability and credibility of sources. • Use and document relevant sources. • Incorporate at least one source that includes a graphic depiction of information. • Synthesize evidence from at least three sources to support a claim. 	<p>Students write research papers in which they develop their own arguments and support them with outside sources: both primary and secondary.</p> <p>Unit 3, Lesson 1: Take a position on the appropriateness of the Vietnam memorial Objectives:</p> <ul style="list-style-type: none"> • Synthesize evidence from at least three sources to support a claim. <p>Unit 4, Lesson 2: Take a position on the belief that technology has been detrimental to our society. Objectives:</p> <ul style="list-style-type: none"> • Evaluate the reliability and credibility of sources. • Use and document relevant sources. • Incorporate at least one source that includes a graphic depiction of information. • Synthesize evidence from at least three sources to support a claim.
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	<ul style="list-style-type: none"> • Unit 3, Lesson 2 • Unit 4, Lesson 2-3 	<ul style="list-style-type: none"> • Unit 3, Lesson 1 • Unit 4, Lesson 1-2
<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills:</p>	<p>Essays will be scored with a rubric developed from the College Board's AP Language and Composition scoring guides for free-response questions.</p> <p>Rubrics are divided into three categories: Organization, development, and language. Students receive feedback at a variety of points in the writing process to support development of their skills.</p> <p>Students are encouraged to implement revision suggestions prior to writing their final drafts.</p>	<p>Essays will be scored with a rubric developed from the College Board's AP Language and Composition scoring guides for free-response questions.</p> <p>Rubrics are divided into three categories: Organization, development, and language. Students receive feedback at a variety of points in the writing process to support development of their skills.</p> <p>Students are encouraged to implement revision suggestions prior to writing their final drafts.</p>

<ul style="list-style-type: none"> • A wide- ranging vocabulary used appropriately and effectively 	<p>This is addressed by the language portion of the rubric.</p> <p>Students are taught to use vocabulary that is appropriate to purpose and audience in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1 • Unit 1, Lesson 3 • Unit 2, Lesson 1 • Unit 3, Lesson 2 • Unit 3, Lesson 3 <p>Students practice using the connotative and denotative forms of words in :</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1 • Unit 2, Lesson 2 <p>Students develop and maintain a list of vocabulary words and their definitions that are appropriate for a higher-level audience as they move throughout the course.</p>	<p>This is addressed by the language portion of the rubric.</p> <p>Students are taught to use vocabulary that is appropriate to purpose and audience in the following lessons:</p> <ul style="list-style-type: none"> • Unit 3, Lesson 1 • Unit 3, Lesson 3 • Unit 4, Lesson 2 • Unit 4, Lesson 3 <p>Students practice using strong, active verbs in</p> <ul style="list-style-type: none"> • Unit 4, Lesson 3 <p>Students develop and maintain a list of vocabulary words and their definitions that are appropriate for a higher-level audience as they move throughout the course.</p>
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<ul style="list-style-type: none"> • A variety of sentence structures, including appropriate use of subordination and coordination 	<p>This is addressed by the language portion of the rubric.</p> <p>Students learn and practice using varied sentence structures, including subordination and coordination, in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2 • Unit 4, Lesson 2 • Unit 4, Lesson 3 	<p>This is addressed by the language portion of the rubric.</p> <p>Students learn and practice using varied sentence structures, including subordination and coordination, in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2 • Unit 2, Lesson 1 • Unit 3, Lesson 1
<ul style="list-style-type: none"> • Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis 	<p>This is addressed by the organization portion of the rubric.</p> <p>Students practice using transitional elements in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1 • Unit 1, Lesson 2 • Unit 2, Lesson 3 <p>Students practice using other rhetorical strategies for effect in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2 	<p>This is addressed by the organization portion of the rubric.</p> <p>Students practice using transitional elements in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2 • Unit 2, Lesson 1 • Unit 3, Lesson 1 • Unit 4, Lesson 2 <p>Students practice using other rhetorical strategies for effect in the following lessons:</p> <ul style="list-style-type: none"> • Unit 4, Lesson 1
<ul style="list-style-type: none"> • A balance of generalization and specific, illustrative detail 	<p>This is addressed by the development portion of the rubric.</p> <p>Students learn about and practice developing the body paragraphs of an essay with both general and specific details (including quotes from texts when necessary) in each of the writing assignments, which occur at the end of each lesson.</p>	<p>This is addressed by the development portion of the rubric.</p> <p>Students learn about and practice developing the body paragraphs of an essay with both general and specific details (including quotes from texts when necessary in each) of the writing assignments, which occur at the end of each lesson.</p>
<ul style="list-style-type: none"> • An effective use of 	<p>This addressed by the language portion of the rubric.</p>	<p>This addressed by the language portion of the rubric.</p>

<p>rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</p>	<p>Students practice developing rhetorical arguments in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1: Argue for or against the colonies’ separation from England (taking on role of colonist). • Unit 2, Lesson 2: Argue for the effectiveness of a specific form of peaceful protest. • Unit 3, Lesson 3: Argue for or against the creation of a monument for the pioneers. <p>Students are taught to use vocabulary that is appropriate to purpose and audience in the following lessons:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1 • Unit 1, Lesson 3 • Unit 2, Lesson 1 • Unit 3, Lesson 2 • Unit 3, Lesson 3 <p>Students practice using the connotative and denotative forms of words in :</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1 • Unit 2, Lesson 2 	<p>Students practice developing rhetorical arguments in the following lessons:</p> <ul style="list-style-type: none"> • Unit 3, Lesson 1: Argue for or against the appropriateness of the Vietnam memorial. • Unit 4, Lesson 2: Argue for or against the belief that technology has been detrimental to our society. <p>Students are taught to use vocabulary that is appropriate to purpose and audience in the following lessons:</p> <ul style="list-style-type: none"> • Unit 3, Lesson 1 • Unit 4, Lesson 2 • Unit 4, Lesson 3 <p>Students practice using strong, active verbs in</p> <ul style="list-style-type: none"> • Unit 4, Lesson 3
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AP English Literature and Composition


AP® English Literature and Composition Syllabus

Curricular Requirements	Page(s)
CR1 The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the Big Ideas throughout the course: Character, Setting, Structure, Narration, Figurative Language, Literary Argumentation.	6–15
CR2 The course includes works of short fiction, poetry, and longer fiction or drama from the range of literary periods (pre-20 th century and 20 th /21 st centuries).	6–15
CR3 The course provides opportunities for students to develop the skills in Skill Category 1: Explain the function of character.	6–8, 10–12, 14
CR4 The course provides opportunities for students to develop the skills in Skill Category 2: Explain the function of setting.	7–15
CR5 The course provides opportunities for students to develop the skills in Skill Category 3: Explain the function of plot and structure.	6–15
CR6 The course provides opportunities for students to develop the skills in Skill Category 4: Explain the function of the narrator or speaker.	7, 11, 13–14
CR7 The course provides opportunities for students to develop the skills in Skill Category 5: Explain the function of word choice, imagery, and symbols.	6–11, 13–15
CR8 The course provides opportunities for students to develop the skills in Skill Category 6: Explain the function of comparison.	7
CR9 The course provides opportunities for students to develop the skills in Skill Category 7: Develop textually substantiated arguments about interpretations of a portion or whole text.	4, 6–15
CR10 The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers.	6–15

Big Ideas

Big Idea	Enduring Understanding	Page(s)
1. Character Skill Category 1	Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	6–10, 12, 14
2. Setting Skill Category 2	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	7–12, 14–15
3. Structure Skill Category 3	The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	6–15
4. Narration Skill Category 4	A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	7–10, 12, 14
5. Figurative Language Skill Categories 5 and 6	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	6–8, 10, 12–15
6. Literary Argumentation Skill Category 7	Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	8, 12, 14

Course Summary

In this course, students complete a full academic year of coursework similar to a first-year, college-level English course. This course covers the framework, reading and writing practices, and curriculum requirements for an AP® English Literature and Composition course as required by the College Board. This course combines practical experience in reading and analyzing imaginative and expository texts and will prepare students to take the AP English Literature and Composition exam in the spring. The overarching topics in this course are literary analysis and the drafting and revising of interpretative, expository, analytical, and argumentative writing.

Students learn through direct instruction, regular checks and practices, discussions, portfolios, and a project completed during the second semester. Students also take a practice assessment for the AP English Literature and Composition exam prior to the actual AP English Literature and Composition test date.

Course Units

Semester A	Semester B
<ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Reading Critically Across Genres • Unit 3: Poetry: Language, Style, and Tone • Unit 4: Novel Study • Unit 5: Mid-Semester Check • Unit 6: Introduction to Drama • Unit 7: Drama: <i>King Lear</i> • Unit 8: Semester Exam 	<ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Short Fiction • Unit 3: Poetry: Sound, Syntax, and Structure • Unit 4: Mid-Semester Check • Unit 5: Novel and Culture: <i>Invisible Man</i> • Unit 6: Review and Full-Length Practice Exam • Unit 7: Semester Project: Writing a Comparative Analysis • Unit 8: Semester Exam

Writing Assignments

In each lesson, students respond in a notebook to questions that reinforce the instruction from the lesson and respond to assigned readings and other resources. As they read the core texts, students also write regular entries in a reader-response journal, which they submit to be assessed twice a semester. Students also complete longer portfolios that require them to synthesize lesson content from across lessons and resources to analyze certain exam topics in-depth.

In addition to these writing activities, students also have opportunities throughout the course to practice the style of writing they will use on the AP exam: timed,

focused writing. Lessons throughout the course offer students sample AP passages and writing prompts, to which they must respond in class within a designated time period. Some of these writing-intensive lessons are followed by a revision lesson that allows students to revise and rewrite their responses [CR10].

Drafting and Revision

Portfolios are structured to allow for prewriting/drafting, teacher feedback, and revision. Students are given designated time during lessons to work on these portfolio assignments, but there is also an expectation that additional drafts and revisions take place outside of class [CR9].

Draft assignments come early in any given unit, allowing for time to teachers to provide feedback to students according to criteria on a rubric. As in keeping with the expected rigor of any AP course, this teacher feedback is wide-ranging, deep, and exhaustive. Teachers provide feedback [CR10] to students related to the specific guidelines of a particular assignment, as well as the following criteria: use of a wide-ranging, domain-specific vocabulary; use of a variety of sentence structures; logical organization of a written work; use of illustrative detail and examples, with a balance between the specific and the general; and effective use of rhetoric as related to tone, voice, and style.

Students are expected to implement teacher feedback—as well as demonstrate new skills and knowledge they have acquired in the unit—into the final draft of a portfolio, typically submitted near the end of a given unit.

Assessments

Throughout the course, a variety of formative and summative assessments are used to assess student learning and prepare students for the expectations of the AP English Literature and Composition exam. Students are provided with ample opportunity for skill practice, engagement in meaningful discourse with their peers, and application of their understanding via tasks that are representative of real-world scenarios. Summative assessment types lend themselves to a deeper level of rigor and include portfolios and discussions. Formative assessments are designed to be auto-graded to give students and teachers instant feedback for targeted instruction.

Most lessons contain a quick check assessment that covers the objectives in the lesson, and most units have at least one cumulative quiz that also assesses lesson objectives. Each instructional unit culminates in an online practice to help students review unit concepts and skills, followed by a unit test that consists of multiple choice and short answer and/or essay questions. To aid students in retaining content throughout the course of a semester, a mid-semester check unit appears in

the middle of each semester, featuring a low-risk practice assessment covering the objectives learned up to that point during the semester.

A graded full-length practice exam in the style of the AP English Literature and Composition exam is given at the end of Semester B. This exam closely mimics what students will see on the actual AP exam and includes a mix of multiple-choice questions based on a passage and timed writing prompts that simulate the free-response questions on the AP exam [CR10]. Each semester ends with a semester project and semester exam.

Most units feature a discussion or portfolio that promotes critical thinking by expanding on topics students have learned. Graded assessments and participation all count toward the student's final grade.

LiveLesson® Session: Online Classroom

Students will collaborate synchronously with peers through LiveLesson sessions. These sessions allow students to ask questions and take part in real-time discussions. During these sessions, students have the opportunity to discuss the literature they are reading, as well as to work collaboratively with their peers.

These sessions are also used to reinforce difficult concepts and to provide a low-stakes environment for students to practice new skills and concepts.

Course Outline

Semester A

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Learn about the types of activities that will appear in the course.

Unit 2: Reading Critically Across Genres [CR1, CR2, CR5, CR9] [Big Ideas 1, 3, 5]

In this unit, students will do the following:

- Define genre and identify characteristics of poetry, drama, fiction, and expository prose.
- Differentiate between literary characteristics in specific genres of writing.
- Analyze how textual details and stylistic features contribute to a text's theme.
- Analyze a text's genre, theme, and other stylistic features.

Sample activities in this unit:

- Writing Assignment: Students will read the story "Desiree's Baby," by Kate Chopin, and complete a dialectical notebook entry responding to 8–10 quotations from the story. They will also complete a plot analysis of the story and identify how terms used in the lesson are applied in the story. In addition, they will consider what adjectives they would use to describe a character in the story and *how* they know these things about this character. They will provide support from the text for each of their descriptive terms. [CR3, CR5, CR7, CR9]
- Writing Assignment: Students will read the literary criticism article "Generic Translation and Thematic Shift in Susan Glaspell's 'Trifles' and 'A Jury of Her Peers.'" Then they will write a summary of the article in their notebook. They should include any observations about how this analysis connects to themes they have explored in the works in this unit. Then they will outline an analysis of theme in Susan Glaspell's *Trifles*. They should include a thesis statement clearly asserting a theme, followed by three interpretive assertions, each with three supporting textual details. [CR9]

- Discussion: Students participate in a collaborative discussion about two texts covered in the course so far. They will analyze the texts' treatment of similar or related themes, identifying a common subject and comparing the way the two texts treat the subject. They will also discuss other concepts related to theme, such as form or genre, characterization, types of character, irony, or figurative language. [CR3, CR7, CR8]

Required reading:

- Jane Austin, *Pride and Prejudice* (Chapter 3 excerpt)
- Elizabeth Barret Browning, "XXI," *Sonnets from the Portuguese*
- Elizabeth Barret Browning, "LXIII," *Sonnets from the Portuguese*
- Kate Chopin, "Desiree's Baby"
- Susan Glaspell, *Trifles*

Unit 3: Poetry: Language, Style, and Tone [CR1, CR2, CR5, CR4, CR7, CR8, CR9, CR10] [Big Ideas 1, 2, 3, 4, 5]

In this unit, students will do the following:

- Define and identify examples of imagery and figurative language in poetry, including allusion, irony, metaphor, personification, and simile.
- Analyze the effects of imagery and figurative language on both tone and theme.
- Evaluate the effectiveness of a poet's use of diction, imagery, and figurative language in various styles of poetry.
- Compare and contrast poems from different historical eras.
- Revise writing based on teacher feedback. Sample

activities in this unit:

- Activity: Students will read "Ebb" by Edna St. Vincent Millay and write about how the poet uses comparisons of simile and metaphor to create meaning [CR8]
- Activity: Students rewrite clichéd similes to create fresh comparisons [CR8]
- Activity: Students will analyze use of personification by Robert Frost in "A Brook in the City" [CR8]
- Activity: Students will write an analysis of allusions in "In the Reading Room" by David Ferry [CR8]
- Portfolio: Students will write a critical analysis essay that analyzes the different stylistic choices that two poets from different eras make in developing a similar theme. Their essay will focus on poetry written between

the Renaissance and the Romantic eras. Students will submit a draft to the teacher and submit a revised final essay based on teacher feedback. [CR2, CR3, CR4, CR5, CR6, CR7, CR8, CR9, CR10]

Required reading:

- Selections from Poetry Foundation and the online texts *English Renaissance Poetry* and *English Romantic Poetry*, including the following:
 - William Blake, selections from *Songs of Innocence* and *Songs of Experience*
 - Margaret Atwood, “Siren Song”
 - Nikki Giovanni, “Mothers”
 - W.B. Yeats, “The Second Coming”
 - Matthew Arnold, “Dover Beach”
 - John Keats, “Odes”
 - Gary Soto, “Oranges”
 - John Donne, Selections
 - Lord Byron, “Childe Harold’s Pilgrimage”

Unit 4: Novel Study [CR1, CR2, CR3, CR7, CR4, CR5, CR9, CR10] [Big Ideas 1, 2, 3, 4, 5, 6]

In this unit, students will do the following:

- Examine and analyze the elements of novels, including plot, characterization, dialogue, point of view, theme, tone, voice, and overall structure.
- Evaluate the significance and effectiveness of an author’s use of figurative elements, including figurative language, diction, symbolism, imagery, and motifs.
- Analyze an author’s use of structural elements such as narrative order and syntax on a novel’s theme.
- Compare and contrast the social and cultural values expressed by novels written in a variety of time periods.
- Revise writing based on teacher feedback. Sample

activities in this unit:

- Portfolio: Students will write an argumentative essay interpreting and evaluating the author’s use of figurative language, imagery, symbolism, and tone. Students must make and explain a judgement about how the textual details relate to the artistry and quality of the author’s work. [CR1, CR7, CR9, CR10]

Required reading:

Students will read excerpts from diverse authors and texts, including the following:

- Miguel de Cervantes, *Don Quixote*
- Daniel Defoe, *Robinson Crusoe*
- Fyodor Dostoyevsky, *Notes from Underground*
- George Eliot, *Middlemarch*
- E. M. Forster, *A Room with a View*
- Henry James, *The Portrait of a Lady*
- Edith Wharton, *The Age of Innocence*
- Virginia Woolf, *The Voyage Out*

Students will also choose to read one of these novels independently:

- Jane Austin, *Pride and Prejudice*
- Charlotte Brontë, *Jane Eyre*
- Emily Bronte, *Wuthering Heights*
- Willa Cather, *O Pioneers!*
- Joseph Conrad, *Lord Jim*
- Charles Dickens, *A Tale of Two Cities*
- Charles Dickens, *Great Expectations*
- Gustave Flaubert, *Madame Bovary*
- Thomas Hardy, *Tess of the D'Urbervilles*
- Nathaniel Hawthorne, *The Scarlet Letter*
- James Joyce, *A Portrait of the Artist as a Young Man*
- Herman Melville, *Moby-Dick*
- Mary Shelley, *Frankenstein*
- Mark Twain, *The Adventures of Huckleberry Finn*

Unit 5: Mid-Semester Check [CR1, CR2, CR7, CR5, CR4] [Big Ideas 2, 3, 5]

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of this semester.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP English Literature and Composition exam.

Unit 6: Introduction to Drama [CR1, CR2, CR4, CR8, CR9] [Big Ideas 1, 2, 3, 4]

In this unit, students will do the following:

- Define and identify types of drama, including choreopoem, comedy, farce, tragedy, tragicomedy, tragic hero.
- Analyze the influence of cultural, historical, literary, and social contexts on the development of drama.
- Explain the relationship between drama and audience, including how a drama impacts a specific audience in a specific time and place.
- Compare and contrast drama with other forms of writing.
- Engage in collaborative discussion of the cultural and social influences on and effects of drama.

Sample activities in this unit:

- Discussion: Students will participate in a collaborative discussion responding to the first scene in *King Lear*. They will discuss ideas such as the cultural and social values that are evident in this first scene. [CR4]

Required reading: Students will read excerpts from different plays:

- William Congreve, *Love for Love: A Comedy*
- Euripides, *Medea*
- Henrik Ibsen, *A Doll's House*
- William Shakespeare, *King Lear*
- Oscar Wilde, *The Importance of Being Earnest*

Unit 7: Drama: *King Lear* [CR1, CR2, CR3, CR5, CR7, CR5, CR9, CR10] [Big Ideas 1, 2, 3, 4, 5]

In this unit, students will do the following:

- Analyze the key ideas, plot elements, and central characters in a drama, including how characters embody archetypal elements, are motivated to act, and experience transformation.
- Analyze the ways in which a dramatist uses diction and syntax to establish meaning, create voice, and develop tone.
- Identify a dramatist's use of symbolism and motif throughout a play and analyze how the use of these devices affects theme.

- Use evidence from a drama, including a dramatist’s use of plot elements, symbols, characterization, dramatic irony, diction, and syntax, to analyze how a theme is developed.
- Revise writing based on teacher feedback. Sample

activities in this unit:

- Portfolio: Students will analyze how Shakespeare uses elements of drama and literature in *King Lear* to develop the theme of power and corruption. This culminates in an analytical essay in which students use elements from the play—including characterization, point of view, dramatic irony, monologue, soliloquy, figurative language, symbolism, and tone—to explore how Shakespeare develops a central theme. [CR3, CR6, CR7, CR9, CR10]

Required reading: William Shakespeare, *King Lear*

Unit 8: Semester Exam [CR1, CR2, CR7, CR5, CR4, CR9] [Big Ideas 2, 3]

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP English Literature and Composition exam

Semester B

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Learn about the types of activities that will appear in the course.

Unit 2: Short Fiction [CR1, CR2, CR3, CR4, CR5, CR9, CR10,] [Big Ideas 1, 2, 3, 4, 5, 6]

In this unit, students will do the following:

- Define genre and identify characteristics of short fiction, including setting, plot, character, dialogue, point of view, and theme.
- Identify characteristics of short fiction and analyze their impact on tone, voice, and point of view and the relationship between style and theme.
- Evaluate the impact of short fiction, including those written in nontraditional styles, on cultural and literary norms.
- Analyze a variety of works of short fiction, both traditional and nontraditional, and differentiate between authors' techniques.
- Revise work based on teacher feedback. Sample

activities in this unit:

- Portfolio: Students will analyze a work of fiction, "The Metamorphosis," and write an argumentative essay to explain how its author pushes both socio-cultural and literary boundaries to address important issues of the time period. Students will submit a draft of their analysis to teacher for feedback and revise using feedback [CR1, CR2, CR4, CR10]

Required reading:

- Kate Chopin, "The Awakening"
- Ralph Ellison, *Invisible Man* (Prologue and Chapter 1)
- Charlotte Perkins Gilman, "The Yellow Wallpaper"
- Franz Kafka, "The Metamorphosis"
- Jonathan Swift, "A Modest Proposal"

Unit 3: Poetry: Sounds and Syntax [CR1, CR2, CR5, CR9, CR10,] [Big Ideas 3, 5]

In this unit, students will do the following:

- Define and identify examples of the following types of poetic structures: ballad verse, blank verse, free verse, heroic couplet, and terza rima.
- Analyze and evaluate the effect of syntax on tone and meaning, including the use of rhyme scheme and verse.
- Analyze and evaluate an author’s use of sound devices in poetry, including alliteration, assonance, cacophony, consonance, and onomatopoeia.
- Develop an argument about the quality and overall artistic merit of a contemporary poem.
- Revise writing based on teacher feedback. Sample

activities in this unit:

- Portfolio: Students will write a textual analysis essay that analyzes and evaluates the relationship between new poetic styles and meaning. They will research contemporary poetry and choose a poem from a suggested list that they believe has artistic merit. [CR4, CR5, CR6, CR7, CR9, CR10]

Required reading: Selections from Poetry Foundation and the online texts *English Renaissance Poetry* and *English Romantic Poetry*, including the following:

- Louise Erdrich, “Indian Boarding School: The Runaways”
- Mary Oliver, “Singapore”
- Judith Ortiz Cofer, “Women Who Love Angels”
- T.S. Eliot, “The Love Song of J. Alfred Prufrock”
- Wallace Stevens, “Thirteen Ways of Looking at a Blackbird”
- Robert Frost, “The Oven Bird”
- Amy Lowell, “Venus Transiens”
- William Wordsworth, “Lines Written a Few Miles Above Tintern Abbey”
- Samuel Taylor Coleridge, “The Rime of the Ancient Mariner”
- Percy Bysshe Shelley, Sonnets

Unit 4: Mid-Semester Check [CR1, CR2, CR7, CR5, CR4] [Big Ideas 2, 3, 5]

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of this semester.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP English Literature and Composition exam.

Unit 5: Novel and Culture: *Invisible Man* [CR1, CR2, CR3, CR7, CR5, CR6, CR4, CR9, CR10,] [Big Ideas 1, 2, 5, 6]

In this unit, students will do the following:

- Analyze the effect of using characteristics of memoir and first-person point of view on the development of character in *Invisible Man*.
- Evaluate the impact Ellison's use of imagery, figurative language, and symbolism have on the development of theme in *Invisible Man*.
- Analyze the cultural and social context of *Invisible Man* and evaluate their effect on the meaning.
- Evaluate the relationship between Ellison's characterization of the narrator and the cultural themes of the novel.
- Analyze the characteristics of Bildungsroman and existentialism in relation to *Invisible Man*.

Sample activities in this unit:

- Portfolio: Students will use the themes of identity and perception to write an argumentative essay to answer these questions: *How does one become an individual? How is the individual shaped by social and cultural forces?* Students will use excerpts from the novel, as well as information from their own experiences, to answer this question in a well-structured essay. [CR1, CR3, CR4, CR6, CR9, CR10]

Required reading: Ralph Ellison, *Invisible Man*

Unit 6: Review and Full-Length Practice Exam [CR1, CR2, CR7, CR5, CR4, CR10, CR9,] [Big Ideas 2, 3, 5]

In this unit, students will do the following:

- Review the entire course, using the results of the mid-semester check and unit tests to focus this review.
- Complete a full-length practice exam in the style of the AP English Literature and Composition exam, over the course of three days.

Unit 7: Semester Project: Writing a Comparative Analysis [CR1, CR2, CR7, CR5, CR9, CR10] [Big Ideas 3, 5]

In the project unit, students write a comparative analysis using one expository prose text and one fictional text. Their analysis will synthesize information from both texts to explore how authors use elements of literature in both fiction and prose. Students will participate in peer reviews and revise their projects accordingly.

Required reading:

- Rupert Brooke, “Niagara Falls”
- Henry David Thoreau, “Where I Lived, And What I Lived For”
- Ralph Waldo Emerson, “Nature”
- John Muir, “Yosemite”
- Marian Storm, “A Woodland Valentine”

Unit 8: Semester Exam [CR1, CR2, CR7, CR5, CR4, CR9] [Big Ideas 2, 3, 5]

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP English Literature and Composition exam.

AP Environmental Science



AP Environmental Science

Course Overview

Name	AP Environmental Science
Description	<p>AP Environmental Science provides two semesters of material designed to offer students a solid foundation in introductory college-level environmental science. The course is structured around the four big ideas and the seven science practices. Each semester is divided into four units with two or three lessons in each unit. Those lessons are further divided into several activities in which students read, acquire content knowledge through interactives, complete written practice, take quizzes, and summative assessments.</p> <p>The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course draws upon various disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography in order to explore a variety of environmental topics. Topics explored include natural systems on Earth; biogeochemical cycles; the nature of matter and energy; the flow of matter and energy through living systems; populations; communities; ecosystems; ecological pyramids; renewable and nonrenewable resources; land use; biodiversity; pollution; conservation; sustainability; and human impacts on the environment. AP Environmental Science prepares students for the AP exam and for further study in science, health sciences, or engineering.</p> <p>The AP Environmental Science course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Students perform hands-on labs and projects that give them insight into the nature of science and help them understand environmental concepts, as well as how evidence can be obtained to support those concepts. Virtual lab activities enable students to engage in investigations that would otherwise require long periods of observation at remote locations and to explore simulations that enable environmental scientists to test predictions. During both hands-on and virtual labs, students form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. Throughout this course, students are given an opportunity to understand how biology, earth science, and physical science are applied to the study of the environment and how technology and engineering are contributing solutions for studying and creating a sustainable biosphere.</p> <p>Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.</p>

Prerequisites	Recommended: Two years of high school laboratory science, including life science and physical science, along with at least one year of algebra
CR 1 Instructional Resources	<p>The majority of the instructional resources for this course are available to students online through the actual course.</p> <p>In addition, either the student or the school must purchase the following: Environment: The Science Behind the Stories, 7th Edition. Jay Withgott. (Pearson, 2019) Acceptable alternate: 6 th ed. (2018). Acceptable alternate: 5th ed. (2014). OR Environment, 9th Edition. Peter H. Raven, David M. Hassenzahl, Mary Catherine Hager, Nancy Y. Gift, and Linda R. Berg. (John Wiley & Sons, 2015)</p> <p>Various lab materials that can be purchased individually or in a kit through a third-party vendor. Access to the link to purchase the kit is provided to all students.</p>

The following key should help you understand the different types of activities in which students engage.

Activity type	Description
Read	Students are provided a reading passage in their textbook and complete the provided reading guide.
Lab	Student complete a hands-on lab, the provided questions and lab report.
Discuss	Students discuss topics in an online forum. Students are provided questions to direct their thinking and help them prepare as they interact with other students.
Explore	Students visit provided websites and complete questions after reading about a topic.
Practice	Students answer questions regarding what they have learned thus far.
Quiz	Computer administered and automatically graded assessment.
Review	Review of the material covered in a unit or over a semester
Study	Primary instructional online content that teaches new concepts through multimedia and interactivity. Links to relevant web resources are often included.
Test	Assessment covering the material introduced in a unit.

CR 2 Environmental Legislation and Policies

AP Environmental Science details multiple pieces of environmental legislation, initiatives, and policies in unit 9, lesson 3 and interwoven throughout the course. They are listed below:

- Antarctic Treaty System
- Kyoto Protocol
- Montreal Protocol
- United Nations Framework Convention on Climate Change
- Paris Agreement
- Environmental Protection Treaty
- Migratory Birds and Game Mammals Treaty
- Polar Bear Treaty
- Migratory Bird Act
- Ramsar Convention
- Convention on International Trade in Endangered Species
- Convention on Biological Diversity
- International Treaty on Plant Genetic Resources for Food and Agriculture
- Endangered Species Act
- World Trade Organization
- United Nations and European Union
- Comprehensive Environmental Compensation Liability Act
- Resource Conservation Recovery Act
- Safe Drinking Water Act
- Delaney Clause
- Clean Power Plan
- Clean Water Act
- Soil and Water Resources Conservation Act
- Clean Air Act
- National Environmental Policy Act
- National Park Service Organic Act

CR 3 Big Ideas and Required Content

Apex Learning’s AP Environmental Science course is designed around the four big ideas, the enduring understanding within the big ideas, and the essential knowledge that supports that enduring understanding.

<p>Big Idea 1: Energy Transfer (ENG) Energy conversions underlie all ecological processes. Energy cannot be created; it must come from somewhere. As energy flows through systems, at each step, more of it becomes unusable.</p>
<p>Big Idea 2: Interactions Between Earth Systems (ERT) The Earth is one interconnected system. Natural systems change over time and space. Biogeochemical systems vary in ability to recover from disturbances.</p>
<p>Big Idea 3: Interactions Between Different Species and the Environment (EIN) Humans alter natural systems and have had an impact on the environment for millions of years. Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.</p>
<p>Big Idea 4: Sustainability (STB) Human survival depends on developing practices that will achieve sustainable systems. A suitable combination of conservation and development is required. The management of resources is essential. Understanding the role of cultural, social, and economic factors is vital to the development of solutions</p>

Apex Learning Unit Title and Content		College Board CED Unit Titles	Big Ideas
1	<p><u>Introduction to AP Environmental Science</u></p> <ul style="list-style-type: none"> Carbon, nitrogen, phosphorus, and water cycles 	Unit 1: The Living World: Ecosystems	ERT
2	<p><u>Earth’s Physical Systems</u></p> <ul style="list-style-type: none"> Tectonic plates Soil formation and erosion Earth's atmosphere Global wind patterns Earth's geography and climate El Niño and La Niña Ocean warming and acidification 	Unit 4: Earth Systems and Resources Unit 9: Global Change	ERT, ENG, STB
3	<p><u>Ecosystem Structure</u></p> <ul style="list-style-type: none"> Introduction to ecosystems Terrestrial and aquatic biomes Primary productivity Trophic levels The flow of energy in an ecosystem and the 10% rule Food chains and food webs Introduction to biodiversity Ecosystem services Island biogeography Ecological tolerance Natural disruptions to ecosystems Ecological succession Ocean warming and acidification Human impacts on diversity 	Unit 1: The Living World: Ecosystems Unit 2: The Living World: Biodiversity Unit 9: Global Change	ERT, ENG, STB, EIN
4	<p><u>Population Ecology</u></p> <ul style="list-style-type: none"> Generalist and specialist species Survivorship curves Population growth and resource 	Unit 3: Populations Unit 5: Land and Water Use Unit 9: Global Change	ERT, EIN

	<ul style="list-style-type: none"> availability Age structure diagrams Human population dynamics Urbanization and ecological footprints Human impacts on diversity 		
6	<u>Land and Water Use</u> <ul style="list-style-type: none"> The Green Revolution Types and effects of irrigation Pest-control methods Meat production methods and overfishing The impacts of mining Urbanization and ecological footprints Introduction to sustainable practices including crop rotation and aquaculture Invasive species Human impacts on diversity 	Unit 5: Land and Water Use Unit 9: Global Change	EIN, STB
7	<u>Energy Consumption and Resources</u> <ul style="list-style-type: none"> Energy sources and fuel types, including fossil fuels, ethanol, and nuclear power Natural sources of energy, including solar power, wind, geothermal, and hydroelectric power Energy conservation methods Human impacts on diversity 	Unit 6: Energy Resources and Consumption Unit 9: Global Change	ENG, EIN
8	<u>Pollution and Waste Management</u> <ul style="list-style-type: none"> The tragedy of the commons The impacts of mining Introduction to air pollution Photochemical smog Indoor air pollution Methods to reduce air pollutants Acid rain Noise pollution Sources of pollution Human impact on ecosystems Thermal pollution Solid waste disposal and waste reduction methods Pollution and human health Pathogens and infectious diseases Ozone depletion Human impacts on diversity 	Unit 5: Land and Water Use Unit 7: Atmospheric Pollution Unit 8: Aquatic and Terrestrial Pollution Unit 9: Global Change	EIN, STB
9	<u>Global Challenges</u> <ul style="list-style-type: none"> Global energy consumption and distribution of natural resources Global climate change Human impacts on diversity 	Unit 6: Energy Resources and Consumption Unit 9: Global Change	ENG, EIN, STB

CR 4, 5, 6, 7, 8, 9 and 10

The seven science practices are embedded throughout the course. A unit breakdown is included below and specific examples of each science practice is listed below the unit breakdown.

*Unit tests and semester exams are not listed but do appear at the end of each unit and each semester.

Semester 1 consists of units 1-4. Semester 2 consists of units 5-8.

UNIT 1	Apex Learning Unit Title: Introduction to AP Environmental Science CED Unit: Unit 1: The Living World: Ecosystems Science Practices 1, 2, 4, 5, 6, 7
Lesson 1	Science and the Environment
1.1.1	Study: The Interdisciplinary Science Identify the many fields of science that contribute to the study and understanding of the interrelated, dynamic systems of Earth's environment. Relate examples of environmental studies and equipment to specialized fields of science. Recommend areas of expertise that might contribute information relevant to specific environmental issues.
1.1.2	Quiz: The Interdisciplinary Science
1.1.3	Study: Applied Science and Technology Describe the role of technology in environmental science and human society. Identify commonly used devices and systems that are important to environmental studies. Describe the importance of technology and environmental studies to human health and well-being.
1.1.4	Quiz: Applied Science and Technology
1.1.5	Practice: Science and the Environment Identify the many fields of science that contribute to the study and understanding of the interrelated, dynamic systems of Earth's environment. Relate examples of environmental studies and equipment to specialized fields of science. Recommend areas of expertise that might contribute information relevant to specific environmental issues. Describe the role of technology in environmental science and human society. Identify commonly used devices and systems that are important to environmental studies. Use the Internet to locate and collect information about GPS and GIS technology. Discuss the validity and impact of scientific research on environmental issues related to human activities.
1.1.6	Read: Science and the Environment Read about science and the environment.
1.1.7	Quiz: Science and the Environment
1.1.8	Explore: GPS and GIS Technology Relate examples of environmental studies and equipment to specialized fields of science. Describe the role of technology in environmental science and human society. Identify commonly used devices and systems that are important to environmental studies. Describe the importance of technology and environmental studies to human health and well-being.
1.1.9	Lab: Investigate Your Ecological Footprint Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
1.1.10	Discuss: Investigate Your Ecological Footprint Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a

	discussion with your peers.
Lesson 2	Energy and Systems
1.2.1	Study: Matter and Energy
	Recognize the major types of matter that make up the biosphere. Recognize the forms of energy that enter and flow through the geosphere. Identify the processes that transform energy as it moves through the geosphere. Compare the characteristics of different surfaces on Earth, including albedo and heat capacity. Differentiate among scavengers, decomposers, and detritivores. Trace the flow of matter and energy through a food chain and a food web.
1.2.2	Quiz: Matter and Energy
1.2.3	Study: The Flow of Matter and Energy Differentiate among scavengers, decomposers, and detritivores. Trace the flow of matter and energy through a food chain and a food web.
1.2.4	Quiz: The Flow of Matter and Energy
1.2.5	Study: Biogeochemical Cycles Trace the movement of water in the water cycle from one part of the environment to another. Trace the movement of carbon in the carbon cycle from one part of the environment to another. Trace the movement of nitrogen and phosphorus from one part of the environment to another.
1.2.6	Quiz: Biogeochemical Cycles
1.2.7	Practice: Matter and Energy in the Biosphere Recognize the major types of matter that make up the biosphere. Recognize the forms of energy that enter and flow through the geosphere. Identify the processes that transform energy as it moves through the geosphere. Compare the characteristics of different surfaces on Earth, including albedo and heat capacity. Differentiate among scavengers, decomposers, and detritivores. Trace the flow of matter and energy through a food chain and a food web.
1.2.8	Lab: Investigate Cycling of O ₂ and CO ₂ Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
1.2.9	Discuss: Investigate Cycling of O ₂ and CO ₂ Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.
UNIT 2	Apex Learning Unit Title: Earth's Physical Systems CED Title: Unit 4: Earth Systems and Resources; and Unit 9: Global Change Science Practices 1, 2, 3, 4, 5, 7
Lesson 1	They Hydrosphere
2.1.1	Project: Part I — Explore Your Local Physical Environment Research and describe the physical features and abiotic factors that characterize the geographical area in which you live.
2.1.2	Study: Bodies of Water Identify the characteristics of the major types of bodies of water. Describe the formation of and characteristics of the major types of bodies of water.
2.1.3	Quiz: Bodies of Water

2.1.4	Study: Movements of the Hydrosphere Relate solar energy to ocean currents and the distribution of heat around the globe. Describe the causes and effects of ocean waves and tides. Trace the path of groundwater from soil to the ocean.
2.1.5	Quiz: Movements of the Hydrosphere
2.1.6	Practice: The Hydrosphere Describe the reasons that liquid water can exist on Earth. Describe the formation of and characteristics of the major types of bodies of water. Relate solar energy to ocean currents and the distribution of heat around the globe. Identify reasons for fluctuations in sea level. Describe the causes and effects of ocean waves and tides. Trace the path of groundwater from soil to the ocean.
2.1.7	Read: The Hydrosphere Read about the hydrosphere.
2.1.8	Quiz: The Hydrosphere
2.1.9	Lab: Investigate Watershed Analysis Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
2.1.10	Discuss: Investigate Watershed Analysis Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.
Lesson 2	The Atmosphere
2.2.1	Study: Structure and Movements of the Atmosphere Describe the structure, composition, and temperature of Earth's atmosphere. Identify the processes of wind generation and relate them to different types of local and global wind systems.
2.2.2	Quiz: Structure and Movements of the Atmosphere
2.2.3	Study: Weather and Climate Describe the major climate zones and their characteristics. Explain how ocean currents, wind patterns, and topography affect climate. Explain how Earth's orbit, tilt, and wobble affect the planet's climate. Describe the effects of El Niño and La Niña on global weather patterns.
2.2.4	Quiz: Weather and Climate
2.2.5	Practice: The Atmosphere Describe the structure, composition, and temperature of Earth's atmosphere. Identify the processes of wind generation and relate them to different types of local and global wind systems. Describe the major climate zones and their characteristics. Explain how ocean currents, wind patterns, and topography affect climate. Explain how Earth's orbit, tilt, and wobble affect the planet's climate. Describe the effects of El Niño and La Niña on global weather patterns. Discuss the validity and impact of scientific research on environmental issues related to human activities.
2.2.6	Lab: Investigate Passive Heating and Cooling Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
2.2.7	Discuss: Investigate Passive Heating and Cooling Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.
Lesson 3	The Geosphere

2.3.1	Study: Earth's Crust and Landforms Relate the surface features of Earth's crust to the theory of plate tectonics. Distinguish erosional features and depositional features of Earth's crust.
2.3.2	Quiz: Earth's Crust and Landforms
2.3.3	Study: Soil Composition and Structure Identify the types of weathering and the agents of each type of weathering. Describe the types of soil and the processes of soil formation.
2.3.4	Quiz: Soil Composition and Structure
2.3.5	Study: Movements of Land and Soil Identify the types of erosion and their effects on Earth's crust. Relate the different types of faults to the different types of tectonic plate boundaries.
2.3.6	Quiz: Movements of Land and Soil
2.3.7	Checkup: The Geosphere Relate the surface features of Earth's crust to the theory of plate tectonics. Distinguish erosional features and depositional features of Earth's crust. Identify the types of weathering and the agents of each type of weathering. Describe the types of soil and the processes of soil formation. Identify the types of erosion and their effects on Earth's crust. Relate the different types of faults to the different types of tectonic plate boundaries. Discuss the validity and impact of scientific research on environmental issues related to human activities.
2.3.8	Read: The Geosphere Read about the geosphere
2.3.9	Quiz: The Geosphere
2.3.10	Explore: Earthquake Prediction and Readiness Recognize areas on Earth where earthquakes are likely to occur. Distinguish the three types of earthquake waves. Describe how geologists rate the destructive force of an earthquake. Identify ways that human communities in earthquake zones can prepare for and limit damages caused by strong earthquakes.
Lesson 4	Earth's Physical Systems Wrap-up
2.4.1	Project: Part II — Explore Your Local Physical Environment Research and describe the physical features and abiotic factors that characterize the geographical area in which you live.
UNIT 3	Apex Learning Unit Title: Ecosystem Structure CED Title: Unit 1: The Living World: Ecosystems; Unit 2: The Living World: Biodiversity; and Unit 9: Global Change Science Practices 1, 2, 4, 5, 6
Lesson 1	Nature of Ecosystems
3.1.1	Project: Part I — Explore Your Local Ecosystem Recognize the major types of biotic factors in an ecosystem and their roles in the biosphere. Distinguish biological species, populations, and communities. Identify the abiotic factors in an ecosystem and their importance to living organisms. Explain how biotic factors interact with the abiotic factors of an ecosystem.
3.1.2	Study: What Is a Biological Community? Distinguish biological communities from populations and ecosystems. Identify major types of biological communities.
3.1.3	Quiz: What Is a Biological Community?
3.1.4	Study: Species Interactions Describe the types of interactions that occur among the species in biological communities. Analyze food chains and food webs that describe the interactions of species in a biological community. Explain the nature and importance of ecological niches.

3.1.5	Quiz: Species Interactions
3.1.6	Study: Community Structure Model the makeup of communities using ecological pyramids. Understand the factors that affect community stability and biodiversity.
3.1.7	Quiz: Community Structure
3.1.8	Practice: Nature of Ecosystems Distinguish biological communities from populations and ecosystems. Identify major types of biological communities. Describe the types of interactions that occur among the species in biological communities. Analyze food chains and food webs that describe the interactions of species in a biological community. Explain the nature and importance of an ecological niche. Model the makeup of communities using ecological pyramids. Understand the factors that affect community stability and biodiversity
3.1.9	Explore: The Importance of Coral Reefs
	Describe characteristics of aquatic ecosystems. Evaluate the importance of individual ecosystems to the health of biomes and the biosphere.
Lesson 2	Changes in Ecosystems
3.2.1	Study: Natural Disturbances and Succession Describe how destructive natural events in the geosphere can affect ecosystems. Predict the effects of the removal of species from biological communities. Predict the effects of the introduction of nonnative species on communities.
3.2.2	Quiz: Natural Disturbances and Succession
3.2.3	Study: Evolution and Biodiversity Identify the sources and importance of genetic diversity in natural populations, ecosystems, and the biosphere. Summarize the process of natural selection and its role in biological evolution. Predict changes that may occur in an ecosystem when its amount of biodiversity changes.
3.2.4	Quiz: Evolution and Biodiversity
3.2.5	Checkup: Changes in Ecosystems Describe how destructive natural events in the geosphere can affect ecosystems. Predict the effects of the removal of species from biological communities. Predict the effects of the introduction of nonnative species on communities. Recognize the sources and importance of genetic diversity in natural populations, ecosystems, and the biosphere. Summarize the process of natural selection and its role in biological evolution. Predict changes that may occur in an ecosystem when its amount of biodiversity changes. Discuss the validity and impact of scientific research on environmental issues related to human activities.
3.2.6	Read: Changes in Ecosystems Read about changes in ecosystems.
3.2.7	Quiz: Changes in Ecosystems
3.2.8	Lab: Investigate Using a Dichotomous Key Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error
3.2.9	Discuss: Investigate Using a Dichotomous Key Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
Lesson 3	Ecosystems and Biomes
3.3.1	Study: Aquatic Ecosystems Describe characteristics of aquatic ecosystems.
3.3.2	Quiz: Aquatic Ecosystems

3.3.3	Study: Land Ecosystems Identify the major land and aquatic biomes. Describe the distinguishing biotic and abiotic features of a given biome. Compare the plants and animals of your local biome with those of the other major biomes found in North America
3.3.4	Quiz: Land Ecosystems
3.3.5	Read: Ecosystems and Biomes Read about ecosystems and biomes
3.3.6	Quiz: Ecosystems and Biomes
3.3.7	Checkup: Ecosystems and Biomes Describe characteristics of land ecosystems. Describe characteristics of aquatic ecosystems. Identify the major land and aquatic biomes. Describe the distinguishing biotic and abiotic features of a given biome. Compare the plants and animals of your local biome with those of the other major biomes found in North America. Evaluate the importance of individual ecosystems to the health of biomes and the biosphere. Discuss the validity and impact of scientific research on environmental issues related to human activities.
3.3.8	Lab: Investigate Primary Productivity Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error
3.3.9	Discuss: Investigate Primary Productivity Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
Lesson 4	Ecosystem Structure Wrap-up
3.4.1	Project: Part II — Explore Your Local Ecosystem Recognize the major types of biotic factors in an ecosystem and their roles in the biosphere. Distinguish biological species, populations, and communities. Identify the abiotic factors in an ecosystem and their importance to living organisms. Explain how biotic factors interact with the abiotic factors of an ecosystem.
UNIT 4	Apex Learning Unit Title: Population Ecology CED Title: Unit 3: Populations; Unit 5: Land and Water Use; and Unit 9: Global Change Science Practices 1, 2, 3, 4, 5, 6, 7
Lesson 1	Population Ecology
4.1.1	Study: Characteristics of Populations Identify characteristics used to describe populations. Identify limiting factors that affect populations and their characteristics. Describe a population's carrying capacity and the factors that determine the carrying capacity. Explain how populations change in size.
4.1.2	Quiz: Characteristics of Populations
4.1.3	Study: Population Growth Describe the factors that produce both positive and negative population growth. Compare exponential and logistic patterns of population growth. Explain the significance of studying populations over time
4.1.4	Quiz: Population Growth

4.1.5	Practice: Population Biology Identify characteristics used to describe populations. Identify limiting factors that affect populations and their characteristics. Describe a population's carrying capacity and the factors that determine the carrying capacity. Explain how populations change in size. Describe the factors that produce both positive and negative population growth. Compare exponential and logistic patterns of population growth. Explain the significance of studying populations over time.
4.1.6	Lab: Investigate Estimating Population Size Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
4.1.7	Discuss: Investigate Estimating Population Size Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.
Lesson 2	Human Populations
4.2.1	Study: Human Population Dynamics Describe historical trends in human population growth and distribution. Identify characteristics of human populations
4.2.2	Quiz: Human Population Dynamics
4.2.3	Study: Human Communities Describe the purposes of human communities. Identify different kinds of human communities. Explain how individuals work together in groups. Explain how individuals and groups work together in communities
4.2.4	Quiz: Human Communities
4.2.5	Checkup: Human Populations Describe historical trends in human population growth and distribution. Identify characteristics of human populations. Describe the purposes of human communities. Identify different kinds of human communities. Explain how individuals work together in groups. Explain how individuals and groups work together in communities
4.2.6	Read: Human Populations Read about human populations
4.2.7	Quiz: Human Populations
4.2.8	Explore: Public Health Policies Research objectives and accomplishments of public health policies
Lesson 3	Impacts of Population Growth
4.3.1	Study: Renewable Resources Identify renewable resources on which humans depend. Differentiate between renewable and nonrenewable resources. Evaluate the cost-benefit trade-offs of using renewable resources instead of nonrenewable resources
4.3.2	Quiz: Renewable Resources
4.3.3	Study: Nonrenewable Resources Identify nonrenewable resources on which humans depend. Differentiate between renewable and nonrenewable resources. Describe how the use of natural resources will affect future generations of humans
4.3.4	Quiz: Nonrenewable Resources
4.3.5	Practice: Impacts of Population Growth Identify renewable resources on which humans depend. Identify nonrenewable resources on which humans depend. Differentiate between renewable and nonrenewable resources. Evaluate the cost-benefit trade-offs of using renewable resources instead of nonrenewable resources. Describe how the use of natural resources will affect future

	generations of humans. Describe alternative forms of energy production
4.3.6	Read: Impacts of Population Growth
4.3.7	Quiz: Impacts of Population Growth
4.3.8	Lab: Investigate Resource Consumption Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
4.3.9	Discuss: Investigate Resource Consumption Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
UNIT 6	Apex Learning Unit Title: Land and Water Use CED Title: Unit 5: Land and Water Use; and Unit 9: Global Change Science Practices 1, 2, 3, 4, 5, 6
Lesson 1	Obtaining Earth’s Resources
6.1.1	Project: Part I — Explore Your Local Environmental Challenges Research and describe environmental challenges that affect the geographical area in which you live
6.1.2	Study: Land and Water Resources Identify natural resources obtained from Earth's land and water and used to support the lifestyles of humans. Recognize the interdependence of natural resources. Evaluate the economic significance of natural resources
6.1.3	Quiz: Land and Water Resources
6.1.4	Study: Agriculture, Forestry, and Fishing Identify types and sources of biological resources used to produce food and goods that support human lifestyles. Evaluate the economic significance of natural resources. Recognize the interdependence of natural resources.
6.1.5	Quiz: Biological Resources
6.1.6	Study: Mineral Resources and Mining Identify types and sources of mineral resources used to produce goods and energy that support human lifestyles. Learn about types of mining and the environmental effects of mining. Recognize the interdependence of natural resources.
6.1.7	Quiz: Mineral and Energy Resources
6.1.8	Practice: Earth's Natural Resources Identify the types of Earth's land and water used to support the lifestyles of humans. Identify types and sources of mineral resources used to produce goods and energy that support human lifestyles. Recognize the interdependence of natural resources. Identify types and sources of biological resources used to produce food and goods that support human lifestyles
6.1.9	Lab: Investigate How Pollutants Affect Plants Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.
6.1.10	Discuss: Investigate How Pollutants Affect Plants Discuss the results of the investigation.

Lesson 2	Recreation and Urban Development
6.2.1	Study: Recreation, Conservation, and Urban Development Summarize the effects on natural ecosystems of human activities such as recreation, urbanization, conservation, preservation, restoration, and resource gathering and management.
6.2.2	Quiz: Recreation, Conservation, and Urban Development
6.2.3	Study: Human Cultures and Societies Summarize the nature and purpose of human cultures and societies. Identify examples of different types of human cultures and societies.
6.2.4	Quiz: Human Cultures and Societies
6.2.5	Practice: Land Use and Its Effects Evaluate the economic significance of natural resources. Summarize the effects and cost-benefit trade-offs of practices used in commercial agriculture, forestry, and fishing. Evaluate the hazards and risks involved in obtaining natural resources. Evaluate the hazards and risks to human health and well-being involved in obtaining and managing natural resources. Summarize the advantages and disadvantages of using different energy resources. Summarize the effects on natural ecosystems of human activities such as recreation, urbanization, conservation, preservation, restoration, and resource gathering and management. Discuss the validity and impact of scientific research on environmental issues related to human activities
6.2.6	Read: Recreation and Urban Development Read about recreation and urban development.
6.2.7	Quiz: Recreation and Urban Development
6.2.8	Explore: Effects of Climate Change Explore scientists' predictions about the effects of global climate change on the biosphere.
Lesson 3	Sustainable Resources
6.3.1	Study: Sustainable Food Production Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development.
6.3.2	Quiz: Sustainable Food Production
6.3.3	Study: Sustainable Resource Management Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development.
6.3.4	Quiz: Sustainable Resource Management

6.3.5	<p>Checkup: Sustainable Practices</p> <p>Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development. Summarize the process of carbon dioxide sequestration and technologies that achieve it. Discuss the validity and impact of scientific research on environmental issues related to human activities.</p>
6.3.6	<p>Read: Sustainable Practices</p> <p>Read about sustainable practices.</p>
6.3.7	<p>Quiz: Sustainable Practices</p>
6.3.8	<p>Lab: Investigate Food Security</p> <p>Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.</p>
6.3.9	<p>Discuss: Investigate Food Security</p> <p>Discuss the results of the investigation</p>
Lesson 4	<p>Land and Water Use Wrap-up</p>
6.4.1	<p>Project: Part II — Explore Your Local Environmental Challenges</p> <p>Research and describe environmental challenges that affect the geographical area in which you live.</p>
UNIT 7	<p>Apex Learning Unit Title: Energy Consumption and Resources (CED Unit 6, 9)</p> <p>CED Title: Unit 6: Energy Resources and Consumption; and Unit 9: Global Change</p> <p>Science Practices 1, 2, 4, 5, 6, 7</p>
Lesson 1	<p>Energy Concepts and Traditional Sources</p>
7.1.1	<p>Study: Types of Energy</p> <p>Learn about different types of energy and examples of each type.</p>
7.1.2	<p>Quiz: Types of Energy</p>
7.1.3	<p>Study: Fossil Fuels</p> <p>Identify types and sources of mineral resources used to produce goods and energy that support human lifestyles. Recognize the interdependence of natural resources.</p>
7.1.4	<p>Quiz: Fossil Fuels</p>
7.1.5	<p>Practice: Energy Concepts and Traditional Sources</p> <p>Identify the types of Earth's land and water used to support the lifestyles of humans. Identify types and sources of mineral resources used to produce goods and energy that support human lifestyles. Recognize the interdependence of natural resources. Identify types and sources of biological resources used to produce food and goods that support human lifestyles</p>
7.1.6	<p>Read: Energy Concepts and Traditional Sources</p> <p>Read about energy concepts and traditional sources</p>
7.1.7	<p>Quiz: Energy Concepts and Traditional Sources</p>
7.1.8	<p>Lab: Investigate Home Energy Usage</p> <p>Conduct a home energy audit.</p>

7.1.9	Discuss: Investigate Home Energy Audits Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
Lesson 2	Energy and Sustainability
7.2.1	Study: Energy and Sustainability Learn about the advantages and disadvantages of different energy sources; learn how to apply scientific reasoning to analyze socially relevant energy issues.
7.2.2	Quiz: Energy and Sustainability
7.2.3	Study: Alternative Energy Resources Describe how the use of natural resources will affect future generations of humans. Describe alternative forms of energy production.
7.2.4	Quiz: Alternative Energy Resources
7.2.5	Practice: Resource Availability Identify renewable resources on which humans depend. Identify nonrenewable resources on which humans depend. Differentiate between renewable and nonrenewable resources. Evaluate the cost-benefit trade-offs of using renewable resources instead of nonrenewable resources. Describe how the use of natural resources will affect future generations of humans. Describe alternative forms of energy production
7.2.6	Explore: Fluid-Injection Wells and Induced Seismicity Explore and evaluate fluid-injection wells and induced seismicity.
7.2.7	Read: Energy and Sustainability Read about energy and sustainability
7.2.8	Quiz: Energy and Sustainability
7.2.9	Lab: Investigate Sustainable Energy Determine sustainable combinations of practices for generating and using energy.
7.2.10	Discuss: Investigate Sustainable Energy Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
UNIT 8	Apex Learning Unit Title: Pollution and Waste Management CED Title: Unit 5: Land and Water Use; Unit 7: Atmospheric Pollution; Unit 8: Aquatic and Terrestrial Pollution; and Unit 9: Global Change Science Practices 1, 2, 3, 4, 5, 6, 7
Lesson 1	Pollution and Waste Management
8.1.1	Study: Water, Air, and Land Pollution Identify point sources and nonpoint sources of air, land, and water pollution. Describe the effects of pollution on oceans, freshwater supplies, air, and land. Recognize the consequences of air, land, and water pollution on human health and societies. Evaluate the hazards pollutants pose to wildlife and other types of natural resources.
8.1.2	Quiz: Water, Air, and Land Pollution
8.1.3	Study: Waste Management Describe methods of waste management, including burial in a landfill, dumping, incineration, composting, recycling, and reuse. Evaluate the impact of waste management and reduction strategies on resource availability.
8.1.4	Quiz: Waste Management
8.1.5	Practice: Pollution and Waste Management

	Identify point sources and nonpoint sources of air, land, and water pollution. Describe the effects of pollution on oceans, freshwater supplies, air, and land. Recognize the consequences of air, land, and water pollution on human health and societies. Evaluate the hazards pollutants pose to wildlife and other types of natural resources. Describe methods of waste management, including burial in a landfill, dumping, incineration, composting, recycling, and reuse. Evaluate the impact of waste management and reduction strategies on resource availability.
8.1.6	Read: Pollution and Waste Management Read about pollution and waste management
8.1.7	Quiz: Pollution and Waste Management
8.1.8	Lab: Investigate Recycling Practices Compare the effectiveness of recycling techniques.
8.1.9	Discuss: Investigate Recycling Practices Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
Lesson 2	Impacts of Pollution
8.2.1	Study: The Tragedy of the Commons Recognize the definition and examples of a "common." Describe how the overuse and degradation of natural resources affects the biosphere and human societies.
8.2.2	Quiz: The Tragedy of the Commons
8.2.3	Study: Managing the Commons Describe how conservation and preservation of natural resources affect their availability and quality. Relate conservation and preservation of natural resources to the sustainability of ecosystems and human societies.
8.2.4	Quiz: Managing the Commons
8.2.5	Study: Protecting Water, Air, and Land Summarize the history, provisions, and effects of the National Park Service Act. Summarize the history, provisions, and effects of the Clean Air Act. Summarize the history, provisions, and effects of the Clean Water Act. Summarize the history, provisions, and effects of the Soil and Water Resources Conservation Act.
8.2.6	Quiz: Protecting Water, Air, and Land
8.2.7	Checkup: The Concept of the Commons Recognize the definition and examples of a "common." Describe how the overuse and degradation of natural resources affects the biosphere and human societies. Describe how conservation and preservation of natural resources affect their availability and quality. Relate conservation and preservation of natural resources to the sustainability of ecosystems and human societies.
8.2.8	Explore: Carbon Dioxide Sequestration Summarize the process of carbon dioxide sequestration and technologies that achieve it.
8.2.9	Lab: Investigate Air Quality Identify point source and nonpoint source causes of air pollution.
8.2.10	Discuss: Investigate Air Quality Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.

UNIT 9	<p>Apex Learning Unit Title: Global Challenges</p> <p>CED Title: Unit 6: Energy Resources and Consumption; and Unit 9: Global Change</p> <p>Science Practices 1, 2, 4, 5, 6, 7</p>
Lesson 1	The Global Community
9.1.1	Project: Part I — Explore Sustainability for Your Local Environment
	<p>Identify your state and local legislation designed to protect the environment and natural resources. Evaluate the effects of national, state, and local environmental and resource protection laws on your local environment. Identify sustainable practices that have been adopted in your local environment. Recommend practices that might contribute to the sustainability of your local environment.</p>
9.1.2	<p>Study: Sustainable Societal Development</p> <p>Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development.</p>
9.1.3	Quiz: Sustainable Societal Development
9.1.4	<p>Study: The Global Economy</p> <p>Recognize the interrelatedness of the global economy. Identify complex real-world problems faced by the global economy. Evaluate possible solutions to complex real-world problems in a global economy. Evaluate the need for cooperative human behaviors in mitigating and preventing complex real-world problems.</p>
9.1.5	Quiz: The Global Economy
9.1.6	<p>Practice: The Global Community</p> <p>Summarize the nature and purpose of human cultures and societies. Identify examples of different types of human cultures and societies. Recognize the interrelatedness of the global economy. Identify complex real-world problems faced by the global economy. Evaluate possible solutions to complex real-world problems in a global economy. Evaluate the need for cooperative human behaviors in mitigating and preventing complex real-world problems</p>
9.1.7	<p>Read: The Global Community</p> <p>Read about the global community</p>
9.1.8	Quiz: The Global Community
9.1.9	<p>Lab: Investigate Human Carrying Capacity</p> <p>Determine Earth's carrying capacity for human populations</p>
9.1.10	<p>Discuss: Investigate Human Carrying Capacity</p> <p>Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.</p>
Lesson 2	Global Climate Change
9.2.1	<p>Study: Climate Change</p> <p>Describe effects of air pollution on the natural systems that regulate Earth's climate. Analyze the historical trends observed in global climate data. Relate human activities to observed changes in global climate. Evaluate differing views on global warming and climate change</p>
9.2.2	Quiz: Climate Change

9.2.3	Study: Effects of Climate Change Summarize scientists' predictions about the effects of global climate change on the biosphere. Evaluate differing views on global warming and climate change
9.2.4	Quiz: Effects of Climate Change
9.2.5	Checkup: Environmental Change Describe effects of air pollution on the natural systems that regulate Earth's climate. Analyze the historical trends observed in global climate data. Relate human activities to observed changes in global climate. Evaluate differing views on global warming and climate change. Summarize scientists' predictions about the effects of global climate change on the biosphere. Discuss the validity and impact of scientific research on environmental issues related to human activities.
9.2.6	Read: Global Climate Change Read about global climate change
9.2.7	Quiz: Global Climate Change
9.2.8	Lab: Investigate Dissolved Oxygen Levels Explore dissolved oxygen levels
9.2.9	Discuss: Investigate Dissolved Oxygen Levels Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers
Lesson 3	Global Environmental Policies
9.3.1	Study: Protecting Environmental Quality Summarize the goals and provisions of international treaties and protocols that address the effects of human activities on the environment, including the Antarctic Treaty System, Montreal Protocol, and Kyoto Protocol. Evaluate the effects of international treaties and protocols on environmental quality and global cooperation.
9.3.2	Quiz: Protecting Environmental Quality
9.3.3	Study: Protecting Wildlife and Biodiversity Summarize the goals and provisions of international treaties and protocols that address biodiversity, such as the United Nations' Convention of International Trade in Endangered Species (CITES), the RAMSAR Convention on Wetlands, the International Treaty on Plant Genetic Resources for Food and Agriculture, and the Convention on Biological Diversity. Evaluate the effects of international treaties and protocols on environmental quality and global cooperation.
9.3.4	Quiz: Protecting Wildlife and Biodiversity
9.3.5	Practice: Global Environmental Policies Summarize the goals and provisions of international treaties and protocols that address the effects of human activities on the environment, including the Antarctic Treaty System, Montreal Protocol, and Kyoto Protocol. Summarize the goals and provisions of international treaties and protocols that address biodiversity, such as the United Nations' Convention of International Trade in Endangered Species (CITES), the RAMSAR Convention on Wetlands, the International Treaty on Plant Genetic Resources for Food and Agriculture, and the Convention on Biological Diversity. Evaluate the effects of international treaties and protocols on environmental quality and global cooperation. Discuss the validity and impact of scientific research on environmental issues related to human activities.
9.3.6	Read: Global Environmental Policies Read about global environmental policies
9.3.7	Quiz: Global Environmental Policies

9.3.8	<p>Explore: Biodiversity Hot Spots Summarize the process of natural selection and its role in biological evolution. Explain the importance of biodiversity in the biosphere.</p>
Lesson 4	Global Challenges Wrap-up
9.4.1	<p>Project: Part II — Explore Sustainability for Your Local Environment Identify your state and local legislation designed to protect the environment and natural resources. Evaluate the effects of national, state, and local environmental and resource protection laws on your local environment. Identify sustainable practices that have been adopted in your local environment. Recommend practices that might contribute to the sustainability of your local environment.</p>

CR 4: Science Practice 1: Concept Application

- Unit 2: Lesson 1: Activity 6: Practice: The Hydrosphere
 - In this practice activity, students are asked to describe the causes and effects of ocean waves and tides.
- Unit 3: Lesson 1: Activity 8: Practice: The Nature of Ecosystems
 - In this practice activity, students are asked to explain what would happen in the scenario provided:
 - In a mangrove swamp, mangrove tree crabs consume the leaves of mangroves and are food for other animals. By eating decaying mangrove leaves, animal wastes, and dead animals, they help create detritus that forms the base of many of the swamp's aquatic food chains. In addition, they burrow in the wet soil, which mixes air containing oxygen with the soil. What is likely to happen to the stability of the community if a disease destroys the population of mangrove tree crabs?
 - Unit 6: Lesson 1: Activity 2: Study: Land and Water Resources
 - Students answer the question “What would be a negative consequence of transporting water through a hot, dry desert in open canals?” after viewing a picture of the Granite Reef Diversion Dam near Mesa, Arizona.

CR 5: Science Practice 2: Visual Representations

- Unit 1: Lesson 2: Activity 7: Practice: Matter and Energy in the Biosphere
 - In this practice activity students are asked to both draw and label the various biogeochemical cycles. They are asked to indicate where certain components of the cycles are and answer questions explaining portions of the cycles.
- Unit 4: Lesson 1: Activity 3: Study: Population Growth
 - Students use an interactive tool to create representations of a population of prairie dogs experiencing a variety of limiting factors. They are then asked to answer the following question:
 - how is this graph different from the one you saw when resources were unlimited, and what does this mean?

CR 6: Science Practice 3: Text Analysis

- Unit 2: Lesson 1: Activity 1: Project: Part I – Explore Your Local Physical Environment
 - In this project, students make and record observations about the geology, hydrology, and climate in the area in which they live. Use the Internet to research your area and collect data. Analyze your observations and data. They are asked to visit various provided websites and are charged with determining which websites they deem reliable sources of information and those that are not reliable sources. They are also asked to defend their selections.
- Unit 6: Lesson 2: Activity 8: Explore: Effects of Climate Change
 - Students read multiple articles by visiting provided websites and answer questions regarding the information within. The following question requires students to consider the author’s purpose and reasoning.
 - What type of questions were the researchers asking in order to determine whether the wildlife management techniques were effective?

CR 7: Science Practice 4: Scientific Experiments

- Unit 4: Lesson 3: Activity 8: Lab: Investigate Resource Consumption
 - Students are asked to write a scientific question, a hypothesis that would test it,

and design an experiment including independent variables, dependent variables, and constants. They are asked to write their procedures and create their data tables. Finally, they carry out their designed experiment, record their data, and analyze their results.

- Unit 8: Lesson 1: Activity 8: Lab: Investigate Recycling Practices
 - Students research their local recycling center, collect items they think are recyclable from their home, create an experiment to test their own hypothesis, gather data, and draw conclusions. Student questions are provided below:
 - Write a hypothesis that states the percentage of the items that you think will be accepted by your local recycling center.
 - Did your results support or refute your hypothesis? Use data to support your answer.

CR 8: Science Practice 5: Data Analysis

- Unit 6: Lesson 1: Activity 1: Project: Part I – Explore Your Local Environmental Challenges
 - Students conduct research both online and from print resources to learn more about their local environmental challenges. They are asked several questions regarding their research and the connections to their local community.
 - Look up the population growth in your area. How has the population changed in the last 20 years? 50 years? How do you think this impacts your environment?
- Unit 8: Lesson 2: Activity 9: Lab Investigate Air Quality
 - Students research air pollution from a website, specifically in their zip code. They write a hypothesis for a situation that would cause a change in the air quality rating for their local area. They then test their hypothesis using the website and are asked the following questions:
 - What patterns did you notice in the data you collected in Part 1? Did any of those patterns support or refute your hypothesis? How? Be sure to include numbers in your analysis.

CR 9: Science Practice 6: Mathematical Routines

- Unit 3: Lesson 3: Activity 8: Lab: Investigate Primary Productivity
 - While completing the conclusions portion of the lab, students are asked to calculate net primary productivity in the following scenario:
 - If NPP is the net increase in biomass per unit of area per unit of time, calculate the NPP of each biome.
- Unit 7: Lesson 1: Activity 8: Lab: Investigate Home Energy Use
 - Students are asked to calculate the kilowatt hours each appliance in their home uses in a day, then use that calculation to determine both the monetary cost to them and the environmental cost.
 - Using your data collected in Part 2, calculate the amount of energy (in kilowatt-hours) each appliance uses in a day, the cost to you (in dollars), and the cost to the environment (in pounds of CO₂ produced to generate that amount of electricity).
- Unit 9: Lesson 1: Activity 9: Lab: Investigate Human Carrying Capacity
 - Students are asked to research 7 different regions in terms of population. They first gather data about life expectancy, number of children per

running a simulation for 50 years. Finally, they calculate the growth rate for each region.

CR 10: Science Practice 7: Environmental Solutions

- Unit 1: Lesson 1: Activity 9: Lab: Investigate your Ecological Footprint
 - Students are asked to use a website to determine their ecological footprint. They are then charged with identifying three things that they could change that would decrease their footprint, developing a hypothesis, making the changes, gathering new data, and then analyzing that data.
- Unit 7: Lesson 2: Activity 10: Discuss: Investigate Sustainable Energy
 - In this discussion students are asked to answer questions to prepare for their online discussion with classmates. One of the questions is listed below:
 - Some of the opponents of biodiesel say that it is impractical because it currently costs more to make and distribute than traditional diesel. This is because the processes are new and there are not as many pumping stations. What do you think about this? Should biodiesel be made more common or not? Why?

CR 11: Lab Investigations

Apex Learning’s AP Environmental Science course consists of 16 hands on labs, this will encompass 25% of the time spent in the course. Many of the labs have an inquiry-based and/or a field work component to them that gives students the freedom to design and investigate on their own and work hands on with the discipline.

Any lab calling for inquiry or field work in indicated below as well as a description of the learning objective within.

Each unit contains 2 labs. Below is a summary of each:

Lab	Lab Title	Learning Objective	Other
1	Investigate Your Ecological Footprint	Students collect data about their life and resource consumption to measure their current ecological footprint. Then they calculate a value for their ecological footprint, which represents the amount of land required to provide all the natural resources they use. Next, they form a hypothesis about three changes they can make in their lifestyle to reduce their ecological footprint and then calculate the difference those changes would make.	Inquiry
2	Investigate Cycling of O ₂ and CO ₂	In this lab, students observe the release of O ₂ and CO ₂ into the environment. Gas production by two types of organisms will serve as evidence of photosynthesis and cellular respiration in action. In part 1, they vary the amount of sugar present and observe the effect on cellular respiration. They also observe how the rates of these processes vary as environmental conditions vary. In part 2, they vary the amount of light and	

		observe the effect on photosynthesis.	
3	Investigate Watershed Analysis	Students investigate their local watershed. First, they use government data to research features of the local area of the watershed, and then they identify a source of water in their watershed and test it at three different points.	
4	Investigate Passive Heating and Cooling	This lab requires students to research ideas and then model how provided factors affect the heating and cooling of a home. First, they build a home without any energy-saving improvements. Then they change the home design to be more energy-efficient. They test both homes and evaluate their energy efficiency by measuring temperature changes in each when they are exposed to a warming source of light.	Inquiry
5	Investigate Using a Dichotomous Key	Students observe an insect and describe it. After that, they go to a website and use a dichotomous key to identify the insect based on its characteristics. They then select a leaf from a tree in their area and identify the tree using a different website.	Field Work
6	Investigate Primary Productivity	In this lab, students collect data and samples of plant matter in order to measure the NPP of two simulated biomes. After determining the net productivity of two model biomes, the desert and the rain forest, they calculate gross productivity and analyze how the different situations lead to different productivities.	Field Work
7	Investigate Estimating Population Size	Students use a technique for capturing, marking, and recapturing small invertebrates such as insects, snails, or pill bugs that live in their local area. Then they run a capture-and-recapture simulation and perform some calculations to determine the accuracy of capture-and-recapture studies of population size.	Field Work
8	Investigate Resource Consumption	Students model resource consumption using cereal and spoons. They then design their own simulation and make some inferences about resource consumption in the real world. They imagine that the cereal they are using is a real resource.	Inquiry

9	Investigate How Pollutants Affect Plants	During this lab, students test concentrations of the salt NaCl on germinating radish seedlings. They then make a hypothesis about the effects of other pollutants on plant germination and design an experiment to test the hypothesis.	Inquiry
10	Investigate Food Security	Students assemble a list of foods, then identify the processing plants they come from. They then determine how far the food traveled to get to them, and identify the impacts of that journey.	
11	Investigate Home Energy Usage	This lab requires students to look at their monthly electricity bill and evaluate their home's energy usage. Students analyze their appliances, which can be rated using various terms. They also calculate kilowatt hours, watts, and cost per kilowatt hour.	
12	Investigate Sustainable Energy	In this lab, students make crude biodiesel by reacting vegetable oil with methanol and a catalyst (KOH or NaOH). They then separate biodiesel and the by-product (glycerin), measure the yield of each, and answer questions about the process.	
13	Investigate Recycling Practices	Students collect the glass, metal, plastic, and paper items in their home that they think are recyclable. Then they analyze the items according to the local recycling guidelines and reevaluate them for proper recycling or disposal.	Inquiry Field Work
14	Investigate Air Quality	Students complete two investigations of the air quality in their local area, including data research and a field investigation. First, they use an air pollution website to research their local types and levels of air pollution and then use data to test a hypothesis about the local air pollution patterns. They then observe bioindicator plants in their neighborhood to look for signs of damage from air pollution.	Inquiry Field Work
15	Investigate Human Carrying Capacity	Students learn how to use a simulation to explore population growth and population pyramids. They then research current estimates for different factors on global, regional, and local levels and apply those conditions to the simulation to observe how they affect population growth. Finally, they alter the factors in the simulation to observe how population growth and population pyramids can change.	
16	Investigate Dissolved Oxygen Levels	Students set up an experiment to determine how different levels of a pollutant affect the amount of dissolved oxygen in a water sample. To detect DO, they use methylene blue. They use yeast to model the microorganisms and milk to model the pollutant. They then design an experiment to test how temperature affects DO levels. These procedures allow them make a model to simulate what happens in aquatic systems.	Inquiry

In addition to the labs listed above, students complete a two-part project requiring them to explore their local physical environment that requires multiple sessions of field work. At eight different points throughout the course, they will re-visit their project to either check their accuracy or add another layer of investigation data.

Project Part I: Explore Your Local Physical Environment

- Unit 2: Lesson 1: Activity 1
 - Research and describe the physical features and abiotic factors that characterize the geographical area in which you live.
- Unit 3: Lesson 1: Activity 1
 - Recognize the major types of biotic factors in an ecosystem and their roles in the biosphere. Distinguish biological species, populations, and communities. Identify the abiotic factors in an ecosystem and their importance to living organisms. Explain how biotic factors interact with the abiotic factors of an ecosystem.
- Unit 6: Lesson 1: Activity 1
 - Research and describe environmental challenges that affect the geographical area in which you live
- Unit 9: Lesson 1: Activity 1
 - Identify your state and local legislation designed to protect the environment and natural resources. Evaluate the effects of national, state, and local environmental and resource protection laws on your local environment. Identify sustainable practices that have been adopted in your local environment. Recommend practices that might contribute to the sustainability of your local environment.

Project Part II: Explore Your Local Physical Environment

- Unit 2: Lesson 4: Activity 1
 - Research and describe the physical features and abiotic factors that characterize the

geographical area in which you live.

- Unit 3: Lesson 4: Activity 1
 - Recognize the major types of biotic factors in an ecosystem and their roles in the biosphere. Distinguish biological species, populations, and communities. Identify the abiotic factors in an ecosystem and their importance to living organisms. Explain how biotic factors interact with the abiotic factors of an ecosystem.
- Unit 6: Lesson 4: Activity 1
 - Research and describe environmental challenges that affect the geographical area in which you live.
- Unit 9: Lesson 4: Activity 1
 - Identify your state and local legislation designed to protect the environment and natural resources. Evaluate the effects of national, state, and local environmental and resource protection laws on your local environment. Identify sustainable practices that have been adopted in your local environment. Recommend practices that might contribute to the sustainability of your local environment.

CR 12: Evidence of Scientific Investigations

In this AP Environmental Science course, each student is expected to maintain a lab notebook that contains each of their lab reports collectively.

Each lab requires students to compile data, draw conclusions and justify their thinking. Although each of the 16 labs lends itself to various levels of scientific thinking, there are some commonalities to the evidence and conclusions that students are expected to document. Details are listed in the table below.

Lab	Lab Title	Lab Components
1	Investigate Your Ecological Footprint	Calculate Summarize Create a Hypothesis Data Recording Analyze Draw Conclusions
2	Investigate Cycling of O ₂ and CO ₂	Observe Data Recording Analyze Draw Conclusions Suggest a new Question
3	Investigate Watershed Analysis	Data Recording Analyze Draw Conclusions
4	Investigate Passive Heating and Cooling	Research Build Data Recording Analyze Draw Conclusions
5	Investigate Using a Dichotomous Key	Data Recording Analyze

		Draw Conclusions
6	Investigate Primary Productivity	Data Recording Analyze Draw Conclusions
7	Investigate Estimating Population Size	Capture and Re-capture
		Data Recording Analyze Draw Conclusions
8	Investigate Resource Consumption	Model Design your Own Experiment Analyze Draw Conclusions
9	Investigate How Pollutants Affect Plants	Data Recording Design your Own Experiment Analyze Draw Conclusions
10	Investigate Food Security	Assess Data Recording Calculate Analyze Draw Conclusions
11	Investigate Home Energy Usage	Research Data Recording Analyze Draw Conclusions
12	Investigate Sustainable Energy	Observe Data Recording Analyze Draw Conclusions Predict
13	Investigate Recycling Practices	Collect Research Data Recording Analyze Draw Conclusions
14	Investigate Air Quality	Research Create a Hypothesis Data Recording Analyze Draw Conclusions
15	Investigate Human Carrying Capacity	Research Compare Data Data Recording Analyze Draw Conclusions

16	Investigate Dissolved Oxygen Levels	Data Recording Design your Own Experiment Analyze Draw Conclusions
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AP Human Geography



AP Human Geography Syllabus

Scoring Component	Page(s)
SC 1 The course provides a systematic study of the nature of geography.	5, 6
SC 2 The course provides a systematic study of perspectives of geography.	5, 6
SC 3 The course provides a systematic study of population geography.	6, 7
SC 4 The course provides a systematic study of cultural patterns and processes.	7, 8, 9
SC 5 The course provides a systematic study of political organization of space.	9, 10
SC 6 The course provides a systematic study of agriculture and rural land use.	11, 12
SC 7 The course provides a systematic study of industrialization and economic development.	12, 13
SC 8 The course provides a systematic study of cities and urban land use.	14, 15
SC 9 The course teaches the use of landscape analysis to examine human organization of space.	5, 6
SC 10 The course teaches spatial relationships at different scales ranging from the local to the global	6, 9, 10, 12, 13
SC 11 The course teaches students how to use and interpret maps and spatial data.	5, 6, 8, 9, 15
SC 12 The course teaches students how to use and interpret geographical models.	6, 11, 12, 14

Big Ideas and Course Skills	Page(s)
<p>Big Idea 1: Patterns and Spatial Organization (PSO)</p> <p>The course teaches that spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.</p>	7
<p>Big Idea 2: Impacts and Interactions (IMP)</p> <p>The course teaches that complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.</p>	6

<p>Big Idea 3: Spatial Process and Societal Change (SPS)</p> <p>The course teaches that a spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences</p>	<p>11</p>
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CS 1 The course teaches students how to analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.	5, 6, 8, 11, 14
CS 2 The course teaches students how to analyze geographic patterns, relationships, and outcomes in applied contexts.	7, 9, 11
CS 3 The course teaches students how to analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.	5, 6, 11, 12, 15
CS 4 The course teaches students how to analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.	5, 8, 9
CS 5 The course teaches students how to analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.	6, 9, 12, 13

Course Summary

The AP® Human Geography course will provide high school students with college-level instruction in using a spatial perspective to study how humans understand and use Earth's surface. Students will become skilled in interpreting maps and geospatial data in order to draw conclusions about what is revealed and hidden.

Students will hone their analysis skills by learning to recognize, interpret, and assess patterns related to population, culture, and politics. Students will also consider how regions develop, including agriculture versus urban land use issues. This course is presented thematically by exam topic to reinforce that regions cannot be considered in isolation. This course will effectively prepare students for the AP exam by practicing the skills necessary to apply geographic concepts, interpret data, and synthesize information in both multiple choice and constructed response formats.

Course Units

<p>Semester A</p> <ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: This Is Geography • Unit 3: Population and Health • Unit 4: Migration • Unit 5: Folk and Popular Culture • Unit 6: Mid-Semester Check • Unit 7: Language and Religion • Unit 8: Ethnicities • Unit 9: Political Geography • Unit 10: Semester Exam 	<p>Semester B</p> <ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Food and Agriculture • Unit 3: Development • Unit 4: Industry and Energy • Unit 5: Mid-Semester Check • Unit 6: Services and Settlements • Unit 7: Urban Patterns • Unit 8: Review and Full-Length Practice Exam • Unit 9: Semester Project • Unit 10: Semester Exam
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Resource Requirements

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed., Pearson Education, Inc., 2017.

The course and online textbook provides a collection of maps, atlases, and other resource materials for use by students. Each chapter includes an Explore feature using Google Earth to aid students in analyzing and interpreting maps.

Online Resources

EBSCOhost Research Database <https://www.ebsco.com/products/research-databases>

Google Earth <https://www.google.com/earth/> Khan Academy

<https://www.khanacademy.org> Library of Congress

<https://www.loc.gov>

National Oceanic and Atmospheric Administration <https://www.noaa.gov>

Writing Assignments

In each lesson, students respond to questions about the textbook readings and other resources in a notebook. Students also complete longer portfolio writing assignments that require them to synthesize lesson content from across lessons and resources to analyze certain exam topics in-depth.

Assessments

Throughout the course, a variety of formative and summative assessments are used to assess student learning and prepare students for the expectations of the AP Human Geography exam. Students are provided with ample opportunity for skill practice, engagement in meaningful discourse with their peers, and application of their understanding via tasks that are representative of real-world scenarios. Summative assessment types lend themselves to a deeper level of rigor and include portfolios and discussions. Formative assessments are designed to be auto-graded to give students and teachers instant feedback for targeted instruction.

Most lessons contain a quick check assessment that covers the objectives in the lesson, and most units have at least one cumulative quiz that also assesses lesson objectives. Each instructional unit culminates in an online practice to help students review unit concepts and skills, followed by a unit test that consists of multiple choice and short answer and/or essay questions. To aid students in retaining content throughout the course of a semester, a mid-semester check unit appears in the middle of each semester, featuring a low-risk practice assessment covering the objectives learned up to that point during the semester.

A graded full-length practice exam in the style of the Human Geography exam is given at the end of Semester B. Each semester ends with a semester exam.

Most units feature a discussion or portfolio that promotes critical thinking by expanding on topics students have learned. Each semester ends with a semester project and a semester exam. Graded assessments and participation all count toward the student's final grade.

Course Outline

Semester A

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course.
- Learn about the types of activities that will appear in the course.

Unit 2: This Is Geography

In this unit, students will do the following:

- Evaluate the nature of geography and what it means to examine the world from a spatial perspective. [SC 1]
- Apply major geographical perspectives and concepts to examine issues. [SC 2, CS 1.A]
- Apply landscape analysis and spatial thinking to describe how humans organize space. [SC 9]
- Interpret maps and geospatial data. [SC 11, CS 3, CS 4]
- Interpret quantitative and qualitative data. [CS 3, CS 4]
- Apply quantitative and qualitative data to explain geographic patterns and processes. [CS 3, CS 4]

Sample activities in this unit:

- Students will apply what they have learned about the perspectives of geography shown in different representations of Earth. In an activity, students will conduct research to analyze how the representation of Earth as a globe as opposed to a flat map (Mercator projection) affects their perception of the size of countries and continents. Using their research, they will describe what it means to examine the world from a spatial perspective. [SC 1 and SC 11, CS 1.A]
- Students will practice interpreting maps presented in *The Cultural Landscape* and geospatial data by applying what they have learned about the elements of maps and geographic information science. [CS 3.A, CS 4.A, CS 4.F] In an activity, students will draw a mental map depicting the route between two familiar places and labeling prominent features. They will examine the map to identify which features could be identified using remote sensing and which would require ground truthing. Then, they will compare their mental map with an online mapping service to determine the role of geographic information science in the online map and how accurate their mental map is. [SC 1 and SC 11, CS 1.C]
- Students will evaluate the geographic concept of globalization. In a discussion, students will consider the connections between globalization and local diversity, using examples from their local hometown or region, in order to take a stance on whether globalization is good or bad and to support their opinion with evidence. [SC 2]
- Students will use landscape analysis on a familiar location. In an activity, students will describe how the landscape of their hometown is organized through cultural features and examine any instances of economic inequality or unequal access in the organization. [SC 9]

- Students will use spatial thinking to consider maps at a variety of scales. In a series of activities, students will examine maps of Dubai and use each map's scale to interpret the information shown in the map. Then, they will use a list of geographic coordinates as geospatial data to identify the cities found in those locations. [SC 9, SC 10, and SC 11, CS 5.A, CS 5.B, CS 5.C]

Required reading: *The Cultural Landscape*, Chapter 1: This is Geography [SC 1 and SC 2, CS 1, CS 3, CS 4, CS 5]

Unit 3: Population and Health

In this unit, students will do the following:

- Describe physical and human factors that influence population geography. [SC 3]
- Evaluate the influence of geographic patterns and characteristics on cultural, political, economic, and urban systems.
- Analyze the growth and decline of populations over time and space. [CS 3]

Sample activities in this unit:

- Students will analyze population composition. In an activity, students will conduct research online, using sites such as the U.S. Census Bureau, to create a modified population pyramid using data from their state or city. The population pyramid will represent three groups: people over 65, people under 18, and the remaining population. Students will use the data and pyramid to calculate the elderly support ratio. [SC 3, CS 3.C, CS 3.E]
- Students will apply what they learned about the demographic transition model to the history of the United States. In a series of activities, students will explain when the United States shifted to stage 2 and stage 3. Then, students will compare their explanations to graphs showing the demographic transition for three other countries and describe the patterns and relationships they observe. [SC 3 and SC 12, CS 1.D, CS 3.B]
- Big Idea 2: Students will explain contemporary and historical trends in population growth and decline. In a portfolio, students will write an essay that analyzes Japan's population changes, including the causes, and compares its situation to that of other countries. Using evidence gathered from the internet and reference books about Japan and other countries, they will analyze how overall population changes affect health and sustainable practices. [SC 3, CS 3.D]

Required reading: *The Cultural Landscape*, Chapter 2: Population and Health [SC 3, CS 1, CS 3]

Unit 4: Migration

In this unit, students will do the following:

- Analyze the cultural and demographic causes and effects of migration. [SC 3, CS 2]
- Evaluate the economic push and pull factors that result in migration. [CS 2]
- Assess how much political and environmental factors influence migration. [CS 2]

Sample activity in this unit:

- Big Idea 1: Students will explain how push and pull factors contribute to migration, and analyze the cultural, economic, environmental, and political consequences of migration. [CS 2.A] In an activity, students will read a fictional scenario about a family's migration, identify the push and pull factors that influence the choice to leave a homeland, and analyze the obstacles that might prevent the family's efforts to leave. [SC 3, CS 2.B]

Required reading: *The Cultural Landscape*, Chapter 3: Migration [SC 3, CS 2]

Unit 5: Folk and Popular Culture

In this unit, students will do the following:

- Examine the various definitions of culture.
- Examine cultural differences and regional patterns. [CS 2]
- Describe cultural patterns and processes. [SC 4] Sample

activities in this unit:

- Students will compare and contrast popular and folk culture and the geographic processes associated with each. In an activity, students will design a logo for a new social media company whose main objective is to resurrect or preserve folk cultures. Students will describe the symbol's design, how it represents the company mission, and how it will spread company values, as well as how the company may impact the existing popular or folk cultures, and possible consequences. [SC 4]
- Students will explain how culture is expressed in landscapes and how land and resource use represent cultural identity. In an activity, students will synthesize information from the unit and cite examples from various cultures or time periods to write an explanation of how geography impacts the ways in which culture develops. [SC 4, CS 2.D]

Required reading: *The Cultural Landscape*, Chapter 4: Folk and Population Culture [SC 4, CS 2]

Unit 6: Mid-Semester Check

In this unit, students will do the following:

- Demonstrate knowledge that they have learned from the beginning of the course by completing a graded mid-semester check in the style of the AP Human Geography exam.

Unit 7: Language and Religion

In this unit, students will do the following:

- Analyze how languages affect culture.
- Evaluate how languages vary by place and region. [SC 4, CS 1, CS 4]
- Analyze how religions affect culture.
- Evaluate how religions vary by place and region. [SC 4]

Sample activities in this unit:

- Students will explain the cultural patterns and landscapes related to languages, and evaluate hypotheses of language distribution. [CS 1.E] In an activity, students will research the origin of a language, such as Esperanto, Cornish, or Ket. Students will trace the origin of the language and explain whether the language migrated with its people to or from other parts of the world, and whether it is still spoken today. [SC 4]
- Students will explain the cultural patterns and landscapes related to religion. In an activity, student will examine a map from *The Cultural Landscape* illustrating the most numerous religions by country and world region. Students will use evidence from this map to explain how religions spread, including the ideas of diffusion and distribution. [SC 4 and SC 11, CS 4.B, CS 4.C, CS 4.D, CS 4.E]

Required reading: *The Cultural Landscape*, Chapter 5: Languages and Chapter 6: Religions [SC 4, CS 1, CS 4]

Unit 8: Ethnicities

In this unit, students will do the following:

- Analyze how ethnic differences affect culture.
- Evaluate how ethnicities vary by place and region. [SC 4, CS 4]

Sample activities in this unit:

- Students will use maps and cartograms from *The Cultural Landscape* to assess the spatial and place dimensions of cultural groups in the past and present. [CS 4.E] In a series of activities, students will conduct research on a selected ethnicity in order to describe what makes this ethnicity unique and where it is distributed. Then, students will extend their research by describing any conflicts this ethnicity has had with others and why. They will also explain how geographic analytic tools can provide evidence in ethnic conflicts, noting any limitations to the tool's use. [SC 4, SC 2.E]
- Students will analyze the impacts of diffusion as related to ethnicities. In an activity, students will write an analysis of articles from the United Nations related to ethnic separation, ethnic cleansing, and diversity. [SC 4]

Required reading: *The Cultural Landscape*, Chapter 7: Ethnicities [SC 4, CS 2, CS 4]

Unit 9: Political Geography

In this unit, students will do the following:

- Evaluate how the contemporary political map has been shaped by events of the past. [SC 5 and SC 11]
- Examine how spatial political patterns reflect ideas of territoriality and power at a variety of scales. [SC 10, CS 2, CS 5]
- Analyze how the forces of globalization challenge contemporary political– territorial arrangements.

Sample activities in this unit:

- Students will analyze the spatial relationships between political systems and patterns of culture and economy. In a series of activities, students will analyze the current situations regarding the Northern Ireland border and Brexit negotiations as well as Cyprus. They will compare and contrast the effect of the cultural borders in these two regions. [SC 5, CS 2.B]
- Students will evaluate the role and efficacy of political boundaries on different scales. [CS 5.C] In a portfolio, students will write an argumentative essay about who should create political boundaries and how disputes should be solved. Students will include specific examples and describe problematic situations regarding border disputes as well as situations in which problems were successfully resolved. Students will use evidence from independent research to support their thesis statements. [SC 5 and SC 10]

- Students will explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty. In a series of activities, students will read an article about Qatar’s position on United Nations peacekeeping efforts. Then, students will research how the UN Charter is being (or has been) implemented in another country they select. Finally, students will compare the UN Charter in these two countries (Qatar and the other country they selected). [SC 5]

Required reading: *The Cultural Landscape*, Chapter 8: Political Geography [SC 5]

Unit 10: Semester Exam

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP Human Geography exam.

Semester B

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course.
- Learn about the types of activities that will appear in the course.

Unit 2: Food and Agriculture

In this unit, students will do the following:

- Evaluate the effects of agricultural development on the natural environment.
- Analyze how major agricultural regions reflect physical geography and economic factors. [SC 6]
- Analyze how settlement patterns and rural land use are reflected in the cultural landscape. [SC 6]
- Evaluate the societal effects of changes in food production and consumption.

Sample activities in this unit:

- **Big Idea 3:** Students will analyze agricultural production and rural land use as well as the interdependence among regions. In an activity, students will read an article about rice growers in the United States and compare the agricultural processes in this country with those in developing Asian countries. They will describe the challenges and benefits of producing rice in California for export to Japan, how cultivation differs in low-density areas compared to high-density areas, how a region affects the agricultural practices there, and potential consequences due to population changes. [SC 6]
- Students will analyze the application of von Thünen’s land use model to agricultural production. In an activity, students will apply what they have learned about agribusiness and commercial agriculture to explain the guiding principle of von Thünen’s model and what other factors a farmer might consider in addition to the model when selecting a type of agriculture to practice. [SC 6 and SC 12, CS 1.B, CS 1.D, CS 1.E]
- Students will use the EBSCOhost research databases and other sources to analyze issues related to the changing nature of contemporary agriculture, and predict how current trends will affect agriculture. [CS 2.C, CS.3.F] In a portfolio, students will write an essay in which they take a stance on the role of biotechnology in agriculture. In their essay, students will clearly state a

position in a thesis statement, describe how biotechnology is used in agriculture, support their position with specific examples and evidence, and present and refute important arguments against their position. [SC 6]

Required reading: *The Cultural Landscape*, Chapter 9: Food and Agriculture [SC 6, CS 1, CS 2, CS 3]

Unit 3: Development

In this unit, students will do the following:

- Assess how the Industrial Revolution facilitated improvements in standards of living.
- Apply measures of development to understand patterns of social and economic differences at a variety of scales. [SC 10, SC 5]
- Explain why development is a process that varies across space and time. [SC 7]

Sample activities in this unit:

- Students will assess the availability of inequality-adjusted human development data gathered from the United Nations. [CS 3.F]
- Students will apply measures of development and the standard of living to understand the difference between “developed” and “developing” countries. In a series of activities, students will choose one developed country and one developing country from a list. Students will conduct research and explain why each is considered developed or developing. Then, students will choose one of the measures of standard of living, conduct research to find the current measurement for the two countries, and explain the factors that have impacted each measurement. [SC 7 and SC 10]
- Students will study Rostow’s economic development model and apply it to a local area. During instruction, students will read about this model, study an image of a festival in Chichicastenango in Guatemala and explain which of Rostow’s stages of development is shown. [SC 7 and SC 12]
- Students will study Weber’s industrial location model and apply it to a local industry. During instruction, students will read about Weber’s “least-cost” theory and use a local industry to explain whether it matches Weber’s model of industrialization. [CS 5.D] Then, students will explain what factors other than access to raw materials may determine the particular location of an industry.[SC 7 and SC 12]

- Students will analyze the causes and consequences of international trade and growing interdependence in the world economy. In a discussion, students will consider the benefits to fair trade and weigh them against the costs.
- Students will cite evidence to support their opinion and explain how they will address any counterarguments. [SC 7]

Required reading: *The Cultural Landscape*, Chapter 10: Development [SC 7, CS 3, CS 5]

Unit 4: Industry and Energy

In this unit, students will do the following:

- Assess the strengths and weaknesses of sustainable development.
- Apply the strategy of sustainable development to address resource depletion and environmental degradation.
- Evaluate how factors like situation and site affect how and where industry develops. [SC 7]

Sample activities in this unit:

- Students will analyze industrial location on a regional scale. In an activity, students will consider how weather conditions influence the choice of a factory site between the North and the South in the United States. Students will choose an industry and a corresponding factory site. Depending on the location, students will explain the impact of weather events, the transportation options available, and the benefits of choosing another location or multiple locations. [SC 7 and SC 10, CS 5.C]
- Students will analyze international trade and industrialization globally. In an activity, students will research the labels on their clothing for the countries of origin and production locations in those countries. Students will reflect on what they discovered about these industrial locations. [SC 7, CS 5.C]
- Students will analyze industrial locations on a local scale. In an activity, students will describe the industries located in their state, the factors that have attracted industries there, and the challenges these industries face. [SC 7 and SC 10, CS 5.C]
- Students will analyze sustainability issues related to industrialization and development. In a discussion, students will consider the benefits and costs of buying domestic versus foreign-made clothes. Students will select one role (American manufacturer, Canadian government, or Mexican worker) and present this role's perspective toward NAFTA. Then, students will take on the role of EPA agents and re-evaluate NAFTA from that role's perspective. [SC 7]

Required reading: *The Cultural Landscape*, Chapter 11: Industry and Energy [SC 7, SC 5]

Unit 5: Mid-Semester Check

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of this semester.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP Human Geography exam.

Unit 6: Services and Settlements

In this unit, students will do the following:

- Explain how the form, function, and size of urban settlements are constantly changing. [SC 8]
- Apply models to understand the distribution and size of cities. [SC 12]
- Analyze how models of internal city structure and urban development provide a framework for urban analysis. [SC 8, CS 1.A, CS 1.B, CS 1.D, CS 1.E]

Sample activities in this unit:

- Students will explain the factors that initiate and drive urbanization and suburbanization. In an activity, students will read an article about millennials and evaluate what effects millennials moving back home with their parents will have on urban settlements and their economic bases. [SC 8]
- Students will evaluate the infrastructure of cities and apply models to explain the hierarchy and interaction patterns of urban settlements. [CS 1.D, CS 1.E] In an activity, students will research a city in the world with a population of over 2 million. They will describe the infrastructure of the city and any sustainability efforts or initiatives—such as urban farming, pollution control measures, and even urban development—that involve reshaping the city’s landscape to be more vertical than horizontal. [SC 8 and SC 12]

Required reading: *The Cultural Landscape*, Chapter 12: Services and Settlements [SC 8, CS 1]

Unit 7: Urban Patterns

In this unit, students will do the following:

- Analyze how built landscapes and social space reflect the attitudes and values of a population.
- Evaluate the economic, social, political, cultural, and environmental challenges facing urban areas. [SC 8]

Sample activities in this unit:

- Students will evaluate the geographic processes that impact business in urban areas. In an activity, students will analyze the business landscape of Montreal through photographs. They will apply what they have learned about urban patterns to propose solutions for businesses to encourage people to shop in the city during the winter. [SC 8]
- Students will analyze the demographic and population characteristics of cities using quantitative and qualitative data gathered from the U.S. Census Bureau. [CS 3.C] In an activity, students will conduct a social area analysis of a familiar area and use this data to reflect on how the built landscape reflects the population. [SC 8 and SC 11]
- Students will evaluate problems and propose possible solutions associated with urban issues. In a portfolio, students will conduct research on food deserts in urban zones and write a detailed report on what food deserts are, the challenges associated with them, and the possible solutions to reduce or eliminate them. [SC 8]

Required reading: *The Cultural Landscape*, Chapter 13: Urban Patterns [SC 8, CS 3]

Unit 8: Review and Full-Length Practice Exam

In this unit, students will do the following:

- Review the entire course, using the results of the mid-semester check and unit tests to focus this review.
- Complete a full-length practice exam in the style of the AP Human Geography exam, over the course of three days.

Unit 9: Semester Project

In the project unit, students will choose one topic (culture, economics, or politics) and create a multimedia presentation that connects this topic to human geography. Students will draw on what was learned in both semesters to develop a series of maps with supporting text that illustrates how this topic has shaped human geography over time. [SC 11]

Unit 10: Semester Exam

In this unit, students will do the following:

- Demonstrate knowledge from this semester by completing a graded semester exam written in the style of AP Human Geography.

AP Macroeconomics



AP Macroeconomics

Course Overview

Name	AP Macroeconomics
Description	<p>AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP Exam and for further study in business, political science and history.</p> <p>The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.</p>
Teacher role	<p>All students enrolled in this course are assigned to a "section" and have a teacher who is charged with ensuring student success and addressing student questions, problems, and concerns. In addition, all students have a "mentor" who is available in their school or home and helps keep the student on track for completing the materials in a timely manner.</p>
Prerequisites	<ul style="list-style-type: none"> • Algebra II (or Math Analysis) • Recommended for qualified AP students
Length	One semester
Materials	<p>The majority of the required instructional material for this course is available to students online and is equivalent to a college-level textbook. (CR1) These materials were created and owned by our company. In addition, the following is an optional purchase:</p> <p>Tucker, I. B., ed. (2005) <i>Macroeconomics for Today</i>, 10th Edition. Mason, OH: Thomson/South-Western.</p> <ul style="list-style-type: none"> • Alternate editions also acceptable: 5th - 9th editions.

The following key should help you understand the different types of activities students engage in during the course:

Activity Type	Description
Discuss	<p>Students discuss topics in an online bulletin-board style forum. Teachers participate in these discussions as well and students receive credit for their participation.</p>
Exam	<p>Test administered at semester's end covering all material from the course. This exam is graded by the teacher and not only tests student understanding of the course material but is also designed to be a practice run for the AP exam itself.</p>

Practice	Students answer questions regarding what they have learned thus far. These assignments are graded by the teacher, who provides relevant feedback.
Quiz	Computer-administered and automatically graded assessment.
Review	Review of the material covered in a unit or over a semester
Study	Primary instructional online content that teaches new concepts through multimedia and interactivity,
Test	Assessment covering the material introduced in a unit, which is graded by the teacher.

Course Syllabus

Big Ideas (CR2):

The following big ideas are developed throughout the course: Economic Measurements (MEA), Markets (MKT), Macroeconomic Models (MOD), Macroeconomic Policies (POL).

- MEA (Economic Measurements):
 - Unit 3: Students will investigate circular flow and the four sector of the economy and how they relate to the health of the macroeconomy. They will examine GDP in several activities and will be asked to use that analysis to explore the relationship between income and expenditure as well as work through an analysis on the flows of production and income. They will analyze unemployment scenarios using various economic factors. They will also be asked to investigate and analyze concepts such as the relationship between interest rates and other factors like inflation, practice using variables, and apply inflation to real world situations.
 - Unit 6: Students will investigate the role of money and investigate demand for money, investment of money, and explore the money creation process. They will apply this knowledge to apply concepts of banking and money creation to the structure of the banking system and discuss whether or not the Fed has too much power, or not enough.
 - MEA: Students will explore the balance of payments, current and capital accounts, and trades and surpluses.
- MKT (Markets):
 - Unit 2: Students will investigate and analyze absolute and comparative advantages. They will also have a class discussion on comparative advantages. Lesson 3 focuses on supply and demand and students will discuss government involvement, analyze graphs of supply. And investigate equilibrium and the results of government intervention on a market.
 - Unit 7: Students will investigate the concept of trade and trade restrictions. They will explore exchange rates and calculate comparative advantage as it relates to exchange rates and supply and demand.
- MOD (Macroeconomic Models):

- Unit 2: Students will look at opportunity costs and marginal analysis, they will be asked to examine production possibilities curves and the efficiency of the graph. They will explore how specialization increases wealth and look for a PPF for the economy.
- Unit 4: Students will examine the concepts of aggregate supply and demand. They will synthesize this information into activities asking them to examine the role of production capacity on the shape of an AS curve. They will compute aggregate supply and demand. They will discuss whether gasoline prices are a function of *AD*, *AS*, or both. They will apply short-run and long-run *AD/AS* equilibrium to real life concepts and discuss what runs the short-run economy.
- POL (Macroeconomic Policies):
 - Unit 5: Students will investigate fiscal policy as it relates to Keynesian policy. They will discuss how fiscal policy contributes to the National Debt. Students will use the *AD/AS* Model to answer questions about the crowding out effect and its implications on government taxation and spending
 - Unit 6: Students will look at the tools the fed uses for monetary policy. They will research monetary policy with an emphasis on computation and graphical analysis. They will apply monetary policy concepts to real-life issues. They will discuss the monetarist stance that money supply should grow at a predictable rate. Lastly, they will investigate monetary and fiscal policies and discuss why a Great Depression style recession would not occur today.

Unit 1: What is Economics?

Topics covered in this unit:

- What is Economics?
- Scarcity, Wants, and Resources
- Scarcity and Value
- Markets
- Graphing
- Economics as a Science
- Three Fundamental Questions
- Different Ways to Organize an Economic System
- The U.S.: A Mixed Economy
- Four Economic Goals

Lesson 1: What is Economics?

Lesson Objectives:

- Describe the format of this course and the skills you'll need to do well.
- Explain what economics is a study of.
- Define macroeconomics and microeconomics.

- Define scarcity.
- Define resources, goods, services, and markets.
- List and explain the three questions that every economic system must answer.
- Explain the three basic economic systems and explain how they each answer the three basic economic questions.
- Explain why the term *mixed economies* describes the nature of most modern economic systems.
- Explain the goals of economic policy: efficient use of resources, price stability, full employment and economic growth.
- Explain the role of price in indicating the relative scarcity of a good.
- Read and interpret graphs.
- Define independent variable and dependent variable.
- Take data from a table and make a graph.
- Define origin, intercept, and slope.
- Determine a line's slope.
- Solve an equation.
- Take data from a graph or table and show it in an equation.
- Explain the common problems associated with economic application of the scientific method.

Practice - Introducing Macroeconomics	Go over the format and goals of the course. See how to succeed in the course and what to expect on the AP exam.
Discuss - Why Study Economics?	Introduce yourself to your classmates and discuss with them your definition of economics and your reasons for studying it. (Skill 1.A)
Study - Introduction to Economics	Explore the basics of economics, including goods, services, markets, and a fundamental concept of economics: scarcity. (Skill 1.A)
Practice - Investigate Graphing	Review the basics about tables, graphs, equations, slopes, and intercepts. (Skill 1.C)
Practice - Investigate Economics as a Science	Explore the scientific method and look at mistakes all scientists can make. Examine some special difficulties faced by economists. (Skill 1.A)
Study - Economic Systems	Examine the major questions every economic society faces and explore the different ways traditional, command, and mixed economies answer these questions. Look at efficiency, price stability, full employment, and economic growth. (Skill 1.A)

Discuss - The U.S. Economic System	With your classmates, discuss traditional, command, and market aspects of the U.S. economy and other world economies. (Skill 1.D)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - What Is Economics?	Review your studies of basic economic terms and concepts presented in this unit. (Skill 1.A)
Practice - What is Economics?	Review common economic terms introduced in this unit. (Skill 1.B)
Discuss - Cram Session	Discuss economic terms and other concrete concepts about which you are unclear before you take the test.
Test - What Is Economics?	Take a 50-minute, teacher-graded test covering the main concepts introduced in this unit. The test includes both multiple-choice and free-response questions.

Unit 2: Basic Economic Concepts

Topics covered in this unit:

- Net benefits and Self-interest
- Costs Are Opportunity Costs
- Sunk Costs
- Positive and Normative Economics
- The Production Possibilities Frontier
- PPF and Opportunity Costs
- PPF and Efficiency
- Absolute and Comparative Advantage
- Trade Between Individuals
- Specialization
- Production Possibilities Frontier for an Economy
- International Trade: A Positive View

- International Trade: A Normative View
- Demand
- Change in Quantity Demanded
- Change in Demand
- Price Elasticity of Demand
- Supply
- Change in Quantity Supplied
- Price Elasticity of Supply
- Equilibrium
- Price Ceilings and Price Floors

Lesson 1: Cost and Benefits

Lesson Objectives:

- Relate how scarce resources and unlimited wants make decisions necessary.
- Define some key economic terms: scarcity, self-interest, opportunity cost, marginal analysis, and sunk costs.
- Explain the role of choice in economic theory.
- Distinguish between positive and normative economics.
- Interpret a graph called the production possibility frontier and explain how it's used to demonstrate scarcity, choice, and opportunity cost.
- Define the law of increasing opportunity costs.
- Relate the PPF to the concepts of efficiency, opportunity cost, and the law of increasing opportunity cost.

Study - Costs and Benefits	Examine definitions of opportunity costs and sunk costs as well as benefits and the idea of self-interest. Analyze decision alternatives by considering the opportunity costs and by using marginal analysis as well as positive and normative analysis. (Skill 1.A)
Discuss -Weighing Costs and Benefits	Discuss how you would weigh costs and benefits in various situations. Discuss the costs and benefits of taking an AP class. (Skill 2.A)
Study - Production Possibilities Frontier	Examine the production possibilities frontier (PPF) and how it's created. Investigate the relationship of opportunity cost and production, and look at the role of efficiency in the graph of the production possibilities frontier. (Skill 2.B)

Practice – Investigate the PPF	Further investigate the production possibilities frontier (PPF) and the associated concepts of efficiency, inefficiency, and unattainable production. (Skill 2.C)
Quiz – Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Production and Trade

Lesson Objectives:

- Define and explain the concept of absolute advantage.
- Define and explain the concept of comparative advantage.
- Explain how specialization causes interdependence and trade.
- Explain why voluntary trade is beneficial to all parties in an exchange.
- Identify the key ideas of national production and trade, including the benefits of specialization, the relationship between economic growth and the PPF, shifts of the PPF, and advantages and disadvantages of free trade.

Study- Individual Production and Trade	Learn about the concepts of absolute advantage and comparative advantage, as well as how and why people agree to trade with each other. (Skill 1.A)
Practice - Investigate the Absolute and Comparative Advantage	Investigate the concepts of absolute advantage and comparative advantage. Work with both to analyze production, determine who should specialize in what kind of production, and consider the likely terms of trade between two producers. (Skill 1.B)
Discuss - Comparative Advantage	With your classmates, raise and discuss questions regarding comparative advantage. (Skill 1.D)
Study - National Production and Trade	Explore how specialization increases wealth and look at a PPF for an entire economy. Look at the things that increase the possible production in an economy and examine the role of trade in determining the PPF. (Skill 1.A)
Practice - Apply Concepts of Production and Trade	Bring together concepts about trade between individuals and between nations and show how they work together. Then submit your work to your teacher for a grade. (Skill 2.A)

Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.
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Lesson 3: Demand and Supply

Lesson Objectives:

- Define and use the concept of demand to model the behavior of buyers.
- Define and use the concept of supply to model the behavior of sellers.
- Analyze and predict market interactions of buyers and sellers using the model of demand and supply.
- Understand the measure of price elasticity.

Study - Demand	Examine the concept of demand, demand curves, changes in demand, and the measure of price elasticity of demand. (Skill 1.A)
Practice - Investigate Demand	Use graphs and other methods of analysis to answer questions on demand, a change in quantity demanded, and a change in demand. (Skill 3.C)
Discuss - Demand Curves	Discuss what the government can do to raise or lower demand-and whether it should become involved at all. (Skill 2.A)
Study - Supply	Examine the concept of supply, supply curves, changes in supply, and the measure of price elasticity of supply. (Skill 1.B)
Practice - Investigate Supply	Use graphs and other methods of analysis to answer questions on supply, a change in quantity supplied, and a change in supply. (Skill 1.C)
Study - Equilibrium	Explore the concept of equilibrium and see how to determine changes in equilibrium. Examine government intervention-price supports and price floors-and the corresponding surpluses and shortages created by intervention. (Skill 2.C)
Practice - Investigate Equilibrium	Investigate the concepts of equilibrium and disequilibrium. Use graphs and other methods of analysis to explore the influence of changes in demand or supply (or both) on market equilibrium and examine the results

	of government intervention in a market. (Skill 3.A)
Practice - Apply Tools of Market Analysis	Bring together concepts about supply, demand, and market equilibrium, and show how they work together. Then send your work to your teacher for grading. (Skill 4.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 4: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Basic Economic Concepts	Review what you've learned in this unit about production, costs, trade, demand, and supply.
Practice - Basic Economic Concepts	Review the key terms and concepts introduced in this lesson.
Discuss - Cram Session	Discuss economic terms and other areas about which you are unclear before you take the test.
Test - Basic Economic Concepts	Take a test covering production, costs, trade, demand, and supply. This 50-minute teacher-graded test includes both multiple-choice and free-response questions.

Lesson 5: Diagnostic

Diagnostic - Basic Economic Concepts	Test your understanding of the key concepts covered in Unit 2.
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Unit 3: Macroeconomic Variables

Topics covered in this unit:

- Sectors
- Markets
- Expenditures
- Income

- Circular Flow
- Gross Domestic Product
- Income and Expenditure
- Leakages and Injections
- National Income Accounts
- Measuring Growth
- Sources of Growth
- Savings vs. Spending
- Changes in Real and Nominal GDP
- Changes Over Time
- Real GDP, Unemployment, and other Variables
- Types of Unemployment
- Full Employment
- Costs of Unemployment
- CPI
- Measuring Inflation
- Issues with the CPI
- Interest Rates
- Components of Interest Rates
- Types of Interest Rates
- Investment
- Stocks, Bonds, & More
- Sources of Inflation
- Real Variables
- Costs of Inflation

Lesson 1: Gross Domestic Product

Lesson Objectives:

- Distinguish between the different sectors of the economy and the different types of income and expenditure.
- Draw and explain the circular flow of economic activity for a complex economy.
- Define gross domestic product.
- Explain the relationship between total income, total expenditure, and GDP.
- Compare and contrast different measures of economic well-being.
- Compare and contrast short- and long-run changes in RGDP.
- Describe the sources of long-term growth.
- Explain the short- and long-run trade-off for economic expansion.

Study - Circular Flow	Investigate the components of the circular flow model, and see the components put together to make a picture of an economy. (Skill 1.A)
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Practice - Investigate Circular Flow	Investigate the circular flow model, identifying the components and working through various calculations to develop some very helpful and powerful equations for tracking the movement. (Skill 2.C)
Discuss - The Four Economic Sectors	Discuss the four sectors of the economy and how you'd rank them in determining the health of the macroeconomy. (Skill 1.D)
Study - National Income	Examine GDP and compare it to some other economic measures. Explore the relationship between income and expenditures in an economy. (Skill 1.D)
Practice - Investigate National Income	Work through an analysis of the flows of production and income in a fictitious country, use the concepts of nominal GDP and real GDP, and take a close look at injections and leakages. (Skill 3.B)
Practice - Apply Concepts of National Income	Apply the terms and concepts of national income to real world situations. Then send your work to your teacher for grading. (Skill 2.B)
Study- Long-Term Growth	Examine the problems with using only real GDP to measure growth. Look at the sources of long-term growth and the trade-off between spending today and future growth. (Skill 3.A)
Discuss - Conflict of Short- and Long-Term Growth	Defend your opinion regarding the benefits of long-term and short-term growth. (Skill 2.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: Business Cycles and Unemployment

Lesson Objectives:

- Define the business cycle, including recessions and expansions.
- Explain the relationship between the business cycle and unemployment.
- Define unemployment and determine how it is calculated.
- Characterize the different types of unemployment.
- Explain full employment.
- Describe the costs of unemployment.

Study - The Business Cycle	Examine the business cycle and how it's evaluated.
Discuss - Future of the U.S. Economy	Make and defend predictions about the future of the U.S. economy. (Skill 3.A)
Study - Unemployment	Examine the categories of unemployment and the criteria for each: seasonal, frictional, cyclical, and structural unemployment. (Skill 1.A)
Practice -Apply Knowledge of Unemployment	Use economic factors to analyze various unemployment scenarios. Then send your work to your teacher for grading. (Skill 2.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 3: Inflation

Lesson Objectives:

- Define inflation, including the different sources of inflation: demand-pull and cost-push.
- Explain the consumer price index and identify its advantages and disadvantages.
- Discuss interest rates and the effect of interest rates on investment and savings.
- Use a price index to calculate real income, real interest, and real GDP.
- Describe the costs of inflation.
- Calculate differences between real and nominal prices.

Study – CPI	Examine the CPI. See how it's calculated and learn how it's used to measure inflation. (Skill 1.B)
Discuss - List Your Own Market Basket	Describe a "market basket" for a typical college student. (Skill 1.A)
Practice - Investigate Inflation	Investigate many of the issues involving inflation and the inflation rate. Focus on issues related to the CPI (a price index), market baskets, and calculating the inflation rate. (Skill 1.C)
Study - Interest Rates	Explore interest rates and their effect on investment and the purchases of financial instruments. (Skill 2.C)
Practice - Investigate Interest Rates	Investigate the relationships between interest rates and other economic factors such as inflation and the CPI and analyze the market for loanable funds. (Skill 1.D)

Discuss - Inflation and the Economy	If moderate inflation is good for the economy, discuss whether cost-push or demand-pull inflation is better. (Skill 1.D)
Study - Inflation and Real Variables	Further examine the concepts of demand-pull and cost-push inflation. (Skill 1.B)
Practice - Investigate Real Variables	Practice using nominal variables and real variables in several contexts. (Skill 3.C)
Practice - Apply Knowledge of Inflation	Apply the concepts of inflation and interest to real world situations. Then send your work to your teacher for a grade. (Skill 3.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 4: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Macroeconomic Variables	Review your studies of gross domestic product, business cycles and unemployment, inflation, and the GDP as introduced in this lesson.
Practice - Macroeconomic Variables	Review the common economic terms (referring to macroeconomic variables) introduced in this unit.
Discuss - Cram Session	Discuss macroeconomic variables and other areas about which you are unclear before you take the test.
Test - Macroeconomic Variables	Take a test about macroeconomic variables. This 50-minute, teacher-graded test includes both multiple-choice and free-response questions.

Unit 4: The AD/AS Model

Topics covered in this unit:

- Aggregate Demand
- Changes in the Price Level
- Changes in Aggregate Demand
- Aggregate Supply

- Full Capacity
- Shape of AS Curve
- Shifts of AS
- Short Run Equilibrium
- Demand Shock
- Supply Shock
- Full Employment
- Long-Run Aggregate Supply
- Changes in Long-Run Equilibrium

Lesson 1: Aggregate Demand and Aggregate Supply

Lesson Objectives:

- Define aggregate demand.
- Identify and explain the elements of the aggregate demand (*AD*) graph.
- Distinguish between changes in the level of aggregate quantity demanded and aggregate demand.
- Identify the sources and effects of changes in *AD*.
- Define full capacity.
- Identify and explain the elements of the aggregate supply (*AS*) graph.
- Distinguish between changes in the level of aggregate quantity supplied and aggregate supply.
- Identify the sources and effects of changes in *AS*.

Study - Aggregate Demand	Examine aggregate demand (<i>AD</i>) and explore the role the price level plays in determining the shape of the <i>AD</i> curve. (Skill 1.C)
Practice - Investigate Aggregate Demand	Practice computing and graphing aggregate demand. (Skill 4.A)
Study - Aggregate Supply	Examine aggregate supply (<i>AS</i>) and explore the role the production capacity of an economy plays in determining the shape of the <i>AS</i> curve. (Skill 1.B)
Practice - Investigate Aggregate Supply	Practice computing and graphing aggregate supply. (Skill 4.A)
Discuss - Gasoline Prices	Defend your opinion about whether gasoline prices are a function of <i>AD</i> , <i>AS</i> , or both. (Skill 2.C)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: Short-Run AD/AS Equilibrium

Lesson Objectives:

- Define and explain short-run equilibrium in the AD/AS model.
- Identify the effects of changes in AD, AS, or both.

Study - Short-Run AD/AS Equilibrium	See how short-run economic equilibrium is determined by aggregate demand and short-run aggregate supply. Look at how changes in AD or AS, called shocks, change equilibrium. (Skill 2.C)
Practice - Investigate Short-Run AD/AS	Investigate equilibrium in the AD/AS model in the short run, with an emphasis on computation and graphing. (Skill 4.B)
Practice -Apply Concepts of Short-Run Equilibrium	Apply the concept of short-run AD/AS equilibrium to real life concepts. (Skill 3.C)
Discuss - The Short-Run Economy	Discuss whether the short-run economy is driven more by aggregate supply or aggregate demand factors. (Skill 3.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Long Run AD/AS Equilibrium

Lesson Objectives:

- Define and explain long-run equilibrium in the AD/AS model.
- Identify the sources and effects of changes in long-run equilibrium.
- Define the natural rates of economic growth and unemployment.
- Identify the differences between AD/AS effects in the short run and in the long run.

Study- Long-Run AD/AS Equilibrium	Examine the concept of full employment. Explore reasons the full-employment level of output changes. Look at changes in long-run equilibrium caused by changes in aggregate demand or aggregate supply. (Skill 1.C)
Practice - Investigate Long-Run AD/AS	Use computation and graphs to investigate long-run AD/AS, including changes in aggregate supply. (Skill 4.C)
Discuss - Foreign Cars	If foreign cars are cheaper than domestic cars, defend your opinion about whether it helps or hinders our economy to buy them. (Skill 3.A)

Practice - Apply Concepts of <i>AD/AS</i>	Use the concepts of <i>AD/AS</i> to analyze a nation's price level and level of RGDP. Then send your work to your teacher for a grade. (Skill 3.C)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 4: Wrap-Up

Lesson Objective:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - The <i>AD/AS</i> Model	Review your studies of aggregate demand, aggregate supply and <i>AD/AS</i> equilibrium as introduced in this unit.
Practice - The <i>AD/AS</i> Model	Review common economic terms (referring to the <i>AD/AS</i> model) that were covered in this unit.
Discuss - Cram Session	Discuss <i>AD/AS</i> and other areas about which you are unclear before you take the test.
Test - The <i>AD/AS</i> Model	Take a 50-minute, teacher-graded test about the <i>AD/AS</i> model. It includes both multiple-choice and free-response questions.

Unit 5: Keynesian Economics and Fiscal Policy

Topics covered in this unit:

- Consumption
- MPC
- Changes in Consumption
- Investment
- Aggregate Expenditures
- Keynesian Equilibrium
- Changes in Equilibrium
- Sticky Prices
- AS Curve
- AD Curve
- Economic Change
- Keynesian Analysis
- *AD/AS* Analysis

- Fiscal Policy Today
- Tax and Spend
- Debt and Deficit
- Crowding Out
- Multiplier Effect

Lesson 1: The Keynesian Model

Lesson Objectives:

- Explain the building blocks of the Keynesian model, including the consumption function, the different components of aggregate expenditures, and the concept of equilibrium in the Keynesian model.
- Define the marginal propensity to consume and explain its effect on the Keynesian model.
- Graph the Keynesian model, show how changes in the economy are reflected on a graph, and make predictions about the economy based on the model.

Study- The Keynesian Model, Part 1	Explore consumption and investment functions as Keynes saw them. (Skill 1.A)
Practice - Investigate the Keynesian Model, Part 1	Apply the Keynesian model to graphs of consumption and investment. (Skill 4.B)
Discuss - Keynes and The Great Depression	Discuss the social and economic effects of the Great Depression. (Skill 1.B)
Study - The Keynesian Model, Part 2	Explore the different components of the Keynesian model and the definition of equilibrium. Look at the sources and results of changes in equilibrium. (Skill 1.A)
Practice - Investigate the Keynesian Model, Part 2	Work through issues related to the Keynesian model, with an emphasis on graphing and computation. Featured topics include aggregate expenditures, consumption, equilibrium, the spending and tax multipliers, changes in <i>AE</i> , and the marginal propensity to consume. (Skill 4.B)
Practice - Apply Concepts of the Keynesian Model	Synthesize the different concepts of the Keynesian model to build a comprehensive perspective. Then send your work to your teacher for a grade. (Skill 1.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: Keynes in *AD/AS*

Lesson Objectives:

- Given the same information, show an economy in the AD/AS framework and in the Keynesian framework.
- Compare and contrast the similarities and differences between the AD/AS model and the Keynesian model.

Study - Keynes in <i>AD/AS</i>	Examine the differences and similarities between the Keynesian and <i>AD/AS</i> models. Look at examples demonstrating the predictive power of each model. (Skill 1.B)
Discuss - Creating Supply or Demand	Express and defend your opinion regarding whether supply creates demand or demand creates supply. (Skill 2.A)
Practice - Apply the Keynesian Model to <i>AD/AS</i>	Practice graphing with the Keynes model in the <i>AD/AS</i> framework. Synthesize what you know and see how the two models relate to each other. Then send your work to your teacher for a grade. (Skill 4.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Fiscal Policy

Lesson Objectives:

- Explain fiscal policy and show the effects graphically.
- Categorize the situations in which you expect fiscal policy to be effective and in which you expect it to be ineffective.
- Describe the basic structure of government spending and taxation.

Study - Fiscal Policy	See analyses of fiscal policy in the Keynesian and <i>AD/AS</i> models, explore the difficulties with fiscal policy, and examine why it's rarely used today. (Skill 1.A)
Practice - Investigate Fiscal Policy	Investigate the effects of fiscal policy, practice graphing the effects of fiscal policy, and apply and calculate the multiplier effect. (Skill 3.C)
Discuss - The National Debt	Express and defend your opinion regarding whether fiscal policy is responsible for the National Debt. (Skill 3.B)

Study- Government Spending and Taxation	Explore government spending and taxation in the U.S. economy, and examine the budget deficit and the national debt. (Skill 1.B)
Practice - Investigate Government Spending and Taxation	Using the <i>AD/AS</i> model, answer questions about the "crowding out" effect, and investigate its implications in terms of government taxation and spending. (Skill 3.C)
Practice - Apply Concepts of Fiscal Policy	Answer questions that will help you draw connections between different fiscal policy concepts. Then send what you've done to your teacher for grading. (Skill 1.D)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 4: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Keynesian Economics and Fiscal Policy	Review your studies of Keynesian economics and fiscal policy as introduced in this unit.
Practice - The Keynesian Model	Review the key terms and concepts introduced in this unit.
Discuss - Cram Session	Discuss the Keynesian model, fiscal policy, and any areas about which you are unclear before you take the test.
Discuss - You Be the Teacher!	Make suggestions for completing a correctly answered, but incomplete, AP-style question about macroeconomics.
Test - Keynesian Economics and Fiscal Policy	Take a 50-minute, teacher-graded test on Keynesian economics and fiscal policy. It includes both multiple-choice and free response items.

Unit 6: Money

Topics covered in this unit:

- Functions of Money
- Examples of Money

- Liquidity
- Money Demand
- Fractional Reserve Banking
- The Federal Reserve
- Disintermediation
- History of the U.S. Banking System
- Money Creation
- Money Multiplier
- Money Supply
- Monetary and Fiscal Tools
- Required Reserve Ratio
- Discount Rate
- Open Market Operations
- Monetary Policy
- Contractions and Expansions
- Stagflation and the Fed
- Monetarism
- Laissez-Faire Debate
- Expectation Theory
- Interest Rates
- Phillips Curve
- Other Implications of Monetary and Fiscal Policies

Lesson 1: Money and Banks

Lesson Objectives:

- Understand the definition of money, including what it is, what it's used for, and how it's counted.
- Explain what it means to demand money and list the things that affect how much money people demand.
- Describe fractional reserve banking, including what it means and how it succeeds.
- Relate the process of money creation to fractional reserve banking.
- Use the money multiplier to calculate changes in the quantity of money in the economy.

Study - Money Demand	Explore the roles of money (unit of account, medium of exchange, store of value) and reasons people hold money (transactions, asset portfolio, protection against the unexpected). Examine how much money people hold at one time, and why. (Skill 1.A)
Practice - Investigate Money Demand	Use graphing to investigate money demand, the elements of investment, and the function

	of money. Practice calculating the quantity of money. (Skill 4.C)
Study - The Banking System	See an overview of the U.S. banking system, discover how fractional reserve banking works, look at the role of the Federal Reserve in the banking system, and investigate the S & L failure of the 1980s. (Skill 1.B)
Study - Money Creation	Explore the money creation process, the role of required reserves in determining the size of money creation, and the idea of money supply. (Skill 1.B)
Practice - Investigate Money Creation	Investigate money creation and the money supply, and practice using the money multiplier. (Skill 3.A)
Practice - Apply Concepts of Banking and Money Creation	Explore the banking system, the process of money creation, and the relationship between money creation and the structure of the banking system. Then send your work to your teacher for grading. (Skill 1.D)
Discuss - The Fed	Discuss whether the Fed has too much or not enough power. (Skill 1.D)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: Monetary Policy

Lesson Objectives:

- Define monetary policy.
- Explain each tool of monetary policy.
- Describe the effects of an expansionary monetary policy and state the conditions when this policy will be used.
- Describe the effects of a contractionary monetary policy and state the conditions when this policy will be used.

Study - Goals and Tools of Monetary Policy	Explore the three tools the Fed uses to control the quantity of money in the economy: the required reserve ratio, the discount rate, and open market operations. (Skill 1.A)
Study - Effects of Monetary Policy	Explore the process through which a change in the quantity of money in the economy

	changes the level of prices or production. (Skill 3.C)
Practice - Investigate Effects of Monetary Policy	Continue your investigations of monetary policy, with an emphasis on computation and graphical analysis. Look at the money market and the bond market and consider the effectiveness of monetary policy when other variables (notably the money demand curve change.) (Skill 2.C)
Practice - Apply Concepts of Monetary Policy	Bring together concepts related to monetary policy. Apply the concepts to real-life issues faced by economic policy makers at the Fed (or other central banks). Send your work to your teacher for scoring. (Skill 3.A)
Discuss - Monetarists	Discuss the Monetarist stance that the money supply should grow at a predictable rate. (Skill 1.D)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Monetary and Fiscal Policy

Lesson Objectives:

- Compare and contrast monetary and fiscal policy.
- Explain the key arguments in favor of each policy.
- Explain the key arguments against each policy.
- Describe the combined effects of active monetary and fiscal policies.

Study – Monetary and Fiscal Policy	Compare and contrast monetary and fiscal policy. Look at the many issues associated with both policies and explore more recent developments in macroeconomic theory. (Skill 1.D)
Practice - Investigate Monetary and Fiscal Policy	Consider the strengths and weaknesses of fiscal and monetary policy, with an emphasis on computation and graphing. Issues covered include the Phillips curve, expectations theories, crowding-out, supply-side theories, the life-cycle theory of consumption, and the permanent income theory. (Skill 1.D)
Discuss - Another Great Depression?	Discuss why a Great-Depression-style recession would not occur today. (Skill 1.B)

Practice - Apply Concepts of Monetary and Fiscal Policy	Use your knowledge of monetary and fiscal policy to investigate the interaction between these policies and the expectations of the household sector. Then send your work to your teacher for grading. (Skill 3.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 4: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review – Money	Review your studies of money, banks, monetary policy, and fiscal policy as introduced in this unit.
Practice – Money	Review the key terms and concepts covered in this unit.
Discuss – Cram Session	Discuss money, banks, monetary policy, fiscal policy, and any areas about which you are unclear before you take the test.
Discuss - You Be the Teacher!	Make suggestions for completing a correctly answered but incomplete AP-style question about macroeconomics.
Test– Money	Take a 50-minute, teacher-scored test about money, banks, monetary policy, and fiscal policy. It includes both multiple-choice and free-response questions.

Unit 7: International Economics

Topics covered in this unit:

- Free Trade
- Protectionism
- Exchange Rates
- Current Account
- Capital Account
- Balance of Payments

- One Price
- Fiscal Policy
- Monetary Policy

Lesson 1: Trade

Lesson Objectives:

- Identify the advantages of free trade.
- Describe the ways a government can restrict trade and the effects of those restrictions.
- Explain the motives for protectionism.
- Use the concepts of demand and supply to evaluate the foreign exchange market.
- Use and define the current account, the capital account, and the balance of payments.

Study- Trade and Exchange Rates	Explore reasons why nations trade and impose trade restrictions. Look at the benefits of trade and investigate exchange rates, seeing how they're determined and what causes changes in exchange. (Skill 1.D)
Practice - Investigate Exchange Rates	Practice calculating comparative advantage. Take a look at exchange markets and practice using a supply and demand analysis to predict changes in exchange rates. (Skill 2.C)
Study - Balance of Payments	Explore current and capital accounts, the relationship between a trade deficit in goods and services and a trade surplus in capital, and the twin deficits effect. (Skill 1.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: An Open Economy

Lesson Objectives:

- Explain the law of one price and the concept of purchasing power parity.
- Use the balance of payments and the foreign exchange market to analyze the effects of fiscal policy on international trade.
- Use the balance of payments and the foreign exchange market to analyze the effects of monetary policy on international trade.

Study - Government Policy in an Open Economy	See how global economics can affect domestic fiscal and monetary policies. (Skill 3.B)
Discuss - Tariffs	Express and defend your opinion regarding

	whether tariffs should be used to punish other countries or to protect the United States. (Skill 3.A)
Practice - Apply Concepts of International Trade	Bring together and apply concepts related to international trade. Then send your work to your teacher for grading. (Skill 3.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - International Economics	Review your studies of trade and open economies as introduced in this unit.
Practice - International Economics	Review the key terms and concepts from this unit.
Discuss - Cram Session	Discuss trade, open economies, and any areas about which you are unclear before taking the test.
Discuss - You Be the Teacher!	Make suggestions for completing a correctly answered but incomplete AP-style question about international economies .
Test - International Economics	Take a 50-minute teacher-graded test about international economies. It includes both multiple-choice and free-response items.

Unit 8: Preparing for the AP Exam

No new content is introduced in this unit.

Lesson 1: Comprehensive Microeconomics Review and AP Exam Practice

Lesson Objectives:

- Describe the format of the AP Microeconomics Exam.
- Develop a plan for how you're going to study between now and exam day.
- Define and explain the significance of each key term and concept introduced in this course.
- Apply the concepts you've learned to specific questions.

- Apply your knowledge to questions that may look new on the surface but can be analyzed and answered using skills and knowledge you've gained in this course.
- Manage your time effectively as you prepare for, and take, the Final Exam and the AP Exam.

Study - AP Exam Preparation	See how to develop a strategy for studying for and taking the AP Exam. Find out what to expect in the Exam and get some tips on how to answer free-response questions.
Review - Microeconomics	Review your studies of macroeconomics in preparation for the AP Exam. This review includes an overview of the key concepts covered in the course, a review checklist, a suggested study plan and practice free-response questions.
Quiz - Practice Multiple-Choice Questions	Answer multiple-choice questions covering material about macroeconomics as a warm-up for taking the exam.
Discuss - Any Questions?	Raise questions concerning material you studied in this course before taking the Final Exam.
Final Exam - Microeconomics	Take the Final Exam in macroeconomics. This 2 1/2-hour teacher-graded exam includes both multiple-choice and free-response questions.

AP Microeconomics



AP Microeconomics

Course Overview

Name	AP Microeconomics
Description	<p>AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP Exam and for further study in business, history, and political science.</p> <p>The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.</p>
Teacher role	All students enrolled in this course are assigned to a "section" and have a teacher who is charged with ensuring student success and addressing student questions, problems, and concerns, as well as with grading student assignments, tests and the final examination. In addition, all students have a "mentor" who is available in their school or home and helps keep the student on track for completing the materials in a timely manner.
Prerequisites	<ul style="list-style-type: none"> Algebra I Recommended for qualified AP students
Length	One semester
Materials	<p>The majority of the required instructional material for this course is available to students online and is equivalent to a college-level textbook. These materials were created and owned by our company. In addition, the following is an optional purchase:</p> <p>Tucker, I. B., ed. (2018) <i>Microeconomics for Today</i>, 10th Edition. Mason, OH Thomson/ South-Western.</p> <ul style="list-style-type: none"> Alternate editions also acceptable: 5th-9th.

The following key should help you understand the different types of activities students engage in during the course:

Activity Type	Description
Discuss	Students discuss topics in an online bulletin-board style forum. Teachers participate in these discussions as well and students receive credit for their participation.
Exam	Test administered at semester's end covering all material from the course. This exam is graded by the teacher and not only tests student understanding of the course material, but is also designed to be a practice run for the AP exam itself.
Practice	Students answer questions regarding what they have learned thus far. These assignments are graded by the teacher, who provides relevant feedback.
Quiz	Computer-administered and automatically graded assessment.
Review	Review of the material covered in a unit or over a semester
Study	Primary instructional online content that teaches new concepts through multimedia and interactivity,
Test	Assessment covering the material introduced in a unit, which is graded by the teacher.

Skills

Skill 1 - Principles and Models: Define economic principles and models.

- Skill 1.A:
 - Unit 1, Lesson 1, Activity 1, Study: Introduction to Economics: Students will explore the basics of economics, including goods, services, markets, and a fundamental concept of economics: scarcity. This lesson requires students to take notes and describe basic economic principles, concepts, and models. They will take both self-guided notes and answer course-created short answer questions.
 - Unit 4, Lesson 1, Activity 1, Study: Business Organization: Students will explore the most common legal forms of business organizations – sole proprietorship, partnership, and corporation – and the advantages and disadvantages of each. As they move through the lesson, they will need to watch the lesson tutorial, take notes on key terms, and take individual notes on each tutorial section. This will require students to describe the basic economic concepts, principles, and models associated with business organization.
 - Unit 7, Lesson 1, Activity 1, Study: Externalities and Public Goods: Students will examine positive and negative externalities, and the role of government intervention in the case of market failures. Define non-rival consumption and non-exclusionary consumption and use these definitions to determine whether a good is public or private. As they move through the lesson, they will need to watch the lesson tutorial, take notes on key terms, and take individual notes on each tutorial section. This will require students to describe the basic economic concepts, principles, and models associated with public goods.
- Skill 1.B:
 - Unit 1, Lesson 1, Activity 5, Study: Economic Tools: Graphs and Equations: Students will review basic concepts about graphs, equations, slopes and intercepts and see how to apply these skills as they work with income graphs and formulas. Students will be able to identify different economic principles, concepts, or models illustrated by examples. As student progress through the lesson, they will learn and identify different ways that principles are modeled through graphs, and they will take notes on these methods.
 - Unit 3, Lesson 2, Activity 1, Study: Supply: Examine supply curves and see how to make one as you learn about the law of supply. Define supply and explore how the supply curve is the best choice of quantity at each market price. Students will watch the tutorial as the lesson progresses and take notes on their study guide. By the end of the lesson, students will be able to identify the economic principle of supply using data.
 - Unit 4, Lesson 1, Activity 4, Study: Production in the Short Run: See how firms make their decisions about production in the short run. Explore difference between the short run and the long run and the difference between variable and fixed factors of production. Examine how diminishing marginal product relates to cost and learn how the marginal and average product curve relate to one another and to the total product curve.
- Skill 1.C:
 - Unit 2, Lesson 1, Activity 3, Study: Production Possibilities Frontier: Students will learn about production possibilities frontiers and will investigate how to chart and graph data values to illustrate the concept.
 - Unit 4, Lesson 2, Activity 1, Study: Costs in the Short Run: Examine the costs a firm faces in the short run. Learn about the difference between fixed costs and variable costs. Learn how fixed, variable, and marginal costs change with production and differentiate between marginal and average costs. Students will complete this activity by watching a tutorial and taking detailed notes as they watch. They will need to take notes on key vocabulary and this will ask them to identify the principle of cost using data to show how those costs change with production.
 - Unit 7, Lesson 2, Activity 1, Study: Income Distribution and Taxes: See how income is spread through the U.S. economy and learn about the different types of taxation. Explore Lorenz curves, examine poverty, the role of government in income distribution, and the economics of taxation. Explore the problems inherent in using Lorenz curves as measures of income inequality and differentiate between proportional, progressive, and regressive policies. Students will watch tutorials and take notes where they will look at principles like the Lorenz curve and establish how to use quantitative data to chart the curve.

- Skill 1.D:
 - Unit 1, Lesson 1, Activity 4, Discuss: Scarcity and Value: Students will discuss the concepts of scarcity and value with their classmates. They will respond to two questions about scarcity and value and then will be required to discuss the differences of opinion they have with another student regarding the economic concepts.
 - Unit 3, Lesson 4, Activity 2, Practice: Investigate Elasticity of Demand: Students will investigate elasticity of demand as well as the relationship between elasticity and total revenue in this online interactive activity. As

students graph data, they will compare the difference between elastic and inelastic demand in short answer written responses.

- Unit 5, Lesson 4, Activity 4, Discuss : Market Structures: Students will discuss issues related to the main types of market structures with their classmates. The discussion will focus around the comparison of different market structures and which market is better for the specific example business.

Skill 2 – Interpretation: Explain given economic outcomes.

● Skill 2.A:

- Unit 2, Lesson 2, Activity 5, Practice: Apply Concepts of Production and Trade: Students will apply the concepts of comparative advantage and specialization to questions about individual and national production. They will answer questions regarding multiple economic scenarios that will require students to use the economic principles of comparative advantage and specialization to explain how an outcome occurs and what actions would need to be carried out to achieve that outcome.
- Unit 3, Lesson 2, Activity 4, Discuss: Another Determinant of Supply?: Students will explain their opinion about a possible addition to the list of determinants of supply-the number of suppliers in the market. Students will participate in a classroom discussion where they will have to focus on the principle of supply and discuss variables of supply and what effect those variables have on the outcome of different scenarios.
- Unit 4, Lesson 1, Activity 3: Discuss: Costs and Profits of Your Own Business: Choose a type of organization for your own business and discuss issues of cost and profit. This lesson will ask students to analyze key economic concepts and principles, discuss decisions they would make for their business, and analyze the outcomes of those decisions in a class wide discussion.

● Skill 2.B:

- Unit 3, Lesson 1, Practice: Apply concepts of Demand and Shifts of Demand Curves: Students will answer questions on demand and the determinants of demand. This will require students to use the economic principle of demand to analyze how different economic outcomes occur when there are different variables on demand. Students will complete this activity by answering several questions on hypothetical situations relating to the economic principle.
- Unit 3, Lesson 4, Activity 1, Study: Price Elasticity of Supply and Other Elasticities: Students will examine producer sensitivity to price changes, consumer sensitivity to income and the prices of related goods. Differentiate between elastic, inelastic and unit elastic supply. Explore the determinants of price elasticity of supply and how income elasticity of demand is used to categorize goods as normal or inferior. Also, explore how crossprice elasticity of demand is affected by the change in price of a complement, substitute and non- related goods. As students complete this lesson, they will watch the tutorial and take detailed notes on elasticity of supply. They will examine how multiple contributing variables lead to specific economic outcomes in relation to elasticity.
- Unit 6, Lesson 2, Activity 4: Practice: Apply Concepts of Factor Demand: Students will answer short answer questions about the demand for the factors of production. Throughout this lesson, students will be required to analyze multiple variables as they relate to factor demand. They will then use these variables to discuss economic outcomes as they relate to factor demand.

● Skill 2.C:

- Unit 2, Lesson 2, Activity 2, Practice: Investigate the Absolute and Comparative Advantage: Students will practice calculating comparative and absolute advantage in a scored, interactive, online activity. Students will interpret data to evaluate who has comparative advantage in multiple scenarios.
- Unit 3, Lesson 2, Activity 5, Practice: Investigate Shifts of Supply Curves: Students will investigate how to shift supply curves in this scored, interactive activity. Students will need to determine how supply curves change when situations are presented to them and reflect those changes using their calculations on graphs. Students also answer short answer questions in this assignment.
- Unit 6, Lesson 2, Activity 2, Practice: Investigate Labor Markets: Students will compare the outcomes of a regular labor market with a monopsonistic labor market, and answer questions about labor unions. Students will also use quantitative data to interpret the impact of labor costs on the economic outcome and success of Acme Company, a fictional company. There are short answer and extended response questions.

Skill 3 – Manipulation: Determine outcomes of specific economic situations.

● Skill 3.A:

- Appendix 2, Lesson 2, Activity 1, Practice: Costs and Profits: Students will discuss the costs and

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benefits of taking specific classes with a focus on microeconomics. They will analyze the principles of cost and benefit and use this analysis to determine the outcome of their decision through a class discussion.

- Unit 3, Lesson 4, Activity 5, Practice: Apply Concepts of All Elasticities: Students will answer questions about price elasticity of supply and demand, income elasticity of demand, and cross-price elasticity of demand. Students will answer multiple questions about elasticity of supply and demand and will determine the outcome of various economic situations using their knowledge of elasticity.
- Skill 3.B:
 - Unit 3, Lesson 3, Activity 3, Study: Changes in Equilibrium: Students will look at supply and demand curves together as they explore the concept of market equilibrium. They will develop an understanding of how price ceilings and price floors affect the market and how price functions to ration a product. They will then see how changes in supply and demand affect market equilibrium and investigate price floors and price ceilings. Students will complete this through analytical questions that they will answer as reading and watching the lesson tutorial.
 - Unit 5, Lesson 2, Activity 6, Study: Monopolistic Competition: Students will examine the monopolistic competition market and find out about product differentiation. They will consider the market conditions that must exist for a market to be monopolistically competitive and how these competitors can increase their market share as well as how they set their output to maximize profit. Also, they will learn how to identify monopolistic competitors. Through tutorials and notes, students will determine the effect of changes on economic markets in relation to monopolies.
- Skill 3.C:
 - Unit 2, Lesson 1, Activity 4, Practice: Investigate the PPF: Students will investigate the production possibilities frontier and factors that affect it in an interactive, scored online activity. They will use data on phone calls and posters made in relation to a fundraiser in order to determine the effect of change and use that data by plotting it on a graph to illustrate that change.
 - Unit 6, Lesson 1, Activity 2, Practice: Investigate Factor Demand: Students will practice deriving a factor demand curve in this scored interactive activity. They will investigate change over time for a birdhouse company whose quantitative data and calculations change as they become more successful, and will analyze the results of the changes the business must make as a result.

Skill 4 – Graphing and Visuals: Model economic situations using graphs or visual representations.

- Skill 4.A:
 - Unit 2, Lesson 1, Activity 5, Practice: Apply Concepts of Basic Economics: Students will use the tools of the production possibilities frontier and marginal analysis to answer questions about production, cost, trade, and value. They will then draw and explain graphs that represent the economic model.
 - Unit 4, Lesson 1, Activity 5, Practice: Investigate Production in the Short Run: Students will practice creating marginal product curves, and answer questions about the production of a firm in the short run in this interactive scored exercise. Students will come up with data using average product and marginal product and then take that data and draw and accurately labeled graph to represent a production model.
 - Unit 7, Lesson 2, Activity 2, Practice: Investigate Taxes and Income Distribution: Students will practice working on a graph of the Lorenz curve, answer questions about the different types of taxes, and consider issues of redistribution and equity. The graphs that students produce should accurately depict taxes and income distribution on the Lorenz curve.
- Skill 4.B:
 - Unit 3, Lesson 1, Practice – Investigate Demand: Students will practice using demand schedules and demand curves in a scored, online, interactive activity. They will demonstrate their understanding of demand schedules and demand curves by using quantitative data and plotting that data on an accurately labeled graph in order to illustrate the demand for stereos.
 - Unit 5, Lesson 1, Practice – Apply Concepts of Perfect Competition: Students will answer questions about perfect competition and take quantitative data and plot it on various graphs. This will illustrate understanding of competition and how to represent the concept on a clearly labeled graph.
 - Unit 5, Lesson 2, Practice – Apply Concepts of Monopolies: Students will answer questions about monopolies and determine the correct course of action for a monopolist to minimize losses. They will then need to graph this data to illustrate their understanding of the scenarios provided in the lesson.

- Skill 4.C:
 - Unit 3, Lesson 1, Activity 4, Practice: Investigate Shifts of Demand Curves: Students will practice shifting demand curves in a scored, interactive activity. This lesson will ask students to demonstrate the effect of a change in demand on accurately labeled graphs in relation to demand of VCRs.

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- Unit 4, Lesson 2, Activity 2, Practice: Investigate Costs in the Short Run: Students will practice using tables and graphs with different short-run cost information for a firm. This will demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual. They will answer short and extended response questions.

Course Syllabus

Big Ideas (CR2):

There are four big ideas that will be addressed and labeled throughout the course.

- Scarcity and Markets (MKT)
- Costs, Benefits, and Marginal Analysis (CBA)
- Production Choices and Behavior (PRD)
- Market Inefficiency and Public Policy (POL)

The syllabus will clearly identify each of the big ideas and will identify them using their abbreviations to illustrate how they are interconnected and build on each other throughout the units of the course. For example:

Big Idea 3, Production Choices and Behavior, is a main focus of Units 2, 4, 5, and 6. In Unit 2, students will investigate national production and trade and how specialization increases wealth through the analysis of a PPF. They will also look at what could increase production and the role of trade in determining the PPF. In Unit 4, students will evaluate the connection between production in the short-run and in the long-run. They will quantitate this through the concept of marginal product curves.

Students will apply short-run and long-run costs that firms face and will apply these to tables and graphs detailing fixed, variable, and marginal costs. In Unit 5, students will investigate competition. They will complete activities asking them to determine perfect competition markets, work with competition graphs, and connect to long-run situations and efficiency. They will also focus on monopolies and the conditions that make a monopoly possible. They will draw marginal-revenue curves and investigate the cost curves of a natural monopoly. They will also examine the concepts of price discrimination and government regulation of monopolies. They will practice finding the profit-maximizing level of output for a monopolistic competitor. They will explore oligopolies through study activities and practices where they will work with graphs and tables to investigate oligopoly models. They will investigate the role of the government in competition and the role of market structures and mergers in competition. Finally, in Unit 6, students will investigate factor markets and factor demand. They will practice using demand curves and what causes shifts in those curves. They will learn about demand for labor and compensation for labor. In their investigation of labor markets, they will learn about rent, interest, and profit and analyze the role of profit in resources allocation.

Unit 1: What is Economics?

Big Ideas (CR2)

- Big Idea 1, Scarcity and Markets (MKT): How do individuals and economies confront the problem of scarcity? Why do people and other countries trade with one another?

Readings:

- *Microeconomics for Today*
 - Pages 2-6, 34

The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline:

- A. Scarcity, choice, and opportunity cost
- D. Economic systems

Topics covered in this unit:

- What is Economics?
- Scarcity, Wants, and Resources
- Scarcity and Value
- Markets

- Graphs
- Equations
- Intercepts and Slopes
- Three Fundamental Questions
- Different Ways to Organize an Economic System
- The U.S.: A Mixed Economy
- Four Economic Goals

Lesson 1: What is Economics?

Lesson Objectives:

- Describe the format of this course and the skills you'll need to do well.
- Explain what economics is a study of.
- Define macroeconomics and microeconomics.
- Define scarcity.
- Define resources, goods, services, and markets.
- List and explain the three questions that every economic system must answer.
- Explain the three basic economic systems and explain how they each answer the three basic economic questions.
- Explain why the term *mixed economies* describes the nature of most modern economic systems.
- Explain the goals of economic policy: efficient use of resources, price stability, full employment and economic growth.
- Explain the role of price in indicating the relative scarcity of a good.
- Read and interpret graphs.
- Define independent variable and dependent variable.
- Take data from a table and make a graph.
- Define origin, intercept, and slope.
- Determine a line's slope.
- Solve an equation.
- Take data from a graph or table and show it in an equation.

Practice - Introducing Microeconomics	Go over the format and goals of the course. See how to succeed in the course and what to expect on the AP exam.
Discuss - Why Study Economics?	Introduce yourself to your classmates and discuss with them your definition of economics and your reasons for studying it.
Study - Introduction to Economics	Explore the basics of economics, including goods, services, markets, and a fundamental concept of economics: scarcity. (Skill 1.A)
Discuss - Scarcity and Value	Discuss the concepts of scarcity and value with your classmates. (Skill 1.D)
Study- Economic Tools: Graphs and Equations	Review basic concepts about graphs, equations, slopes and intercepts and see how to apply these skills as you work with income graphs and formulas. (Skill 1.B)
Study - Economic Systems	Examine the major questions every economic society faces and explore the different ways traditional, command, and mixed economies answer these questions. (Skill 1.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - What Is Economics?	Review your studies of basic economic terms and concepts presented in this unit.
Practice - What is Economics?	Review common economic terms.
Discuss - Cram Session	Discuss economic terms and other concrete concepts about which you are unclear.
Test - What Is Economics?	Take a 50-minute, teacher-graded test covering the main concepts introduced in this unit. The test includes both multiple-choice and free-response questions.

Unit 2: Basic Economic Concepts

- Big Idea 1, Scarcity and Markets (MKT):
 - How do individuals and economies confront the problem of scarcity?
 - Why do people and other countries trade with one another?
- Big Idea 2, Costs, Benefits, and Marginal Analysis (CBA):
 - Why do all decisions have costs?
 - Why do people consider the additional costs and benefits of possible actions rather than just the total costs and benefits when making decisions?

Readings:

- *Microeconomics for Today*
 - Pages 6-14, 35-46, 403-413

The content in this unit maps to the following sections of the College Board’s Advanced Placement topic outline:

- I. Basic Economic Concepts
 - A. Scarcity, choice, and opportunity cost
 - B. Production possibilities curve
 - C. Comparative advantage, absolute advantage, specialization, and trade
 - E. Property rights and the role of incentives
 - F. Marginal analysis

Topics covered in this unit:

- Net benefits and Self-interest
- Costs Are Opportunity Costs
- Sunk Costs
- Positive and Normative Economics
- The Production Possibilities Frontier
- PPF and Opportunity Costs
- Absolute and Comparative Advantage
- Trade Between Individuals
- Specialization
- Production Possibilities Frontier for an Economy
- International Trade: A Positive View
- International Trade: A Normative View
- The Scientific Method & Difficulties
- Economics and Special Experimental Difficulties
- Theories and Models
- Four Types of Models

Lesson 1: Costs, Benefits, and PPF

Lesson Objectives:

- Relate how scarce resources and unlimited wants make decisions necessary.
- Explain the ideas of self-interest and net benefit.
- Define the concept of opportunity cost.
- Explain sunk costs and relate them to the idea of marginal analysis.
- Distinguish between positive and normative economics.
- Interpret a graph called a *production possibility frontier* and explain how it's used to demonstrate scarcity, choice, and opportunity cost.
- Define the law of increasing opportunity costs.
- Relate the PPF to the concepts of efficiency, opportunity cost, and the law of increasing opportunity cost.

Study - Costs and Benefits	Examine definitions of opportunity costs and sunk costs as well as benefits and the idea of self-interest. Analyze decision alternatives by considering the opportunity costs and by using marginal analysis as well as positive and normative analysis. (Skill 1.B)
Discuss -Weighing Costs and Benefits	Discuss how you would weigh costs and benefits in various situations. (Skill 3.A)
Study - Production Possibilities Frontier	See how economists use a Production Possibilities Frontier (PPF) graph to analyze the opportunity costs of a decision and its efficiency. (Skill 1.C)
Practice – Investigate the PPF	Investigate the PPF curve and factors that affect it in this interactive, scored, online activity. (Skill 3.C)
Practice - Apply Concepts of Basic Economics	Use the tools of the PPF and marginal analysis to answer questions about production, cost, trade, and value. Draw and explain graphs and send your work to your teacher for grading. (Skill 4.A)
Quiz – Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson Objectives:

- Define and explain the concept of absolute advantage.
- Define and explain the concept of comparative advantage.
- Explain how specialization causes interdependence and trade.
- Explain why voluntary trade is beneficial to all parties in an exchange.
- Identify the key ideas of national production and trade, including the benefits of specialization, the relationship between economic growth and the PPF, shifts of the PPF, and advantages and disadvantages of free trade.

Study- Individual Production and Trade	Investigate issues related to specialization and trade. Explore the use of absolute advantage and comparative advantage to rank the ability of producers to create goods. (Skill 1.A)
Practice - Investigate the Absolute and Comparative Advantage	Practice calculating comparative and absolute advantage in this scored, interactive, online activity. (Skill 2.C)
Discuss - Comparative Advantage	With your classmates, raise and discuss questions regarding comparative advantage. (Skill 1.D)

Study - National Production and Trade	Examine specialization, opportunity costs, and the Production Possibilities Frontier, as they each relate to trade. Analyze production and trade decisions and consider positive and normative views of international trade. (Skill 1.C)
Practice - Apply Concepts of Production and Trade	Apply the concepts of comparative advantage and specialization to questions about individual and national production. Send your work to your teacher for scoring. (Skill 2.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: The Scientific Tools of Economics

Lesson Objectives:

- Describe how economists use the scientific method to study economic problems.
- Recognize research pitfalls.
- Recognize the special difficulties economists face when checking theories and give examples of each.
- Explain how models are used as a simplified representation of reality.
- Explain the two goals of an economic model: explanation and prediction.
- List and explain the four ways that models can be described: verbal, numeric, graphic, and algebraic.

Study - The Scientific Method	See how economists and other scientists use the scientific method to develop theories and test their ideas. Examine definitions of ceteris paribus and self-interest. (Skill 1.A)
Discuss - Economics and the Scientific Method	Discuss the particular challenges faced by economists using the scientific method. (Skill 1.D)
Study - Theories and Models	Explore the various ways ideas can be represented as models. Look at four types of models: verbal, numeric, graphic, and algebraic. List the characteristics of good models and explore the nature of economic models. (Skill 1.C)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 4: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Basic Economic Concepts	Review your studies of basic economic concepts as presented in this unit.
Practice - Basic Economic Concepts	Review the key terms and concepts introduced in this lesson.
Discuss - Cram Session	Discuss basic economic concepts and areas about which you are unclear.

Test - Basic Economic Concepts	Take a teacher-scored, 50-minute test covering the main concepts introduced in this unit. The test includes both free-response and multiple-choice items.
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Unit 3: Demand, Supply, Elasticity, and Choice

- Big Idea 1, Scarcity and Markets (MKT):
 - How do individuals and economies confront the problem of scarcity?
 - Why do people and other countries trade with one another?
- Big Idea 4, Market Inefficiency and Public Policy (POL):
 - How does government policy affect market outcomes?

Readings:

- *Microeconomics for Today*
 - Pages 59-83, 100-110, 124-127, 130-144, 154-161

The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline:

- II. The Nature and Function of Product Markets
 - A. Supply and demand
 - 1. Market equilibrium
 - 2. Determinants of supply and demand
 - 3. Price and quantity controls
 - 4. Elasticity
 - a) Price, income, and cross-price elasticities of demand
 - b) Price elasticity of supply
 - 5. Consumer surplus, producer surplus, and market efficiency
 - B. Theory of consumer choice
 - 1. Total utility and marginal utility
 - 2. Utility maximization: equalizing marginal utility per dollar
 - 3. Individual and market demand curves
 - 4. Income and substitution effects

Topics covered in this unit:

- Demand Schedule and Curve
- Law of Demand
- Determinants of Demand
- Change in Demand and Change in Quantity Demanded
- Supply and Supply Curve
- Law of Supply
- Determinants of Supply
- Change in Supply and Change in Quantity Supplied
- Markets and Market Equilibrium
- Excess Demand and Excess Supply
- Price Ceilings and Floors
- Price Effect of Change in Demand
- Equilibrium Effect of Change in Supply
- Simultaneous Changes in Demand and Supply
- Price Elasticity of Demand
- Determinants of Price Elasticity of Demand
- Price Elasticity of Supply
- Determinants of Supply Elasticity
- Other Elasticities
- Consumer Surplus

Lesson 1: Demand

Lesson Objectives:

- Define the economic concept of demand.
- Explain and compile a demand schedule.
- Create a demand curve.
- Define the law of demand.

- Explain the income effect and substitution effect.
- List and explain the determinants of demand.
- Show and explain changes in demand due to changes in the determinants of demand.
- Define different categories of goods: normal and inferior goods and substitute and complement goods.
- State and show graphically the difference between a *change in the quantity demanded* and a *change in demand*.

Study - Demand	Explore the basics of consumer demand, model demand in a table, and see how to make a demand curve. Develop an understanding of the income and substitution effects and define demand. (Skill 1.B)
Practice - Investigate Demand	Practice using demand schedules and demand curves in this scored, online, interactive activity. (Skill 4.B)
Study- Determinants of Demand	See what affects consumer demand and how those effects are shown on a graph. Learn about a change in quantity demanded versus a change in demand and develop an understanding of the determinants of demand. Also explore terms used to classify good, such as "normal goods," "inferior goods," "complement goods," and "substitute goods." (Skill 1.A)
Practice - Investigate Shifts of Demand Curves	Practice shifting demand curves in a scored interactive activity. (Skill 4.C)
Practice - Apply Concepts of Demand and Shifts of Demand Curves	Answer questions on demand and the determinants of demand. Send your work to your teacher for grading. (Skill 2.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Supply

Lesson Objectives:

- Define the economic concept of supply.
- Explain and compile a supply schedule.
- Draw a supply curve.
- Define the law of supply, including the role of increasing costs.
- List and explain the determinants of supply.
- Show and explain changes in supply due to changes in the determinants of supply.
- State and be able to represent graphically the difference between a change in the quantity supplied and a change in supply.

Study - Supply	Examine supply curves and see how to make one as you learn about the law of supply. Define supply and explore how the supply curve is the best choice of quantity at each market price. (Skill 1.B)
Practice - Investigate Supply	Practice using supply schedules and supply curves in this scored online interactive activity. (Skill 2.C)

Study - Determinants of Supply	See what affects suppliers' decisions to make and sell a good or service and how to show the effects graphically. Learn to differentiate between a change in quantity supplied and a change of supply and develop an understanding of the determinants of supply. (Skill 1.B)
Discuss - Another Determinant of Supply?	Explain your opinion about a possible addition to the list of determinants of supply-the number of suppliers in the market. (Skill 2.A)
Practice - Investigate Shifts of Supply Curves	Investigate how to shift supply curves in this scored interactive activity. (Skill 2.C)
Practice - Apply Concepts of Supply and Shifts of Supply Curves	Answer questions on supply and the determinants of supply, provide graphs and explanations, and send your work to your teacher for scoring. (Skill 4.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 3: Market Equilibrium and Price Determination

Lesson Objectives:

- Define markets and the idea of market competition.
- Define and explain equilibrium price and equilibrium quantity, and explain why equilibrium is a stable condition, ceteris paribus.
- Explain how demand and supply interact to determine equilibrium price and equilibrium quantity.
- Explain excess demand and excess supply.
- Explain the effect of a price ceiling on a market and define a shortage.
- Explain the effect of a price floor on a market and define a surplus.
- Predict and show graphically the effect of a change in demand, a change in supply, or a change in both on the equilibrium price and equilibrium quantity.
- Explain the adjustment process in the market when supply changes, demand changes, or both changes.

Study - Market Equilibrium	Look at supply and demand curves together as you explore the concept of market equilibrium. Develop an understanding of how price ceilings and price floors affect the market and how price functions to ration a product. (Skill 3.B)
Practice - Investigate Market Equilibrium	Practice finding and indicating market equilibrium in an online interactive scored activity. (Skill 3.B)
Study- Changes in Equilibrium	See how changes in supply and demand affect market equilibrium and investigate price floors and price ceilings. (Skill 3.B)
Practice - Investigate Changes in Equilibrium	Practice shifting supply and demand curves and notice how the shifts affect market equilibrium in this scored interactive activity. (Skill 3.B)
Practice - Apply Concepts of Market Equilibrium	Answer questions about market equilibrium, focusing on issues of price floors and ceilings and the adjustment to equilibrium. Send your work, including graphs and explanations, to your teacher for grading. (Skill 4.B)

Lesson 4: Elasticity and Consumer Choice

Lesson Objectives:

- Define elasticity.
- Calculate price elasticity of demand and explain the relationship between elasticity and total revenues.

- Explain the differences between elastic, inelastic, and unit elastic demand.
- Identify and explain the determinants of price elasticity of demand.
- Calculate and explain price elasticity of supply.
- Explain the characteristics of an elastic, inelastic, and unit elastic supply.
- Explain the determinants of the elasticity of supply.
- Explain income elasticity of demand and relate it to normal and inferior goods.
- Explain cross-price elasticity of demand and relate it to substitute and complement goods.
- Define utility and explain how it's measured and used.
- Explain the differences between marginal utility and total utility.
- Relate the concepts of utility to the shape of the demand curve.
- Explain the relationship between the downward-sloping demand curve and the law of diminishing marginal utility.
- Explain the relationship between allocating income and maximizing utility using marginal utility per dollar.
- Explain and show consumer surplus graphically.

Study - Price Elasticity of Demand	See how to measure consumer sensitivity to price changes. Differentiate between elastic, inelastic and unit elastic demand. Explore the determinants of price elasticity of demand and the relationship between elasticity and total revenue. (Skill 1.A)
Practice - Investigate Elasticity of Demand	Investigate elasticity of demand as well as the relationship between elasticity and total revenue in this online interactive activity. (Skill 1.D)
Study - Price Elasticity of Supply and Other Elasticities	Examine producer sensitivity to price changes, consumer sensitivity to income and the prices of related goods. Differentiate between elastic, inelastic and unit elastic supply. Explore the determinants of price elasticity of supply and how income elasticity of demand is used to categorize goods as normal or inferior. Also, explore how cross- price elasticity of demand is affected by the change in price of a complement, substitute and non-related good. (Skill 2.B)
Practice - Investigate Elasticity of Supply and Other Elasticities	Practice calculating price elasticity of supply, and examine income and cross-price elasticity in this scored interactive activity. (Skill 2.C)
Practice - Apply Concepts of All Elasticities	Answer questions about price elasticity of supply and demand, income elasticity of demand, and cross-price elasticity of demand. Submit your work to your teacher for evaluation (Skill 3.A)
Study - Utility	Examine the concepts behind the economic definition of consumer satisfaction: utility and consumer choice. Define marginal and total utility and explore how knowing these help consumers maximize utility. Also define and calculate consumer surplus. (Skill 1.A)
Practice - Investigate Utility and Consumer Surplus	Practice using the ideas of utility, and explore consumer surplus on a graph in an interactive scored activity. (Skill 4.C)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 5: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Demand, Supply, Elasticity, and Consumer Choice	Review your studies of demand, supply, elasticity, and consumer choice as presented in this unit.
Practice - Demand, Supply, Elasticity, and Consumer Choice	Review common terms (referring to demand, supply, elasticity, and consumer choice) introduced in this unit.
Discuss - Cram Session	Discuss demand, supply, elasticity, and consumer choice and any areas about which you are unclear.
Test - Demand, Supply, Elasticity, and Consumer Choice	Take a teacher-scored, 50-minute test covering the main concepts introduced in this unit. It includes both multiple-choice and free-response questions.

Unit 4: Firm Production, Costs, and Revenue

- Big Idea 2, Costs, Benefits, and Marginal Analysis (CBA):
 - How do businesses use marginal analysis to make decisions?
- Big Idea 3, Production Choices and Behavior (PRD)
 - What drives producers’ decision making?
 - How can a market be perfectly competitive?

Readings:

- *Microeconomics for Today*
 - Pages 180, 182-197

The content in this unit maps to the following sections of the College Board’s Advanced Placement topic outline:

- II. The Nature and Function of Product Markets
 - D. Production and costs
 1. Production functions: short and long run
 2. Marginal product and diminishing returns
 3. Short-run costs
 4. Long-run costs and economies of scale
 - E. Firm behavior and market structure
 1. Profit:
 - a. Accounting versus economic profits
 - b. Normal profit

Topics covered in this unit:

- Firms
- Sole Proprietorship, Partnerships, and Corporations
- Other Business Organizations
- Explicit and Implicit Costs
- Measures of Profit
- Production in the Short Run
- Fixed and Variable Resources
- Law of Diminishing Marginal Returns

- Total, Marginal, and Average Product Curves
- Short Run and Long Run Cost Curves
- Economies and Diseconomies of Scale

Lesson 1: Firm Production

Lesson Objectives

- Define the most common legal forms of business organization.
- Define explicit and implicit costs and relate these costs to the different types of profits-accounting profit, economic profit, and normal profit.
- Define the difference between the long run and the short run.
- Define marginal product and relate changes in marginal product to changes in total product, or total production.
- Explain increasing and decreasing marginal returns.

Study - Business Organization	Explore the three most common legal forms of business organizations - sole proprietorship, partnership, and corporation - and the advantages and disadvantages of each. (Skill 1.A)
Study - Costs and Profits	Examine the concepts behind the economic definition of costs and profits. Learn about three kinds of profit: accounting profit, normal profit, and economic profit and learn about implicit costs. (Skill 1.A)
Discuss - Costs and Profits of Your Own Business	Choose a type of organization for your own business and discuss issues of cost and profit. (Skill 2.A)
Study - Production in the Short Run	See how firms make their decisions about production in the short run. Explore difference between the short run and the long run and the difference between variable and fixed factors of production. Examine how diminishing marginal product relates to cost and learn how the marginal and average product curve relate to one another and to the total product curve. (Skill 1.B)
Practice - Investigate Production in Short Run	Practice creating marginal product curves, and answer questions about the production of a firm in the short run in this interactive scored exercise. (Skill 4.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Costs in the Short Run and the Long Run

Lesson Objectives:

- Define, calculate, and graph total fixed cost, total variable cost, marginal cost, and total cost.
- Define, calculate, and graph average fixed cost, average variable cost, and average total cost.
- Explain the relationship between marginal cost and marginal returns.
- Explain the relationship between marginal cost and average variable cost, and marginal cost and average total cost.
- Explain the relationship between the firm's short-run and long-run average-total-cost curves.
- Define economies and diseconomies of scale, and list some of the sources of each.

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- Relate economies of scale to the number of firms in an industry.
- Explain how the shape of the long-run average-total-cost curve is influenced by economies of scale, diseconomies of scale, and constant returns to scale.

Study - Costs in the Short Run	Examine the costs a firm faces in the short run. Learn about the difference between fixed costs and variable costs. Explore several "total" and "average" costs based on fixed and variable cost. Learn how fixed, variable, and marginal costs change with production and differentiate between marginal and average costs. (Skill 1.C)
Practice - Investigate Costs in the Short Run	Practice using tables and graphs with the different short-run cost information for a firm in an interactive scored exercise. (Skill 4.C)
Study - Costs in the Long Run	Focus on the long-run costs of a firm, particularly a firm's long-run average cost curve and see how the shape of this curve is affected by "economies of scale." Explore how economies and diseconomies of scale relate to increasing and decreasing marginal returns and how the long-run average cost curve relates to the short-run average cost curves. (Skill 1.B)
Practice - Investigate Costs in the Long Run	In this interactive scored exercise, practice identifying economies of scale and use short-run cost curves to create a long-run cost curve. (Skill 2.C)
Practice - Apply Concepts of Short-Run Costs, Long-Run Costs, and Profit	Answer questions about the production and costs faced by a firm in the long and short run. Submit your work, including tables and graphs, to your teacher for grading. (Skill 4.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 3: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Firm Production, Costs, and Revenue	Review your studies of production and costs as covered in this unit.
Practice - Firm Production, Costs, and Revenue	Review common terms referring to production and costs introduced in this unit.
Discuss - Cram Session	Discuss production and costs and any areas about which you are unclear.
Test - Firm Production, Costs, and Revenue	Take a teacher-graded, 50-minute test covering the main concepts introduced in this unit. The test includes both multiple-choice and free-response items.

Unit 5: Market Structure

- Big Idea 3, Production Choices and Behavior (PRD)
 - What drives producers' decision making?
 - How are imperfectly competitive markets inefficient?

Readings:

- *Microeconomics for Today*
 - Pages 110-112, 211-231, 240-259, 268-286, 348-362

The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline:

II. The Nature and Function of Product Markets

D. Firm behavior and market structure (25-35%)

1. Profit
 - a. Profit maximization: $MR=MC$ rule
2. Perfect competition
 - a. Profit maximization
 - b. Short-run supply and shutdown decision
 - c. Behavior of firms and markets in the short run and in the long run
 - d. Efficiency and perfect competition
3. Monopoly
 - a. Sources of market power
 - b. Profit maximization
 - c. Inefficiency of monopoly
 - d. Price discrimination
 - e. Natural monopoly
4. Oligopoly
 - a. Interdependence, collusion, and cartels
 - b. Game theory and strategic behavior
5. Monopolistic competition
 - a. Product differentiation and role of advertising
 - b. Profit maximization
 - c. Short-run and long-run equilibrium
 - d. Excess capacity and inefficiency

Topics covered in this unit:

- Perfectly Competitive Markets
- Short-Run Competition and Profits
- Minimizing Short-Run Losses
- Long-Run Perfect Competition
- Efficiency
- Monopoly and Monopolistic Marginal Revenue
- Monopolistic Profit Maximization, Efficiency, and Competition
- Price-Discriminating Monopolies
- Natural Monopolies and Product Differentiation
- Oligopoly and Market Concentration
- Oligopolistic Profit Maximization
- Oligopoly Models
- Oligopoly and Perfect Competition
- Perfect Competition and Monopolistic Competition
- Mergers
- Government Regulation, Antitrust Legislation, and Deregulation

Lesson 1: Perfect Competition

Lesson Objectives:

- List the characteristics of perfect competition.
- State why price, marginal revenue, and demand are all equal for a perfectly competitive firm.

- Explain and graphically show profit maximization for a perfectly competitive firm, including the market supply and demand curves and the firm's demand, marginal revenue, marginal cost, average-variable-cost, and average-total-cost curves.
- Show the profits of a perfectly competitive firm on a graph and show the break-even and shutdown points for the firm in the short run.
- Derive the short-run supply curve for a firm in a perfectly competitive market and the short-run market supply curve in a perfectly competitive market.
- Explain the difference between economic profits in the short run and in the long run for a perfectly competitive firm and explain the relationship between economic profits and free entry and exit that brings about long-run equilibrium.
- Describe the long-run supply curves for constant cost, increasing cost, and decreasing cost industries.
- Relate allocative efficiency to the perfectly competitive market.

Study - Perfect Competition, Part 1	Explore the characteristics of perfectly competitive markets, including why perfectly competitive firms can't set their own prices. Focus on is the relationship between price, marginal revenue, and demand in the context of a perfectly competitive firm. Learn how to determine the price and output of a perfectly competitive firm in the short run. (Skill 1.A)
Practice - Investigate Perfect Competition, Part 1	Investigate the characteristics of the perfect competition market structure and practice calculating profit maximization in this scored interactive exercise. (Skill 2.C)
Study - Perfect Competition, Part 2	Discover how perfectly competitive firms operate, look into the questions of when a perfectly competitive firm will choose to shut down and at what levels of output they break even or make a profit, and discuss why perfectly competitive firms make only a normal profit in the long run. (Skill 1.A)
Practice - Investigate Perfect Competition, Part 2	In this interactive, scored activity, practice working with the perfect competition graphs, including the long-run situation and the issue of efficiency. (Skill 3.C)
Practice - Apply Concepts of Perfect Competition	Answer questions about perfect competition and send your work, including graphs, to your teacher for grading. (Skill 4.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Monopoly and Monopolistic Competition

Lesson Objectives:

- Explain the characteristics of a monopoly.
- Calculate, graph, and explain the relationship between a monopoly's demand curve, its marginal revenue curve, and its average revenue curve.
- Demonstrate graphically the monopoly's profit-maximizing price and output level.
- Show on a graph the monopolist's profits and determine the location of the ATC and AVC that will cause the firm to operate at a loss or shut down.
- Explain why monopolists don't have supply curves.

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Explain how and why a monopoly may produce with allocative inefficiency.

- Explain how and why a monopoly may produce with productive inefficiency.
- Define price discrimination and explain the market conditions that allow price discrimination to occur.
- Explain the costs and benefits of price discrimination to firms and consumers.
- Explain why the government grants exclusive rights to natural monopolies in exchange for the right to regulate production and pricing of these companies on the goods and services they provide.
- Describe government regulation of natural monopolies.
- Define the characteristics of monopolistic competition.
- Determine the output, price charged, and profit of a monopolistic competitor in both the short run and long run.
- Define market power and explain how product differentiation increases a monopolistic competitor's market power.
- Explain allocative and productive efficiency in a monopolistic competition market.

Study - Monopoly	Discuss the characteristics of monopolies, as well as the conditions that make a monopoly possible. Look at the relationship between the demand curve and marginal-revenue curve in the context of a monopoly. Learn how monopolies choose their price and output levels and explore why some people say that monopolies are inefficient. (Skill 1.A)
Practice - Investigate Monopoly	In this online, interactive, scored exercise, practice drawing marginal-revenue curves, and find the profit-maximizing level of output for a monopolist. (Skill 4.A)
Study - Monopolies: Special Cases	Examine the basics of price discrimination, discuss how governments regulate monopolies and learn about natural monopolies. (Skill 1.A)
Practice - Investigate Natural and Price-Discriminating Monopolies	Investigate the cost curves of a natural monopoly, and work on profit maximization when the monopolist can price discriminate in this scored interactive exercise. (Skill 2.C)
Practice - Apply Concepts of Monopolies	Answer questions about monopolies and send your work, including graphs, to your teacher for grading. (Skill 4.B)
Study - Monopolistic Competition	Examine the monopolistic competition market and find out about product differentiation. Consider the market conditions that must exist for a market to be monopolistically competitive and how these competitors can increase their market share as well as how they set their output to maximize profit. Also, you will learn how to identify monopolistic competitors. (Skill 3.B)
Practice - Investigate Monopolistic Competition	Practice finding the profit-maximizing level of output for a monopolistic competitor, and answer questions about that market structure in this scored interactive activity. (Skill 3.C)
Quiz – Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Oligopoly

Lesson Objectives:

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Explain the characteristics of an oligopoly.

- Explain how interdependence among firms in an oligopoly leads to strategic behavior by those firms.
- Analyze cartels and explain the incentives to cheat on a collusive agreement.
- Explain the game theory approach to pricing in an oligopoly, including the prisoner's dilemma and tacit collusion.
- Describe the price leadership, or dominant firm, model of an oligopoly.
- Describe cost-plus pricing.
- Use the kinked demand curve model to explain price stability in an oligopoly.

Study - Oligopoly	See the main characteristics of an oligopoly and find out about profit maximization in an oligopoly. Consider how oligopolists set their prices and output levels. (Skill 1.A)
Practice - Investigate Oligopoly	Answer questions about oligopolies in a scored interactive exercise. (Skill 1.A)
Study - Oligopoly Models	Examine how to categorize the main types of oligopoly interaction. Look at how interdependence affirms can lead to collusion, price leadership, or price rigidity among the firms. Learn about cost-plus pricing, kinked demand curves, cartels and game theory. (Skill 1.D)
Practice - Investigate Oligopoly Models	While examining the different oligopoly models in this scored interactive activity, practice working with graphs and tables. (Skill 2.C)
Practice - Apply Concepts of Oligopoly and Oligopoly Models	Answer questions about the oligopoly market structure and send your work, including graphs, to your teacher for grading. (Skill 4.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 4: Comparing Markets and Imperfect Competition

Lesson Objectives:

- Understand the differences and similarities between the four basic market structures.
- Explain market concentration and the relationship between market concentration and market power.
- List and explain the three types of mergers.
- Explain the reasons for government regulation.
- List and explain the major antitrust laws.
- State the reasons the government is currently deregulating many industries.

Study - Market Structures and Mergers	Review the four market structures and their characteristics and explore the role of mergers in market structures. Differentiate between the three types of mergers—horizontal, vertical, and conglomerate. (Skill 1.D)
Practice - Investigate the Different Market Structures	In this interactive scored exercise, work with graphs showing all the market structures and investigate their similarities and differences. (Skill 2.C)

Study- Government and Imperfect Competition	See what actions the government takes to limit anti- competitive practices in the market and examine the major antitrust legislation that's been passed in the U.S. Explore the pros and cons of government regulation of firms. (Skill 1.B)
Discuss - Market Structures	With your classmates, discuss issues related to the main types of market structures. (Skill 1.D)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 5: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Market Structure	Review your studies of perfect competition, monopoly, and oligopoly as presented in this unit.
Practice - Market Structure	Review common terms referring to market structure.
Discuss - Cram Session	With your classmates, discuss market structure and any areas about which you are unclear.
Discuss - You Be the Teacher!	Make suggestions for completing a correctly answered but incomplete AP-style question about a perfectly competitive market.
Test - Market Structure	Take a 50-minute, teacher-scored test covering the main concepts introduced in this unit. Both multiple-choice and free-response questions are included.

Unit 6: Factor Markets

- Big Idea 3, Production Choices and Behavior (PRD)
 - How are prices for resources determined?
 - How do firms use resource prices to make decisions?

Readings:

- *Microeconomics for Today*
 - Pages 294-310

The content in this unit maps to the following sections of the College Board’s Advanced Placement topic outline:

III. Factor Markets

- A. Derived factor demand
- B. Marginal revenue product
- C. Labor market and firms’ hiring of labor
- D. Market distribution of income

Topics covered in this unit:

- Derived Factor Demand
- Marginal Revenue Product
- Marginal Cost
- Shifts of Factor Demand
- Determinants of Elasticity of Factor Demand

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- Allocation of Resources
- Wages, Salaries, and Earnings

- Labor and Market Structures
- Labor Unions
- Rent
- Interest
- Profit

Lesson 1: Derived Factor Demand

Lesson Objectives

- Define derived demand and explain why the demand for a factor of production is a derived demand.
- Explain why the price of resources is important.
- Construct and explain a marginal-physical-product curve and a marginal-revenue-product curve, assuming perfect competition in both factor and product markets.
- Construct a marginal-physical-product curve and a marginal-revenue-product curve, assuming imperfect competition in both factor and product markets; compare this with the same graph for a situation of perfect competition in both markets.
- Explain the principle a profit-maximizing firm uses to determine the quantity of a resource to employ.
- Explain the relationship between the marginal revenue product and the demand for an input and relate the factor demand to the idea of diminishing marginal returns.
- State reasons for a change in factor demand.
- List and explain the determinants of elasticity of factor demand.
- Explain the method for finding the least-cost combination of resources and demonstrate your ability to use it.
- Explain the method of maximum-profit combination of resources and demonstrate your ability to use it.

Study-Factor Demand, Part 1	Discuss the marginal revenue product and marginal resource cost and examine the derived factor demand curve and its relationship to the marginal revenue product curve. (Skill 1.C)
Practice - Investigate Factor Demand	Practice deriving a factor demand curve in this scored interactive activity. (Skill 3.C)
Study- Factor Demand, Part 2	Explore the determinants of factor demand and the determinants of the elasticity of factor demand. (Skill 1.C)
Practice - Investigate Shifts in Factor-Demand Curves	Draw shifts in the factor demand curve and calculate elasticity of factor demand in an interactive exercise. (Skill 4.A)
Practice - Apply Concepts of Factor Demand	Answer questions on derived factor demand and send your work to your teacher for a grade. (Skill 2.C)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Special Topics in Factor Demand

Lesson Objectives:

- Explain the difference between wages, salaries, and earnings.
- Explain why wages differ among occupations and workers.
- Compare the wage level and level of employment in a competitive labor market to those levels in a monopsonistic labor market.
- Analyze the effects of minimum wage laws on labor markets.
- Analyze the effects of labor unions on labor markets.
- Define economic rent.
- Explain what determines the amount of economic rent paid.
- Define interest, interest rate, nominal interest rate, and real interest rate; relate interest to the loanable funds market where money is borrowed for the purchase of capital goods, and money is loaned in return for interest.

Study - Labor	Examine the main issues regarding the demand for labor, including labor unions and monopsonistic labor markets. Differentiate between wages, salaries, and earnings, or compensation and discuss the reasons a worker would take a lower paying job over a higher paying job. Explore the characteristics of a perfectly competitive labor market and see how these differ from a labor market in which there's only one buyer of labor and examine the effect minimum wage laws and unions have on employment and wage levels. (Skill 1.A)
Practice - Investigate Labor Markets	In this scored, interactive activity, compare the outcomes of a regular labor market with a monopsonistic labor market, and answer questions about labor unions. (Skill 2.C)
Study - Rent, Interest, and Profit	Explore the main issues regarding the non-labor factors of production in the factor market: land, capital and entrepreneurial talent. Explore the markets for land and capital, including the payments made to the owners of capital. Consider interest rates and the role of inflation. Discuss economic rent, especially in relation to non-renewable resources. And finally, learn the different measures of profit and the role profit plays in resource allocation. (Skill 1.D)
Practice - Apply Concepts of Factor Demand	Answer questions about the demand for the factors of production and send your work to your teacher for scoring. (Skill 2.B)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review – Factor Markets	Review our studies of factor demand as presented in this unit.
Practice - Factor Markets	Review common terms referring to factor markets.
Discuss - Cram Session	With your classmates, discuss factor markets and any areas about which you are unclear.
Discuss - You Be the Teacher!	Make suggestions for completing a correctly answered but incomplete AP-style question about the labor market.
Test - Factor Markets	Take a 50-minute, teacher-graded test covering the main concepts introduced in this unit. The test includes both multiple-choice and free-response items.

Unit 7: Efficiency, Equity, and the Government

- Big Idea 4, Market Inefficiency and Public Policy (POL):
 - How do markets fail?
 - What role should the government play in markets?

Readings:

- *Microeconomics for Today*
 - Pages 100-117, 145-146, 321-337, 359-365, 372-392

The content in this unit maps to the following sections of the College Board’s Advanced Placement topic outline:

IV. Market Failure and the Role of Government

- A. Externalities
 - 1. Marginal social benefit and marginal social cost
 - 2. Positive externalities
 - 3. Negative externalities
 - 4. Remedies
- B. Public goods
 - 1. Public versus private goods
 - 2. Provision of public goods
- C. Public policy to promote competition
 - 1. Antitrust policy
 - 2. Regulation
- D. Income distribution
 - 1. Equity
 - 2. Sources of income inequality

Topics introduced in this unit:

- Market Failures
- Externalities
- Public Goods
- Government Intervention
- Income Distribution
- Poverty
- Taxes

Lesson 1: Market Failures

Readings:

- *Microeconomics for Today*
 - Chapter 12: Income Distribution, Poverty, and Discrimination
 - Chapter 13: Antitrust and

Regulation Lesson Objectives:

- Define externalities.
- Explain the government's role in correcting for negative externalities and increasing the incidence of positive externalities.
- Define public goods and explain how and why the government provides public goods.
- List and explain the sources of market failure.
- Analyze the effectiveness of government intervention in remedying market failures.

Study - Externalities and Public Goods	Examine positive and negative externalities, and the role of government intervention in the case of market failures. Define non-rival consumption and non-exclusionary consumption and use these definitions to determine whether a good is public or private. (Skill 1.A)
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Practice - Investigate Externalities and Public Goods	In this scored interactive exercise, investigate and answer questions about the role and definition of externalities and public goods. (Skill 1.B)
Practice - Bring Together Externalities and Public Goods	Answer in-depth questions on externalities and the role of government in providing public goods. Then send your work to your teacher for grading. (Skill 1.A)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: Distribution of Income

Readings:

- *Microeconomics for Today*
 - Chapter 12: Income Distribution, Poverty, and

Discrimination Lesson Objectives:

- Measure an economy's income distribution using a Lorenz curve.
- Explain the distribution of wealth in the economy.
- Define poverty and describe methods of addressing the issue of poverty.
- Explain tax incidence.
- Explain tax equity.
- Define and explain the differences between progressive, proportional, and regressive taxes.

Study- Income Distribution and Taxes	See how income is spread through the U.S. economy and learn about the different types of taxation. Explore Lorenz curves, examine poverty, the role of government in income distribution, and the economics of taxation. Explore the problems inherent in using Lorenz curves as measures of income inequality and differentiate between proportional, progressive, and regressive policies. (Skill 1.C)
Practice - Investigate Taxes and Income Distribution	In this interactive scored exercise, practice working on a graph of the Lorenz curve, answer questions about the different types of taxes, and consider issues of redistribution and equity. (Skill 4.A)
Practice -Apply Concepts of Taxes and Income Distribution	Answer questions on taxes and income distribution and send your work to your teacher for scoring. (Skill 1.C)
Discuss - Your Opinion Counts: The Government and the Economy	Share and defend your opinions regarding the role of government in the economy or about the distribution of income. (Skill 1.D)
Quiz - Wrap-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 3: Wrap-Up

Lesson Objectives:

- Define each key term and concept listed in each lesson of this unit.
- Explain the significance of each key term and concept listed in each lesson of this unit.
- Apply concepts you learned in this unit to specific questions.

Review - Efficiency, Equity, and the Role of Government	Review your studies of efficiency, equity, and the role of government as presented in this unit.
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Practice - Efficiency, Equity, and the Role of Government	Review terms referring to efficiency, equity, and the role of government.
Discuss - Cram Session	With your classmates, discuss efficiency, equity, the role of government, and any areas about which you are unclear.
Discuss - You Be the Teacher!	Make suggestions for completing a correctly answered but incomplete AP-style question about the labor market.
Test - Efficiency, Equity, and the Role of Government	Take a 50-minute, teacher-graded test about the main concepts introduced in this unit. It includes both multiple-choice and free-response items.

Unit 8: Preparing for the AP Exam

No new content is introduced in this unit.

Lesson 1: Comprehensive Microeconomics Review and AP Exam Practice

Lesson Objectives:

- Describe the format of the AP Microeconomics Exam.
- Develop a plan for how you're going to study between now and exam day.
- Define and explain the significance of each key term and concept introduced in this course.
- Apply the concepts you've learned to specific questions.
- Apply your knowledge to questions that may look new on the surface but can be analyzed and answered using skills and knowledge you've gained in this course.
- Manage your time effectively as you prepare for, and take, the Final Exam and the AP Exam.

Study - AP Exam Preparation	Learn some tips and hints you can use while for preparing to take the AP Exam.
Review - Microeconomics	Review your studies of microeconomics in preparation for the AP Exam.
Quiz - Practice Multiple-Choice Questions	Answer multiple-choice questions covering material about microeconomics as a warm-up for taking the exam.
Discuss - Any Questions?	Raise questions concerning material you studied in this course before taking the Final Exam.
Final Exam - Microeconomics	Take the 135-minute, teacher-graded Final Exam that includes multiple-choice and free-response questions and includes a reading period.

AP Psychology



AP Psychology

Course Overview

Name	AP Psychology
Description	<p>AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100 level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences.</p> <p>The content aligns to the scope and sequence specified by the College Board and to widely used textbooks</p>
Teacher Role	All students enrolled in this course are assigned to a "section" and have a teacher who is charged with ensuring student success and addressing student questions, problems, and concerns. In addition, all students have a "mentor" who is available in their school or home and helps keep the student on track for completing the materials in a timely manner.
Prerequisites	<ul style="list-style-type: none"> • Biology • Recommended for qualified AP students
Length	One Semester
Materials	<p>The majority of the required instructional material for this course is available to students online. These materials were created and owned by our company. In addition, either the student or the school must purchase the following:</p> <p>Myers, David G. <i>Psychology</i>. 12th Ed. New York: Worth Publishing, 2017. Also acceptable: 11th Ed., 2015. (CR1)</p>

The following key should help you understand the different types of activities students engage in during the course:

Activity Type	Description
Discuss	Students discuss topics in an online bulletin-board style forum. Teachers participate in these discussions as well and students receive credit for their participation.
Explore	Students are provided with links to sites on the World Wide Web where they can do research or learn more about a particular topic.
Practice	Students answer questions regarding what they have learned thus far.
Quiz	Computer-administered and automatically graded assessment.
Review	Review of the material covered in a unit or over a semester.
Study	Primary instructional online content that teaches new concepts through multimedia and interactivity.
Quiz	Assessment covering the material introduced in a unit.

Skill Category Activities:

Below are descriptions of several activities that meet Skill Categories 1-3 (CR's 3-5). Additional activities that meet each skill are labeled with the corresponding CRs and skills in the course syllabus in the following section.

Skill Category 1: Define, explain, and apply concepts, behavior, theories, and perspectives, as outlined in the AP Course and Exam Description (CED).

- **1.1.4 Study: Modern Perspectives in Psychology:** In this assignment, students define and explain the eight most common perspectives of psychology through interactive assignments. These include short answer responses, drag and drop activities, and compare and contrast writing.
1.1.5 Practice: Comprehension Check: Students apply the concepts they learned in the previous Study assignment as they respond to a short quiz on the eight common perspectives.
- **3.1.3 Study: Operant Conditioning:** In this assignment students learn about and respond to questions about different aspects of operant conditioning and the theories and principles behind it.
3.1.5 Discuss: Conditioning: In a follow-up class discussion to the previous Study assignment, students apply the principles of operant conditioning to discuss how they would treat and cure phobias or bad habits.

Skill Category 2: Analyze and interpret quantitative data, as outlined in the AP Course and Exam Description (CED).

- **1.2.3 Study: Observational Studies:** In this assignment students are introduced to sampling and studies and the bias that can occur. Students are asked to look at sample quantitative data from a census and analyze and interpret it.
- **1.3.2 Study: The Normal Distribution z-Scores and Percentiles:** In this assignment, students must look at and analyze the quantitative data provided in various frequency plots of distribution about people attending a live music show.
1.3.3: Practice: Descriptive Statistics: Building off of what students learned in the previous Study assignment, students are now asked to read a chapter on descriptive statistics in which they must compute and interpret quantitative data in the form of histograms and frequency tables.

Skill Category 3: Analyze psychological research studies, as outlined in the AP Course and Exam Description (CED).

- **1.2.9 Practice: Evaluating Scientific Information:** In this assignment, students choose one of five provided psychological studies and are asked to assess and analyze the study. Students are provided with a dozen short analysis questions to respond to, culminating with a paragraph response that synthesizes the information they've gathered about the psychological study.
- **3.1.2 Explore: Little Albert and the Classical Conditioning of a Phobia:** In this assignment, students explore The Little Albert Experiment as it relates to classical conditioning and phobias and complete a worksheet with several short answer analysis questions about the study, including one about methodology and how/if the same methodology could be used today

Course Syllabus

Unit 1: History and Perspectives of Psychology (CED Unit 1)

Lesson 1: History and Perspectives of Psychology

Study — Development of Psychology as a Science	Learn about the development of psychology from early philosophy to modern science. (CR3 – Skill Category 1)
Explore – What Do You Know about Psychology? A Common Sense Test	Take a quick quiz on common sense and find out what you might already know about psychology.
Discuss – Getting Acquainted	Introduce yourself to students and instructor. Share information about yourself, your school, and your interest in psychology.
Study — Modern Perspectives in Psychology	Learn about eight of the most common perspectives in modern psychology: psychodynamic, behavioral, cognitive, humanistic, biomedical, evolutionary, socio-cultural, and social cognitive. (CR3 – Skill Category 1)
Practice — Comprehension Check	Answer questions to assess your understanding of the history and perspectives of psychology. (CR3 – Skill Category 1)
Study — Fields in Psychology	Learn about psychologists, psychiatrists, and counselors as well as the types of settings in which they work. (CR3 – Skill Category 1)
Practice — Careers in Psychology	Match psychology jobs to their functions (for example, neuropsychologists study brain function and how they influence behavior). (CR3 – Skill Category 1)
Practice – Identifying Perspectives in Psychology	Look at some case studies and explain the reasons why people act as they do. (CR5 – Skill Category 3)
Quiz – Comprehension Check	Answer questions to assess your understanding of the history and perspectives of psychology introduced in this lesson.

Lesson 2: Research Methods

Study — Introduction to Psychological Research	Get some explanations regarding the world of psychological research. (CR3 – Skill Category 1)
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Explore — Why Learn about Psychological Research? An Introduction	Learn the key elements of how research should be conducted and designed so that you can better evaluate reports that may seem confusing. (CR3 – Skill Category 1)
Study — Observational Studies	Learn about surveys and other types of Information-gathering studies where the researcher does not exert control over the subjects. (CR4 – Skill Category 2)
Study — Experiments	Learn about studies where the researcher exerts control over the subjects and observes how they react. (CR5 – Skill Category 3)
Study — Hypothesis Testing	How science answers important 'yes or no' questions: setting up hypotheses, significance testing, and hypothesis testing in the real world. (CR3 – Skill Category 1)
Explore — Hypothesis Testing in Current Research	Explore current research and gain a deeper understanding of hypothesis testing and statistical significance. (CR4 – Skill Category 2, CR5 – Skill Category 3)
Study — Correlational Research	Learn how to analyze the relationship between two variables (for example, between TV watching and grades). (CR3 – Skill Category 1, CR4 – Skill Category 2)
Practice — Evaluating Research Design and Ethics	Evaluate the research design and ethical standards of several research proposals. (CR5 – Skill Category 3)
Practice — Fact from Fiction: Evaluating Scientific Information	Evaluate the quality of information from credible and non-credible sources and see how the source affects what you read or hear. (CR5 – Skill Category 3)
Practice — Comprehension Check	See how much you know about the basic research methods in psychology you've been learning in this lesson.
Discuss — Should Animals Be Used in Research?	Explore the pros and cons of animal research and experimentation in psychology. (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer multiple-choice questions to assess your understanding of research methods in psychology introduced in this lesson.

Lesson 3: Basic Statistics

Study – Basic Statistics	Learn basic measures of central tendency (averages) and variation (standard deviation). (CR3 – Skill Category 1, CR4 – Skill Category 2)
Study – The Normal Distribution z-Scores and Percentiles	Learn how the common ‘bell curve’ is used to determine probabilities and percentiles. (CR3 – Skill Category 1, CR4 – Skill Category 2)
Practice – Descriptive Statistics	Practice what you have learned about descriptive statistics with this PsychSim tutorial (from the textbook publisher). (CR4 – Skill Category 2)
Practice – Basic Statistics	Calculate, organize, and identify basic statistical data. (CR3 – Skill Category 1, CR4 – Skill Category 2)
Practice – Comprehension Check	Answer questions to assess your understanding of basic statistics to prepare for the lesson quiz.
Quiz – Comprehension Check	Answer questions to assess your understanding of basic statistics (for credit).

Lesson 4: History and Perspectives of Psychology Wrap-Up

Review — History and Perspectives of Psychology	Review the material introduced in this unit to prepare for the test.
Review — Advanced Placement Essay Writing	Learn about how to write Advanced Placement Exam essays.
Test — History and Perspectives of Psychology	Test your understanding of the key concepts covered in this unit. This 50-minute teacher-graded test includes both multiple-choice and essay questions.

Unit 2: Perception and Consciousness (CED Unit 2, CED Unit 3, CED Unit 6)

Lesson 1: The Nervous and Endocrine Systems

Study – Organization of the Nervous System	Learn about the main components of the human nervous system and how they work together. Explore the somatic nervous system and the different types of neurons. (CR3 – Skill Category 1)
Study – A Tour of the Brain	Learn about the brain, the most complicated system in the known universe. Study the different parts of the brain and their functions. (CR3 – Skill Category 1)
Explore – Hemisphere Specialization	Discover more about brain function and hemisphere specialization. Use the Myers PsychSim tutorials to learn how the hemispheres of the brain function separately and together. (CR3 – Skill Category 1)

	Category 1, CR5 – Skill Category 3)
Study – Methods for Studying the Brain	Read about the amazing tools that have given rise to exciting new discoveries about the brain. Learn about the brain observation devices EEG, CAT, MRI, and PET. (CR3 – Skill Category 1)
Practice – Neuron Activity	Label the structures of a neuron. (CR3 - Skill Category 1)
Practice – Comprehension Check	Answer questions to assess your understanding of the nervous system, the neuron basic brain structures and their functions, and how scientists study the human brain. (CR3 – Skill Category 1)
Study – The Endocrine System	Discover the system of hormones and glands that affects emotions and important processes such as growth. (CR3 – Skill Category 1)
Explore – Sheep Brain Dissection	Delve into the world of brain structures and functions by exploring a sheep’s brain at the Exploratorium site. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Practice – Brain Biology	Create a brain model that displays the various brain structures and outlines their various functions. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of the nervous and endocrine systems.

Lesson 2: Genetic Influences

Study — Genetics and Genetic Diseases	Learn the basics of genes and chromosomes and how they affect behavior. (CR3 – Skill Category 1)
Study — Nature-Nurture and Twin Studies	Discover more how genes and the environment affect our behavior by exploring nature-nurture and twin studies. (CR3 – Skill Category 1)
Discuss — Nature or Nurture?	Explore the topic of nature vs. nurture with your classmates. Use concrete examples to support your view on how environmental or biological factors affect who and what we are. Which do you see as more influential and why? (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer questions to assess your understanding of genetic influences introduced in this lesson.

Lesson 3: Sensation and Perception

Study – Sensation	Learn how external and internal stimulation such as light, sound waves, taste, smell, and pressure are changed to an electrical-chemical impulse that relays information to the brain for further processing. (CR3 – Skill Category 1)
Study – Theories of Vision and Hearing	Read about the properties of light, the structures and functions of the eye, and how information is processed in the eye and in the brain. Then discover the properties of sound, the structures and functions of the ear, and how sound waves are processed to enable hearing. (CR3 – Skill Category 1)
Explore – Theories of Taste, Smell, and Position	Explore research and details about how we sense tastes and smells. Visit websites that provide information on these senses and the trigeminal sense as well. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Explore – Senses of Touch Position and Balance	Use the internet to learn about the kinesthetic (or proprioceptive) sense, the sense of touch and pain, and the vestibular sense (or sense of balance). (CR3 – Skill Category 1)
Explore – Fun with Your Senses	Now that you have some information about how the different sensory systems operate, try this “Challenge of the Senses.” (CR3 – Skill Category 1)
Study – Perception	Learn how the brain organizes and interprets information from sense organs. Required reading from Myers text: pages 237-269. (CR3)
Explore – Perception and Optical Illusions	Explore the connection between perceptual expectation and optical illusions. (CR3 – Skill Category 1)
Discuss – Extrasensory Perception	Share your view and provide specific examples to support your opinion about the existence of ESP. (CR3 – Skill Category 1)
Explore – Sensation and Perception Jeopardy	Check your understanding of sensation and perception with an online Jeopardy game.
Quiz – Comprehension Check	Answer questions to assess your understanding of sensation and perception.

Lesson 4: Consciousness

Explore — Theories of Consciousness	Explore different views on what it means to be conscious. Includes a review of some basic philosophy, including dualism and monism. (CR3 – Skill Category 1, CR5 – Skill Category 3)
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Study – Sleep and Dreaming	Learn about the stages of sleep and some popular Theories about dreaming. Includes discussions of sleep stages, REM sleep, sleep disorders, dreaming, processing theories, and circadian rhythms. (CR3 – Skill Category 1, CR4- Skill Category 2)
Explore – Sleep Inventory and Tips for Sleeping Well	Take a sleep inventory to assess the quality of your sleep and visit a website for tips on sleeping well. (CR3 – Skill Category 1)
Discuss – Sleep	Discuss which sleep disorder you think would be the hardest with which to cope. Expand your discussion to also talk about the effect of getting too much or too little sleep on your waking life. (CR3 – Skill Category 1)
Practice – Stages of Sleep	Write answers to questions about the characteristics of the four stages of sleep and explain the distinguishing characteristics of REM and non-REM sleep. (CR3 – Skill Category 1)
Explore – Dream Interpretation	Keep a dream journal for a night then go online to examine its possible latent and manifest content. (CR3 – Skill Category 1)
Study – Hypnosis	Learn what hypnosis is and how it is used. (CR3 – Skill Category 1)
Practice – Comprehension Check	Answer questions to assess your understanding of sleep and hypnosis. (CR3 – Skill Category 1)
Study – Psychoactive Drugs	Learn the major classes of drugs (agonists, stimulants, depressants, opiates, hallucinogens, amphetamines, barbiturates, etc.) and what they do. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of consciousness.

Lesson 5: Perception and Consciousness Wrap-Up

Review – Perception and Consciousness	Review the material introduced in this unit to prepare for the test.
Test – Perception and Consciousness	Test your understanding of the key concepts covered in this unit. This 50-minute teacher-graded test includes both multiple-choice and essay questions.

Unit 3: Thinking and Feeling (CED Unit 4, CED Unit 5, CED Unit 7)

Lesson 1: Classical and Operant Conditioning

Study — Classical Conditioning	Understand how a stimulus can become paired with a response. (CR3 – Skill Category 1)
Explore — Little Albert and the Classical Conditioning of a Phobia	Explore a classic and controversial experiment about classical conditioning in humans. As you think about how classical conditioning works, try to relate this experiment to your own experience and to today's standards of ethics. (CR3 – Skill Category 1 CR5 – Skill Category 3)
Study — Operant Conditioning	Learn about the basic processes of operant conditioning, including the role of consequences, such as rewards and punishments, and the impact of how these consequences are delivered. (CR3 – Skill Category 1)
Practice — Comprehension Check	Answer questions to assess your understanding of operant conditioning. (CR3 – Skill Category 1)
Discuss — Conditioning	Using your knowledge of classical and operant conditioning, discuss how phobias develop and how they can be treated. (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer questions to assess your understanding of classical and operant conditioning.

Lesson 2: Cognitive and Social Approaches to Learning

Study – Cognitive and Social Approaches to Learning	Examine two theories that expanded upon the original notions of classical conditioning and operant conditioning to include the influence of the social environment and mental processes on learning. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Practice – How Do We Teach Our Children?	Think about how various theories and experiments affect and influence the behavior of children, as well as the ways those theories can help parents raise those children. Also consider the ways certain learning theories can help kids get a better night's sleep. (CR3 – Skill Category 1, CR5 – Skill Category 3)

Quiz – Comprehension Check	Answer questions to assess your understanding of cognitive and social approaches to learning.
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Lesson 3: Memory

Required reading from Myers: pages 349-393.

Study — Memory	Learn about basic models and systems of memory and consider some interesting memory related phenomena. (CR3 – Skill Category 1)
Explore — Testing Memory	Try some activities to test your memory and learn some things you can try to improve it. (CR3 – Skill Category 1)
Practice — Forgetting	Identify examples of retroactive and proactive interference, and retrograde and anterograde amnesia. (CR3 – Skill Category 1)
Explore — Mnemonic Devices	Learn how to use mnemonic devices to improve your recall of content. (CR3 – Skill Category 1)
Discuss — Mnemonic Devices	Use what you have learned in this lesson to explain how mnemonic devices can be used to improve study time and rate of retention. (CR3 – Skill Category 1)
Practice — Memory Practice	Review the “Encoding,” “Storage,” and “Memory Construction” sections in chapter 9 of your textbook. Then give short answers to some questions on what you've read and learned in this lesson. (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer questions to assess your understanding of memory as covered in this lesson.

Lesson 4: Cognition Problem Solving and Creativity

Study — Cognition	Learn theories about how we think. Consider the role of the brain, mental images and concepts, reasoning, decision making, and heuristics. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Study — Problem Solving and Creativity	Learn how problem-solving and creativity have been defined and studied. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Practice — Comprehension Check	Answer questions to assess your understanding of cognition problem solving and creativity. (CR3 – Skill Category 1)
Practice — Making Decisions and Forming Judgments	Distinguish between availability and representative heuristics, framing, and schemas as you prepare for the lesson quiz. (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer questions to assess your understanding of cognition, problem solving, and creativity as presented in this lesson.

Lesson 5: Language

Study – Language Development	Learn how people acquire and use language. Includes an overview of language development theories. (CR3 – Skill Category 1)
Explore – Case Study: Genie the Wild Child	Examine a historical case study of a feral child raised in isolation and the effects of this experience on language development. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Discuss – Do Animals Think?	Use concrete examples to support your opinion about whether you believe animals are self-aware and whether they use language. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of language concepts covered in this lesson.

Lesson 6: Motivation and Emotions

Study – Overview of Motivation	Study some important theories about motivation including how it can be driven by biological needs. Includes overviews of instinct, drive reduction, incentive, and arousal theories. The hierarchy of needs and the achievement motive are also explored. (CR3 – Skill Category 1)
Study – Motivation of Hunger and Sex	Learn about two basic human drives. Explore the deprivation motive and the pleasure principle. (CR3 – Skill Category 1)
Study – Overview of Emotions	Explore some important theories about how emotions are triggered and created. Learn about the James- Lange bodily based theory, the Cannon-Bard thalamic theory, the Schacter and Singer cognitive theory, and the opponent-process theory. Required reading from Myers text: pages 513-567. (CR3 – Skill Category 1)
Explore – Facial Expressions	See how subtle differences in facial expression can be powerful communicators of emotion. (CR3 – Skill Category 1)
Discuss – Achievement	Using your knowledge of achievement, discuss what you would do as a coach or boss to motivate players or employees to achieve more. (CR3 – Skill Category 1)
Practice – Theories of Emotion	Student will read a series of scenarios and determine the matching theory of emotion (CR3 – Skill Category 1)
Practice – Comprehension Check	Check your understanding of motivation and emotion before you take the lesson quiz. (CR3 – Skill Category 1)

Quiz — Comprehension Check	Answer questions to assess your understanding of motivation and emotion as presented in this lesson.
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Lesson 7: Stress Health and Coping

Study — Stress Health and Coping	Read theories about how people respond to stress and how to better cope with it. Learn about general adaptation theory, subjective well-being, learned optimism, and positive psychology. (CR3 – Skill Category 1)
Explore — Measuring Your Stress Level	Take an online evaluation of your current stress level. (CR3 – Skill Category 1)
Practice — Comprehension Check	Answer questions to assess your understanding of health, stress, and coping before you tackle the lesson quiz. (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer questions to assess your understanding of stress, health, and coping as introduced in this lesson.

Lesson 8: Thinking and Feeling Wrap-Up

Review — Thinking and Feeling	Review material to prepare for the test covering the material introduced in this unit.
Test — Thinking and Feeling	Test your understanding of the key concepts covered in this unit. This 50-minute teacher graded test includes multiple-choice and an essay question.

Unit 4: Development Testing and Individual Differences (CED Unit 5, CED Unit 6, CED Unit 7)

Lesson 1: Studying Child Development

Required reading from Myers: pages 139-164.

Study – Dimensions of Development	Examine some of the significant issues that developmental psychologists consider when studying human development. (CR3 – Skill Category 1)
Study – Developmental Research	Explore the complex problems and ingenious solutions for studying how people change over time. Learn about cross-sectional design, cohort comparison, longitudinal design, and sequential design. (CR3 – Skill Category 1)
Practice – Developmental Timeline	Create a timeline that outlines the key cognitive, social, and moral developmental stages in human development. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of child development as presented in this lesson.

Lesson 2: Major Theories of Human Development

Study — A Survey of Perspectives and Theories of Development	Focus on some of the most important theories about how people develop. Learn about biological and evolutionary perspectives including, Freud's psychosexual theory, Erikson's psychosocial theory, Piaget's cognitive developmental theory, Kohlberg's stages of moral development, behavioral perspectives, Bandura's theory, and Vygotsky's sociocultural theory. (CR3 – Skill Category 1)
Explore — Parenting Styles	Explore different styles of parenting such as responsiveness and demandingness. (CR3 – Skill Category 1)
Discuss — Attachment	Discuss how attachment and different parenting styles affect human development, as well as the role of the father in the family. (CR3 – Skill Category 1)
Practice — Comprehension Check	Answer questions to assess your understanding of theories of development in preparation for the lesson quiz. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Quiz — Comprehension Check	Answer questions to assess your understanding of the theories of human development as presented in this lesson.

Lesson 3: Personality

Study — Psychodynamic Theories of Development	Learn theories about the role of unconscious conflicts in development. Explore Freud's levels of consciousness, structures of personality, conflict and guilt, and psychosexual stages of development. (CR3 – Skill Category 1)
Study — Psychoanalytic Perspectives on Personality	Dig into what creates personality and learn about various personality theories from the psychoanalytic perspective, including those of Freud, Jung, and Adler. (CR3 – Skill Category 1)
Practice — The Id, Ego and Superego	Develop a mastery of key terms and ideas about psychoanalytic personality theory. (CR3 – Skill Category 1)
Study — Other Perspectives on Personality	Explore behavioral, social-cognitive, humanistic, and trait approaches to understanding personality. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Practice – Theories of Personality	In a series of short essays, explain how the various theories of personality account for an introverted or extroverted personality. (CR3 – Skill Category 1)

Explore – Personality Testing	Take an online personality assessment (a brief version of Myers-Briggs) and think about whether the results are useful to you, whether you agree with them, and how you might design a personality test yourself. (CR3 – Skill Category 1 - CR4 – Skill Category 2)
Practice – Comprehension Check	Answer questions to assess your understanding of personality as covered in this lesson. (CR3 – Skill Category 1)
Discuss -- Personality	Discuss two theories of personality that you feel best explain the development of your personality. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of personality as presented in this lesson.

Lesson 4: Testing and Individual Differences

Study — How Tests Are Created and Used	Look at how a test is constructed. Then discuss concepts that are related to designing good tests, such as reliability and validity. Finally, examine intelligence testing in particular, focusing on the problems in defining intelligence and on the possibility of cultural and ethnic bias in intelligence testing. (CR3 – Skill Category 1, CR4 – Skill Category 2)
Study — Common Types of Psychometric Tests	Learn about tests for intelligence personality and other traits. Examine the definitions, characteristics, intended purposes and some of the strengths and weaknesses of each type of test. (CR3 – Skill Category 1, CR4 – Skill Category 2)
Explore — Howard Gardner: The World of Multiple Intelligences	Discover your multiple intelligences profile. Think about your strength and weaknesses, how you might improve upon them, and whether the results surprised you. (CR3 – Skill Category 1, CR4 – Skill Category 2)

Discuss — Intelligence	Apply what you have learned about intelligence to answer one of these questions using examples to support your opinion. Is there a difference between men and woman? Is intelligence a measure of innate ability or simply hard intellectual work? Is intelligence determined at birth or is it something in our lives that we can improve or change? (CR3 – Skill Category 1)
Practice – Theories of Intelligence	Read descriptions and give the corresponding theories of intelligence. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of personality testing and individual differences as introduced in this lesson.

Lesson 5: Developmental Testing and Individual Differences Wrap-Up

Review — Development Testing and Individual Differences	Review the material covered in this unit to prepare for the test.
Test — Development Testing and Individual Differences	Test your understanding of the key concepts taught in this unit. This 50-minute test is teacher graded and includes multiple-choice questions as well as an essay.

Unit 5: Abnormal Psychology and Social Psychology (CED Unit 1, CED Unit 8, CED Unit 9)

Lesson 1: Abnormal Psychology

Study — Overview of Abnormal Psychology	Look at the concept of "abnormal" and see how it has been defined has changed over the years. Then examine how several major theoretical perspectives approach "abnormality." Includes an introduction to the DSM-IV. (CR3 – Skill Category 1)
Study — Major Categories of Disorders	Become familiar with the major categories of disorders (such as anxiety, somatoform, dissociative, and affective) as defined by the DSM•IV. See how the disorders vary widely in terms of symptoms as well as prognosis. (CR3 – Skill Category 1)

Discuss — Psychological Disorders	Select a psychological disorder that you find intriguing. Discuss the symptoms and explain why and how you find it interesting. Or take up the issue of insurance coverage for mental disorders. (CR3 – Skill Category 1)
Study — Diagnosing Disorders	Practice diagnosing disorders according to how they're defined in the Diagnostic and Statistical Manual. (CR3 – Skill Category 1)
Explore — The Puzzle of Diagnosis	At the PsychSim website, examine several cases and diagnose the psychological disorder. (CR3 – Skill Category 1)
Practice — Diagnosing Psychological Disorders	Examine a set of five case studies. Then referring to the DSM-IV, give a diagnosis and explanation of the possible psychological disorder based on the symptoms described. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Practice – Comprehension Check	Answer questions to assess your understanding of psychological disorders in preparation for the lesson quiz. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of abnormal psychology as presented in this lesson.

Lesson 2: Treatments

Study — Types of Therapies and Therapists	There exist various theoretical approaches to treatment, and each perspective differs in terms of how problems are targeted. See how each theoretical perspective is unique, and how different facets of each might be combined to form an eclectic treatment model. (CR3 – Skill Category 1)
Explore — Pharmacological Approaches to Treatment	Look at drug classifications and learn how prescription medications are used to treat mental illness. (CR3 – Skill Category 1)
Explore — Rogerian Therapy	Experience a short Rogerian therapy session at the PsychSim Tutorial site. (CR3 – Skill Category 1)
Practice — Therapy and Treatment	Now that you know something about the major psychotherapies and biomedical therapies, apply this information to outline a variety of treatment options for depression, explain the preventative health model, and discuss therapeutic effectiveness. (CR3 – Skill Category 1)
Practice — Comprehension Check	Answer questions to assess your understanding of treatments before taking the lesson quiz. (CR3 – Skill Category 1)
Quiz — Comprehension Check	Answer questions to assess your understanding of treatments and therapies as presented in this lesson.

Lesson 3: Attitudes and Social-Cognitive Theories

Study – Attitudes and Social-Cognitive Theories	Discuss attitude formation and attitude change. Then explore the processes by which we judge our own and others' behavior and examine the common biases that are a part of these processes. (CR3 – Skill Category 1)
Explore – Examine the Zimbardo Prison Study on the Power of Roles	Examine Zimbardo's historical case study to discover the power of roles and consider whether it explains Iraqi prisoner abuse. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Explore – Famous Studies in Social Psychology	Explore Asch's, Milgram's and Zimbardo's studies about group influence on individual behavior. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Discuss – Social Psychology	Provide a real-life example to support or refute the findings of one of the studies you learned about in the previous two activities. (CR3 – Skill Category 1)

Practice – Comprehension Check	Answer questions to assess your understanding of attitudes and social-cognitive theories. (CR3 – Skill Category 1)
Study – Friendliness Friendship and Love	Learn more about what brings people together and prompts them to love and help each other. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of attitudes and Social-Cognitive theories as covered in this lesson.

Lesson 4: Groups and Intergroup Relations

Study — Concepts in Groups and Intergroup Relations	Learn about a basic concept in social psychology: the group. Learn important ideas and theories about how groups behave and interact. (CR3 – Skill Category 1)
Study — Contact Theory	Learn how contact between individuals in different groups can increase understanding and cooperation and reduce prejudice, stereotyping, and discrimination. Explore the Robbers Cave Study, the contact hypothesis, and the jigsaw classroom. (CR3 – Skill Category 1, CR5 – Skill Category 3)
Explore — Prisoner Dilemma: A Problem of Cooperation vs. Competition	Explore the effect of cooperation and competition on individual decision-making by playing a computer simulation game that mimics the Prisoner's Dilemma. (CR3 – Skill Category 1)
Explore — Dissonance Theory Persuasion and Consumer Behavior	Take a look at how commercials and print advertisements entice you to purchase their products through promotion of cognitive dissonance. (CR3 – Skill Category 1)
Discuss — Television and Aggression	Discuss whether violence, such as that shown on TV or depicted in video games creates or releases aggression in teens. (CR3 – Skill Category 1)
Practice — Pro-social vs. Anti-social Behavior	Use examples to write short essays that illustrate pro- social and anti-social group behavior. (CR3 – Skill Category 1)
Quiz – Comprehension Check	Answer questions to assess your understanding of groups and intergroup relations as introduced in this lesson.

Lesson 5: Abnormal Psychology and Social Psychology Wrap-Up

Review — Abnormal Psychology and Social Psychology	Review the material covered in this unit to prepare for the test.
Test — Abnormal Psychology and Social Psychology	Test your understanding of the key concepts introduced in this unit. The 50-minute test is teacher-graded and includes

	multiple-choice questions and an essay.
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Unit 6: Course Review and Exam

Lesson 1: Course Review

Review — Myers Review Materials	Review the material you studied in this course and get a refresher on how to write a good exam essay.
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Lesson 2: Final Course Exam

Exam — Final Course Exam	Take the Course Final to assess your understanding of the content from both semesters. This two-hour exam is teacher-graded and includes multiple-choice questions as well as two essays.
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AP Statistics



AP Statistics

Course Overview

Name	AP Statistics
Description	<p>AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.</p> <p>The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.</p>
Teacher role	<p>All students enrolled in this course are assigned to a "section" and have a teacher who is charged with ensuring student success and addressing student questions, problems, and concerns. In addition, all students have a "mentor" who is available in their school or home and helps keep the student on track for completing the materials in a timely manner.</p>
Prerequisites	<ul style="list-style-type: none"> • Algebra II or Math Analysis • Recommended for qualified AP students
Length	Two semesters

Materials	<p>The majority of the required instructional material for this course is available to students online and is equivalent to a college-level textbook. These materials were created and owned by our company.</p> <p>In addition, either the student or the school must purchase the following:</p> <p>Graphing calculator such as the TI-84 Plus, TI-83, or TI-83 Plus</p> <p>Mendenhall, W., Beaver, R. J. & Beaver, B. M. (2005). <i>Introduction to Probability and Statistics</i>. 12th Ed. Belmont, CA: Thomson-Brooks/Cole.</p> <p>Sternstein, M. (2004). <i>Barron's How to Prepare for the AP Statistics: Advanced Placement Test in Statistics</i>. 3rd Ed. New York: Barron's.</p>
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Course Design

Course Structure

Unit	Title
Semester One	
1	Describing Data
2	The Normal Distribution
3	Bivariate Data
4	Planning a Study
5	Probability
Semester Two	
6	Binomials and Distributions
7	Introduction to Inference
8	<i>t</i> Distribution for Means
9	Inference for Proportions
10	Inference for Tables and Least-Squares
11	Final Preparation for the AP Statistics Exam

Lesson Structure and Instructional Strategies

The following key should help you understand the different types of activities students engage in during the course:

Activity type	Description
Diagnostic	Pre- or post-test used to help students assess their mastery and understanding of the material introduced in the unit.

Discuss	Students discuss topics in an online bulletin-board style forum. Teachers participate in these discussions as well and students receive credit for their participation.
Exam	Test administered at semester's end covering all material from the course. The exam is in a format that mimics the AP exam and includes both multiple-choice and free-response sections.
Practice	Students answer questions regarding what they have learned thus far. There are scored and unscored practices. The scored practices are submitted to the instructor for grading. Answers are to be complete and justified. Unscored practices have solutions provided. Questions often include opportunities to apply new skills to real-world applications and use graphing calculators with statistical capabilities to describe data, determine probabilities, and perform tests [CR2].
Quiz	Computer-administered and automatically graded assessment. Student receives immediate feedback on correct answers and justification.
Review	Review of the material covered in a unit or over a semester. The review is organized by objectives from the unit and includes a summary of the concepts and practice problems with solutions.
Study	Primary instructional online content that teaches new concepts through multimedia and interactivity. Study content often includes opportunities to apply new skills to real-world applications and use graphing calculators with statistical capabilities to describe data, determine probabilities, and perform tests [CR2].
Test	Assessment covering the material introduced in a unit. Tests are in the same format as the AP exam and include both multiple-choice and free-response sections.

Unit and Semester Exams

At the end of each unit students take a two-part exam. Part 1 of the exam consists of multiple-choice questions, modeled after the multiple-choice section of the AP Statistics Exam. Part 2 of the exam asks students to create short-responses to AP style prompts based on their skill and understanding obtained over the course of the Unit.

At the end of each semester students take a proctored exam modeled after the AP Exam. The first semester exam consists of 25 multiple choice questions and five free-response questions that mimic the AP Statistics AB Exam. The second semester exam consists of 40 multiple-choice questions, and six free-response questions that mimic the AP Statistics Exam.

Course Outline

Semester One

Unit 1: Describing Data [College Board (CB) Unit 1, VAR, UNC] Unit 2: The Normal Distribution [CB Unit 1, VAR, UNC]

Unit 3: Bivariate Data [CB Unit 2, VAR, UNC, DAT] Unit 4: Planning a Study [CB Unit 3, VAR, DAT] Unit 5: Probability [CB Unit 4, VAR, UNC]

Semester Two

Unit 6: Binomials and Distributions [CB Unit 5, VAR, UNC] Unit 7: Introduction to Inference [CB Unit 7, VAR, UNC, DAT] Unit 8: t Distribution for Means [CB Unit 7, VAR, UNC, DAT] Unit 9: Inference for Proportions [CB Unit 6, VAR, UNC, DAT]

Unit 10: Inference for Tables and Least-Squares [CB Units 8 and 9, VAR, UNC, DAT] Unit 11: Final Preparation for the AP Statistics Exam

Curricular Requirements

The course is structured to address curricular requirements in each semester and in a variety of units, giving students the chance to refine their skills related to the Skills Categories over the progression of the course instead of in a single unit.

Students will address the “big ideas” of Variation and Distribution, Patterns and Uncertainty, and Data- Based Predictions, Decisions, and Conclusions [CR3], use graphing calculators with statistical capabilities to describe data, determine probabilities, and perform tests [CR2], and apply what they are learning to real- world problems throughout many units and lessons in the course.

Curricular Requirement	
4: The course provides opportunities for students to develop the course skills related to Skill Category 1: Selecting Statistical Methods, as outlined in the AP Course and Exam Description (CED). Select methods for collecting and/or analyzing data for statistical inference.	
1.A: Identify the question to be answered or problem to be solved (not assessed).	
1.B: Identify key and relevant information to answer a question or solve a problem.	
1.C: Describe an appropriate method for gathering and representing data.	
1.D: Identify an appropriate inference method for confidence intervals.	
1.E: Identify an appropriate inference method for significance tests.	
1.F: Identify null and alternative hypotheses.	
Semester 1 (Units 1-5)	Semester 2 (Units 6-10)

<p>Unit 4, Lesson 1 – Methods of Data Collection- Experiments and Studies: Students learn to explain the difference between various methods to collect data such as an observational study and an experiment, anecdotal and available data, a sample, and a census, and they also review various designs to determine if they a flawed and why. At the end of the lesson, students complete an assignment where they design experiments for four different scenarios. [VAR, DAT; 1.A, 1.B, 1.C]</p>	<p>Unit 10, Lesson 3 – Inference for the Least-Squares Line: Students learn to compute the least-squares regression line for bivariate data and confidence intervals for the slope of the population regression line, and perform significance tests for the slope of the population regression line. Students also practice with graphing calculator and MINITAB output on problems associated with</p>
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Lesson Objectives

By the end of this lesson, you should be able to:

- Explain the differences between an *observational study* and an *experiment*.
- Explain the differences between anecdotal and available data, and between a sample and a census.
- Explain the following terms from the vocabulary of experiments: subject, factor, level, placebo, and placebo effect, control and control groups, treatments and treatment groups, bias, matching, matched pairs design, randomization, blocking, replication.
- Name and describe the three major principals of experimental design.
- Given a testable idea, describe a completely randomized design, a randomized matched pairs design, and a randomized block design, and explain which is best and why.

Examples

4.1.3 Quiz: Data Collection

Students answer ten questions about which methods of data collection are more accurate or which design methods are flawed depending on the given situation.

4.1.8 Practice: Choosing the Design of an Experiment

This practice requires students to design experiments for four scenarios. For example, A farm cooperative has asked you to design an experiment that measures the effects of light exposure on the growth of tulips in the Skagit Valley of Washington State. You hypothesize that tulips exposed to more direct light will grow at a faster rate than those exposed to less light. You also wonder whether the effects of light exposure persist when you control for the amount of moisture the plants receive. You want to create a randomized comparative design that considers three factors with the following levels: Light Exposure, Amount of Light Exposure, and Amount of Moisture Exposure.

You have 1,000 seedling plants at 12 different nurseries to use in your experiment. Your experiment should run six months in length.

inference for the least-squares regression line [VAR, UNC, DAT; 1.B, 1.D, 1.E] [CR2]

Lesson Objectives

By the end of this lesson, you should be able to:

- Given a bivariate data set, compute the least- squares regression line.
- Compute confidence intervals for the slope of a population regression line.
- Perform significance tests for the slope of a population regression line.

Examples

10.3.4 Practice: Graphing Calculator and MINITAB Output for Inference for the Least-Squares Line

Students complete 3 multi-step problems
 Problem 1: You want to determine whether knowing a student's final grade helps to predict how that student will evaluate their teacher. You ask 12 students to assign their math teacher a numeric grade between 0 and 100. You also record each student's final grade. (data provided)

- A. Construct a scatter plot for these data. Does there seem to be a linear relationship between the two variables?
- B. Use your graphing calculator to construct a least-squares regression line.
- C. Create a scatter plot of the residuals against the explanatory variable. Does the scatter plot support the assumption that the residuals are normally distributed about the regression line? Can you continue to use regression analysis to analyze these data?
- D. What are the null and alternative hypotheses for a two-sided significance test for this regression line?
- E. Using your graphing calculator, find your test statistic and p-value for this two-sided test.
- F. What's the standard error of the slope of this regression line?
- G. Construct a 95% confidence interval for the slope of the regression line.

<p>In your answer you should comment on a strategy for randomization, identify all the possible treatment groups, and discuss what might be a possible</p>	<p>interval (.776, 1.2384) for the slope of the regression line.</p> <p>10.3.5 Practice: Inference for the Least-Squares Line Students complete two 7- or 8-step problems</p>
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<p>response variable. In addition, you should identify a couple confounding variables and discuss a method of controlling for one of these variables.</p>	<p>where they use t tests for hypotheses about the slope of a regression line, use their graphing calculators and interpret computer output, construct regression equations, make predictions, determine appropriateness of their predictions, evaluate significance tests, and construct and interpret confidence intervals.</p>
<p>Curricular Requirement</p>	
<p>5: The course provides opportunities for students to develop the course skills related to Skill Category 2: Data Analysis, as outlined in the AP Course and Exam Description (CED). Describe patterns, trends, associations, and relationships in data.</p> <p>2.A: Describe data presented numerically or graphically. 2.B: Construct numerical or graphical representations of distributions. 2.C: Calculate summary statistics, relative positions of points within a distribution, correlation, and predicted response. 2.D: Compare distributions or relative positions of points within a distribution.</p>	
<p>Semester 1 (Units 1-5)</p>	<p>Semester 1 (Units 1-5)</p>
<p>Unit 1, Lesson 2 – Displaying Distributions with Graphs: Students use data provided tables and graphs to answer questions and describe the data, construct graphical representations of distributions of data, and compare distributions of points within a distribution. [VAR, UNC; 2.A, 2.B, 2.D]</p> <p><u>Lesson Objectives</u> By the end of this lesson, you should be able to:</p> <ul style="list-style-type: none"> • Define the terms distribution and variable. • Present a given set of data graphically in a dot plot or line plot. • Present a given set of data graphically in a bar chart or pie chart. • Use frequency tables and relative frequency tables in the construction of histograms and cumulative frequency plots. Determine useful class widths for histograms. • Construct a stem-and-leaf plot and a back-to-back stem-and-leaf plot. • Identify the <i>shape</i> of a distribution from its <i>dot plot, histogram, or stem-and-leaf plot</i>. Specifically, identify a <i>uniform distribution, J-shaped distribution, mound-shaped distribution, or U-shaped distribution</i> and identify such features of distributions as <i>skewness, clusters, gaps, and outliers</i>. <p>• Use a graphing calculator to draw histograms.</p>	<p>Unit 3 – Bivariate Data: In the first half of this unit, students explore bivariate data as they construct scatter plots and identify instances of positive and negative association in the data (Lesson 1), calculate linear regression, use residuals to discuss the adequacy of a linear regression model, and use their graphing calculator to create residual plots and determine whether a linear regression gives an acceptable model for the relationship between the explanatory and response variable (Lesson 2), calculate the correlation coefficient, make predictions, and understand regression analysis (Lesson 3), and evaluate the impact of influential points and outliers on a data set in a regression setting (Lesson 4) [VAR, UNC, DAT; 2.A, 2.B, 2.C, 2.D] [CR2]</p> <p><u>Lesson Objectives</u> By the end of these 4 lessons, you should be able to:</p> <ul style="list-style-type: none"> • Construct a scatterplot when given a set of paired data • Identify instances of positive and negative association. • Distinguish between explanatory and response variables. • Distinguish between quantitative and categorical data.

Examples

1.2.2 Practice: What Can You Tell From Graphs?

Students use climate data provided from tables, bar graphs, pie charts, line graphs, and frequency distributions (dot plots), to answer questions and provide justification.

1.2.3 Discuss: Choosing Appropriate Graphs

In a follow-up activity to 1.2.2, students discuss the climate data in a class discussion with the following prompts:

- Describe the seasonal patterns of rainfall and temperature in each of the two cities. Which graphs best illustrate these seasonal changes as patterns? Why? In contrast, which graphs best describe the "typical" climate in each city? Why?
- What important climate information is missing from the data? Why don't these graphs tell the whole story about what the climate is really like?
- Using the graphs and tables, tell which city you'd rather live in. Use information from at least two graphs to support your answer.

1.2.7 Practice: Introduction to Stem-and-Leaf Plots

In this activity, students research stem-and-leaf plots and back-to-back stem-and-leaf plots. They also practice creating stem and leaf plots from provided data. Students evaluate the shape of the data and how it varies if the values of the stems are changed or combined.

- Calculate the linear regression line from a bivariate data set, interpret the correlation coefficient, and use the line to predict values of the response variable when given values for the explanatory variable.
- Calculate a set of residuals from a linear regression.
- Use residuals to discuss the adequacy of a linear regression model.
- Use your graphing calculator to create residual plots and determine whether a linear regression gives an acceptable model for the relationship between the explanatory and response variables.
- Calculate Pearson's correlation coefficient r for a set of paired data and explain its meaning.
- Explain the relationship between the correlation coefficient and the slope of the regression line.
- Calculate the coefficient of determination (r^2) for a set of paired data and explain its meaning.
- Interpret MINITAB output for regression and correlation.
- Distinguish between an outlier and an influential point.
- Identify and describe the influence of outliers and influential points in a regression setting.

Examples

3.1.2 Practice: Scatterplots and Bivariate Data

Student directions: In this Independent Study you'll create and interpret scatterplots. Although it's easy to create such plots by hand, the process can take a long time. Here are some instructions for creating a scatterplot using the TI-83/TI-84, in case you need a refresher. Let's assume you have the following data for a set for 10 individuals. The x-value represents the amount of change they have in their pocket (in cents), and the y-value represents their age (in years)....

Question 1: A social skills training program was implemented for seven students with mild handicaps in a study to determine whether the program caused improvement in pre/post measures and behavior ratings.

	<p>posttest scores for the seven students: <i>(data provided)</i></p>
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	<p>A. Draw a scatterplot relating posttest score to pretest score. (You can create the scatterplot either by hand or by using the TI-83/TI-84.)</p> <p>B. Describe the relationship between pre- and posttest scores using the graph in part A. Do you see any trend?</p> <p>3.2.6 Practice: Linear Regression Lines</p> <p>Students are given data and instructed to calculate a regression equations, create a scatter plot and plot regression lines with the data, characterize the relationship between the x and y variables, calculate residuals, make predictions, and use data to justify their answers. Graphing calculators are used with this assignment.</p>
<p>Curricular Requirement</p>	
<p>6: The course provides opportunities for students to develop the course skills related to Skill Category 3: Using Probability and Simulation, as outlined in the AP Course and Exam Description (CED). Explore random phenomena.</p> <p>3.A: Determine relative frequencies, proportions, or probabilities using simulation or calculations.</p> <p>3.B: Determine parameters for probability distributions.</p> <p>3.C: Describe probability distributions.</p> <p>3.D: Construct a confidence interval, provided conditions for inference are met.</p> <p>3.E: Calculate a test statistic and find a p-value, provided conditions for inference are met.</p>	
<p>Semester 1 (Units 1-5)</p>	<p>Semester 2 (Units 6-10)</p>
<p>Unit 5, Lessons 4 and 5 – Probability Distributions and Means and Variances of Random Variables: In these two lessons, students determine probabilities using simulations and calculations, determine parameters for probability distributions, and describe probability distributions [VAR, UNC ; 3.A, 3.B, 3.C] [CR2]</p> <p><u>Lesson Objectives</u> By the end of these 2 lessons, you should be able to:</p> <ul style="list-style-type: none"> • Define <i>random variable</i>. • Distinguish between a discrete random variable and a continuous random variable. • Construct and interpret a <i>discrete probability distribution</i> and a <i>probability histogram</i>. • Calculate the <i>expected value (mean), variance, and standard deviation</i> of a discrete random variable. 	<p>Unit 7, Lessons 1 and 2 – Confidence Intervals for Means and Statistical Significance and P-Value: In these two lessons, students learn about point estimates, margin of error, confidence levels, with statistical significance, critical z-values, statistical confidence and p-values. They construct a confidence interval, generate random samples with their graphing calculator and practice obtaining confidence, and calculate p-values. [VAR, UNC; 3.D, 3.E] [CR2]</p> <p><u>Lesson Objectives</u> By the end of these 2 lessons, you should be able to:</p> <ul style="list-style-type: none"> • Define the term <i>confidence interval</i>, and use the definition to answer questions about confidence intervals. • Use differing confidence levels to construct confidence intervals for a population mean. • Identify the sample size needed to

<p>of a discrete random variable that has undergone a linear transformation.</p> <ul style="list-style-type: none">• Given the mean and standard deviation of two random variables X and Y, determine the mean	<p>create a confidence interval with a given level of confidence and margin of error.</p>
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<p>and standard deviation of the random variables $X + Y$ and $X - Y$.</p> <p><u>Examples</u></p> <p>5.4.3 Practice: Discrete Probability Distributions Students use a graphing calculator to simulate random behavior of discrete variables, do virtual random experiments (such as die rolls, coin flips, and candy samples), and produce probability histograms. Students also complete an experiment by rolling two normal dice 200 times, then compare theoretical probability with their experimental results. Sample Question: A random variable X has the following probability distribution: (data provided)</p> <p>A. What is $P(2)$?</p> <p>B. Construct a probability histogram of the distribution.</p> <p>5.5.4 Practice: Computing Means and Variances Students complete practice problems to apply their knowledge of how to compute means, standard deviations, and variances for transformed or combined random variables. Sample question: Find the expected value of the number of questions you'd get right by guessing. What are the variance and standard deviation?</p>	<ul style="list-style-type: none"> • Define the terms <i>P-value</i> and <i>statistical significance</i>, and use the definitions to answer questions about these terms. • Calculate <i>P-values</i> for different sample outcomes and use them to determine statistical significance. <p><u>Examples</u></p> <p>7.1.5 Practice: Confidence Intervals Student Directions: Using your graphing calculator, you'll generate random samples and see how many of them give you confidence intervals that contain the population parameter. Step 1: Generate 20 random samples from the same population and take the mean of each sample. Step 2: Generate an 80% confidence interval for each mean. Step 3: See how many of your confidence intervals contain your population mean. Step 4: Try this process again with a 90% and 95% confidence interval.</p> <p>7.2.4 Quiz: Working With P-Values and Statistical Significance Students answer 10 questions to apply the principals of statistical significance and find P-values. Sample question: (<i>Data and information are provided.</i>) What's the <i>p</i>-value for winning 7 or more out of 100 rounds? Sample question: (<i>Data and information are provided.</i>) True or False: Using a significance level of .05, there's significant evidence that the population mean is actually lower than 3.4 kilograms.</p>
<p>Curricular Requirement</p>	

7: The course provides opportunities for students to develop the course skills related to Inference and Skill Category 4: Statistical Argumentation, as outlined in the AP Course and Exam Description (CED). Develop an explanation or justify a conclusion using evidence from data, definitions, or statistical inference.

- 1.D: Identify an appropriate inference method for confidence intervals.
- 1.E: Identify an appropriate inference method for significance tests.
- 1.F: Identify null and alternative hypotheses.
- 3.D: Construct a confidence interval, provided conditions for inference are met.
- 3.E: Calculate a test statistic and find a p-value, provided conditions for inference are met.
- 4.A: Make an appropriate claim or draw an appropriate conclusion.
- 4.B: Interpret statistical calculations and findings to assign meaning or assess a claim.
- 4.C: Verify that inference procedures apply in a given situation.
- 4.D: Justify a claim based on a confidence interval.
- 4.E: Justify a claim using a decision based on significance tests.

Semester 2 (Units 6-10)	Semester 2 (Units 6-10)
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Unit 7, Lesson 3 – Significance and Hypothesis Testing: Means: In this lesson, students learn the four steps of the hypothesis testing procedure and learn about two-sided significance testing and confidence intervals. Students practice statistical argumentation. [UNC, DAT; 1.E, 1.F, 3.E, 4.A, 4.B, 4.C, 4.E] [CR2]

Lesson Objectives

By the end of this lesson, you should be able to:

- Summarize the steps in, and answer questions about, the hypothesis-testing procedure.
- Define *null hypothesis* and *alternative hypothesis*.
- Perform hypothesis tests for the mean of a population.
- Compare two-sided hypothesis tests and confidence intervals.

Example

7.3.4 Practice: Hypothesis Tests for Means

Hypothesis testing is a more formal process for making inferences about a population value based on a test statistic. The procedure for hypothesis testing may be divided into four steps.

1. State the null and alternative hypotheses in the context of the problem.
2. State the test that you plan to use to test your hypothesis and justify the assumptions (or the conditions) necessary to use that test. You'll see later in this section that if your alternative hypothesis is two sided, you might choose to test the hypothesis with a confidence interval rather than a *t*-test or a *z*-test.
3. Compute the test statistic of interest.
4. Give a conclusion in the context of the problem.

Activity Question 2: A fisheries report states that the mean length of bass in Lake Hypothesistesta is 14 inches, with a standard deviation of 4 inches. You think the population may have changed. You draw a random sample of 35 fish and find that the mean length is 12 inches.

A. To test whether the population mean is different from the 14 inches, what would you use for your null and alternative hypotheses? Be sure to state the hypotheses in the context of the problem.

Unit 9, Lesson 1 – Confidence Intervals and Hypothesis Tests for a Single Population Proportion: In this lesson, students learn about confidence intervals for a single population proportion and identify criteria for using *z*-procedures, construct a confidence interval using the point estimate, standard error, and the critical *z*-value and determine the sample size needed for a given margin of error.

Students create confidence *z*-intervals using formulas and a table and with a graphing calculator. Students complete more hypothesis testing and examine testing for a single population proportion with one- and two-tailed significance testing and learn the distinction between standard error in confidence intervals and

standard deviation in hypothesis testing. [UNC, DAT; 1.D, 3.D, 4.A, 4.B, 4.C, 4.D] [CR2]

Lesson Objectives

By the end of this lesson, you should be able to:

- Identify why and when it's proper to use *z*-procedures when dealing with proportions.
- Construct a confidence interval for a single population proportion using the point estimate, the standard error, and the critical *z*-value.
- Determine the sample size needed for a given margin of error when constructing a confidence interval for a population proportion.
- Explain the difference between the standard error of a sample proportion for a confidence interval and the standard deviation of a sample proportion for a significance test.
- Conduct a significance test about a single population proportion.

Example

9.1.5 Practice: Confidence Intervals for a Single Population Proportion

Question 3: A university wants to renovate a building on campus, and wants to know how many of the 20,000 active members of the alumni association would be willing to contribute funds to this project. However, this is the first time alumni donations would

<p>B. What test would you plan to use, how will the test work, and what are the conditions necessary to use the test? Does your situation meet those conditions?</p>	<p>be the sole financial source for such a project, and the university doesn't have an estimate of the proportion who would contribute toward the renovation.</p>
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<p>C. Calculate your test statistic and P-value. Show your work, including the formulas that you use to calculate the statistic.</p> <p>D. What's your conclusion, using $\alpha = 0.5$?</p>	<p>A. If the university wanted to estimate, with a 95% confidence interval and a margin of error of 5%, the proportion of alumni who would be willing to donate to this project, what size sample would they need?</p> <p>B. The university draws a sample of 385 alumni, and 120 of them say they'd be willing to donate to the building renovation. Construct a 95% confidence interval for the proportion of alumni who would donate to the project.</p> <p>C. Based on the sample size from part b, can you consider this situation binomial? Can you use a normal approximation here?</p> <p>D. The university postpones plans for the building renovations until the following year, when researchers take another sample of 385 alumni. This time, 262 alumni say they'd contribute to the project. Construct a 95% confidence interval for the proportion of alumni who would make donations</p> <p>E. Use your graphing calculator to calculate a 99% confidence interval for the proportion of alumni who would donate to the building renovations (use $Q = 385$ and $x = 262$). (Show all work, functions, and inputs on your calculator too.)</p>
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AP United States Government and Politics



AP United States Government and Politics

Curricular Requirements	Page
CR 1 The teacher and students have access to a college-level U.S. government and politics textbook and news media sources from multiple perspective.	7, 16
CR 2 The course includes the 9 required foundational documents and 15 required Supreme Court cases as described in the course and exam description.	2–3, 8-12, 15
CR 3 The course is structured to incorporate the big ideas and required content outlined in each of the units described in the course and exam description.	3–4, 6-15
CR 4 The course provides opportunities for students to develop the skills in the disciplinary practices and make connections to the big ideas: Practice 1: Concept Application	11, 15
CR 5 The course provides opportunities for students to develop the skills in the disciplinary practices and make connections to the big ideas: Disciplinary Practice 2: SCOTUS Application.	15
CR 6 The course provides opportunities for students to develop the skills in the disciplinary practices and make connections to the big ideas: Disciplinary Practice 3: Data Analysis.	13-14
CR 7 The course provides opportunities for students to develop the skills in the disciplinary practices and make connections to the big ideas: Disciplinary Practice 4: Source Analysis: Read, analyze, and interpret foundational documents and other text-based sources and make connections to at least one big idea.	6-14

CR 8 The course provides opportunities for students to develop the skills in the disciplinary practices and make connections to the big ideas: Disciplinary Practice 4: Source Analysis: Read, analyze, and interpret foundational documents and other text-based and visual sources.	13
Curricular Requirements	Page
CR 9 The course provides opportunities for students to develop the skills in the disciplinary practices and make connections to the big ideas: Disciplinary Practice 5: Argumentation.	9, 11, 14
CR 10 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the course and exam description that culminates in a presentation of findings.	15

Course Summary

The AP® United States Government and Politics course will provide high school students with college-level instruction in using disciplinary practices to examine key ideas, institutions, and behaviors in American government. They will look critically at the fundamental beliefs and philosophies that shaped American government and how those ideas have been interpreted and applied throughout history. Students will develop a deep understanding of the U.S. Constitution and the American political system—both its formal and informal processes and procedures. Students will also examine specific governmental institutions, policies, interactions, and behaviors within the political system. Through their study of each of these areas, students will hone their reasoning skills by developing evidence-based arguments, interpreting various types of data, and analyzing key documents, including foundational documents and Supreme Court decisions.

The course is organized around five big ideas, each focused on a different aspect of U.S. government and politics. Students must master the major political concepts associated with each idea and grasp the significant foundational documents and Supreme Court decisions required by the standards. This course will effectively prepare students for the AP exam by practicing the skills necessary to draw reasoned conclusions in both multiple-choice and free-response formats.

All nine required foundational documents are incorporated into the course. Students will also read additional foundational documents based on state and local requirements and/or impact on U.S. constitutional democracy. [CR 2]

The following 15 required Supreme Court cases are incorporated within the course in order of appearance. [CR 2]

- *McCulloch v. Maryland* (1819)
- *United States v. Lopez* (1995)
- *Baker v. Carr* (1961)
- *Shaw v. Reno* (1993)
- *Marbury v. Madison* (1803)
- *Engel v. Vitale* (1962)
- *Wisconsin v. Yoder* (1972)
- *New York Times Co. v. United States* (1971)
- *Tinker v. Des Moines Independent Community School District* (1969)
- *Schenck v. United States* (1919)
- *Gideon v. Wainwright* (1963)
- *Roe v. Wade* (1963)
- *McDonald v. Chicago* (2010)
- *Brown v. Board of Education* (1954)
- *Citizens United v. Federal Election Commission* (2010)

After reading about each court case, usually with an excerpt from the majority opinion, students will answer analysis questions about it. For example, after reading about *McCullough v. Maryland*, students write several sentences in response to the question: How did *McCullough v. Maryland* expand the power of the federal government beyond the powers specifically enumerated in the Constitution?

Course Units

- Unit 1: Course Overview
- Unit 2: Foundations of Democracy (big ideas: Constitutionalism, Liberty and Order, Methods of Political Analysis)
- Unit 3: Interaction Among Branches (big ideas: Competing Policy-Making Interests, Methods of Political Analysis)
- Unit 4: Civil Liberties and Rights (big ideas: Liberty and Order, Methods of Political Analysis)
- Unit 5: Mid-Semester Check

- Unit 6: American Political Culture and Beliefs (big ideas: Civic Participation in Representative Democracy, Methods of Political Analysis)
- Unit 7: Political Participation (big ideas: Civic Participation in Representative Democracy, Methods of Political Analysis)
- Unit 8: Review and Full-Length Practice Exam Unit
- Unit 9: Semester Project: From Bill to Law
- Unit 10: Semester Exam

Resource Requirements

Edwards III, George C., Wattenberg, Martin P., and William G. Howell. *Government in America: People, Politics, and Policy*. 17th ed., Pearson Higher Education, 2018. [CR 1]

Writing Assignments

In each lesson, students respond to questions about their textbook readings and other resources in a notebook. Students also complete longer portfolio writing that requires them to synthesize lesson content from across lessons and resources to develop evidence-based argumentative essays.

Assessments

Throughout the course, a variety of formative and summative assessments are used to assess student learning and prepare students for the expectations of the AP United States Government and Politics exam. Students are provided with ample opportunity for skill practice, engagement in meaningful discourse with their peers, and application of their understanding via tasks that are representative of real-world scenarios. Summative assessment types lend themselves to a deeper level of rigor and include portfolios and discussions. Formative assessments are designed to be auto-graded to give students and teachers instant feedback for targeted instruction.

Most lessons contain a quick check assessment that covers the objectives in the lesson, and most units have at least one cumulative quiz that also assesses lesson objectives. Each instructional unit culminates in an online practice to help students review unit concepts and skills, followed by a unit test that consists of multiple choice and short answer and/or essay questions. To aid students in retaining content throughout the course of a semester, a mid-semester check unit appears in the semester, featuring a low-risk practice assessment covering the objectives learned up to that point during the semester.

A graded full-length practice exam in the style of the AP United States Government and Politics exam is given near the end of the semester. The semester ends with a semester exam.

Most units feature a discussion or portfolio that promotes critical thinking by expanding on topics students have learned. The semester ends with a semester project and a semester exam. Graded assessments and participation all count toward the student's final grade.

Course Outline

Semester A

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course.
- Learn about the types of activities that will appear in the course.

Unit 2: Foundations of Democracy

In this unit, students will do the following:

- Explain how the ideas that form the basis of limited government in the United States are reflected in the Declaration of Independence and U.S. Constitution.
- Explain the models of representative democracy and how they are visible in political institutions, politics, events, and debates.
- Analyze the factors that contributed to the development of the U.S. Constitution, including the weaknesses of the Articles of Confederation, the role of compromise during the Constitutional Convention, and the ratification debate.
- Assess how the Constitution protects the freedom and will of the people of the United States through separation of powers and checks and balances.
- Examine the different interpretations of how power should be balanced between the national and state governments.

Sample activities in this unit:

- Students will analyze the separation of powers through checks and balances and apply it to the competitive policy-making process. First, students will read Federalist, no. 51, identify the argument used for separation of powers, and summarize this argument in their own words. Then, students will connect this argument to Constitution and policy-making by writing a paragraph in response to the question: Is the policymaking gridlock built into the Constitution a blessing or a curse? [Practice 4: Source Analysis; CR 3 (Big Idea: Competing Policy- Making Interests; Enduring Understanding: PMI-1) and CR 7)

- Students will analyze the balance between government power and individual rights. First, students will examine the Anti-Federalist arguments in Brutus I and write a paragraph explaining why the consolidation of power is dangerous to individual liberty. Then, students will read about the modern debate on the scope of the federal government’s power and write a paragraph explaining how Anti-Federalists would react to the federal government’s scope today and how this modern debate reflects the arguments during ratification. [Practice 5: Argumentation; CR 3 (Big Idea: Liberty and Order; Enduring Understanding: LOR-1) and CR 7]
- Students will read two articles on state compliance with federal law. In a short essay, students will compare and contrast the arguments about federalism in each situation and then draw a conclusion about federalism and the scope of government power. [CR 1 (Big Idea: Constitutionalism; Enduring Understanding: CON-2)]
- Students will read the *Washington Post* article, “Congress’s latest target for reversal: An Obama attempt to modernize how we manage Public Lands.” Then students will write responses to comprehension questions about the arguments the article presents in favor of and in opposition to the Obama Administration’s public land management policies. [Practice 4: Source Analysis; CR1 (Big Idea: Civic Participation in Representative Democracy; Methods of Political Analysis: PRD 5.12, PRD 5.13)]
- Students will read the *EducationWeek* articles, “Obama Uses Funding, Executive Muscle to Make Often-Divisive Agenda a Reality,” and “Obama’s Complex Legacy on K-12: Bold Achievements, Fierce Blowback.” Then student’s will write responses to comprehension questions that compare how those policies relied on Federalism, how they faced opposition by state’s rights advocates, and how they shifted in from the beginning to the end of the Administration. [Practice 4: Source Analysis; CR1 (Big Idea: Civic Participation in Representative Democracy; Methods of Political Analysis: PRD 5.12, PRD 5.13)]
- Students will read the articles, “Scalia’s Blow for Federalism” from the *National Review* and “Republicans and Democrats Flip Usual Positions Over ‘Sanctuary Cities’” from *The Atlantic*. Then students will refer to those sources to write an analysis of how how *United States v. Lopez* relates to the Commerce Clause of the Constitution. [Practice 4: Source Analysis; CR1 (Big Idea: Civic Participation in Representative Democracy; Methods of Political Analysis: PRD 5.12, PRD 5.13)]

- Students will analyze and explain how *United States v. Lopez* relates to commerce clause and connect it to a contemporary Supreme Court case addressing a similar issue. Students will conduct research to find a recent case such as *Printz v. United States* in which *United States v. Lopez*, either the majority or dissenting opinion, was used as a precedent and present an argument for whether the current standing of the Court should be overturned. [Practice 2: SCOTUS Application; CR 2 and CR 7]
- Students will evaluate the big idea of constitutionalism. In a discussion, students will respond to at least two prompts, such as the following:
 - How does the Constitution promote compromise between factions, parties, and interest groups?
 - What is one debate, negotiation, compromise, or tension from the Constitutional Convention that is still important in politics and policymaking today, and why?
 - Does the government of the United States today most resemble a participatory democracy, a plural democracy, or an elite democracy? [CR 3 (Big Idea: Constitutionalism; Enduring Understanding: CON-1)]
- Students will visit the websites of their congressional representative and at least one senator from their state. As they review each site, students will look carefully at the issues and policymaking priorities that are most prominent on each lawmaker’s site and consider these questions:
 - How much emphasis is placed on local or regional issues that might impact individual constituents?
 - How much emphasis is placed on issues related to larger, national groups and debates?
 - How much emphasis is placed on the character traits of the lawmaker and his or her fitness for independent decision making?

Based on these descriptions, students will write several paragraphs to explain what similarities and differences they see in how the lawmakers represent themselves and their policy priorities. In their written response, students will also explain how these similarities and differences reflect the differences between the House and the Senate as well as how they reflect different models of representational democracy. [Practice 1: Concept Application; CR 3 (Big Idea: Competing Policy-Making Interests; Enduring Understanding: PMI-1) and CR 3]

Required reading: *Government in America*, Chapter 1, pp. 9–12; Chapter 2, pp. 26–40, 45–53; Chapter 3, pp. 61–82; and Chapter 11, pp. 310–319, 347–348.

Required foundational documents: Federalists no. 10 and 51; Brutus I; Declaration of Independence; Articles of Confederation; U.S. Constitution [CR 2]

Required Supreme Court cases: Students will read excerpts from the majority opinions in *McCulloch v. Maryland* (1819) and *United States v. Lopez* (1995) and answer analysis questions about each court case. [CR 2]

Unit 3: Interaction Among Branches

In this unit, students will do the following:

- Analyze the structure and powers of the legislative branch and the law-making process.
- Analyze how each branch of government provides oversight and limits the powers of other branches.
- Assess how the president can implement a policy agenda, the role of communication technology, evaluate news media sources from multiple perspectives, analyze potential conflicts with Congress, and the justifications for using formal and informal presidential powers.
- Evaluate the principle of judicial review and the political discussion about the Supreme Court’s power.
- Explain the discretionary and rule-making authority of the federal bureaucracy to carry out the government’s responsibilities.

Sample activities in this unit:

- Students will examine the power of Congress and its interaction with the president. In a series of activities, students will examine the power Congress to declare war. First, they will read the article “Power to Declare War” from Congress and write a paragraph to describe how the president can enter into military conflicts without Congress and how the War Resolution should limit this. Then, they will conduct research about one of the conflicts they explored in the previous article and write several paragraphs about the interactions between the legislative and executive branches. [CR 3 (Big Idea: Constitutionalism; Enduring Understanding: CON-3) and CR 7]
- Students will analyze the powers of the executive branch. In a portfolio, students will develop an argument in the form of an essay in which they take

a position on the expansion of powers and scope of the executive branch over time, and its impact on American politics and government. [CR 3 (Big Idea: Constitutionalism; Enduring Understanding: CON-4), and CR 9]

- Students will analyze the design of the judicial branch and how its power was increased through judicial review. Students will read an excerpt from
- *Marbury v. Madison* and write paragraph-long responses to a series of questions about how judicial power expanded since the Constitution, how the judicial branch is isolated from some of the democratic processes, and in what ways the Supreme Court can limit the power of Congress and the executive branch. [CR 3 (Big Idea: Constitutionalism; Enduring Understanding: CON-5)]
- Students will analyze the relationship between each branch of government and the federal bureaucracy in creating and enforcing policies. After studying this unit, students will complete a chart showing how the Constitution established each branch and how each branch is related to the specific parts of the federal bureaucracy. [CR 3 (Big Idea: Competing Policy-Making Interests; Enduring Understanding: PMI-2)]

Required reading: *Government in America*, Chapter 2, pp. 33–34 and 40–44; Chapter 11, pp. 319–322 and 329–333; Chapter 12, pp. 356–357 and 369; Chapter 13, pp. 373–374 and 400–401; Chapter 14, pp. 415–416 and 433; and Chapter 15, pp. 448–455 and 468–469.

Required foundational documents: Federalist, no. 70; Federalist, no. 78; and U.S. Constitution (Articles I and V). [CR 7]

Required Supreme Court cases: Students will read excerpts from the majority opinions in *Baker v. Carr* (1961), *Shaw v. Reno* (1993), and *Marbury v. Madison* (1803), and answer analysis questions about each court case. [CR 2]

Unit 4: Civil Liberties and Rights

In this unit, students will do the following:

- Explain the rights protected in the Bill of Rights and how the Constitution protects civil liberties.
- Examine how interpretations of the protections within the Bill of Rights have changed over time.
- Analyze the doctrine of selective incorporation and how the protections in constitutional amendments have been applied to the states.
- Assess how the interpretation and application of the due process clause in

- the Fourteenth Amendment has limited states from infringing upon individual rights.
- Assess how the equal protection clause in the Fourteenth Amendment has influenced policy changes in response to social movements, including the restriction and protection of minority rights.

Sample activities in this unit:

- Students will analyze how the courts interpret the Constitution, specifically the Bill of Rights, and how they have interpreted due process rights. Students will synthesize information presented in the course with excerpts from the Bill of Rights and related Supreme Court cases, specifically *Gideon v. Wainwright* and *Roe v. Wade*, and write several paragraphs in response to prompts about due process and the right to privacy. [CR 2 and CR 3 (Big Idea: Liberty and Order; Enduring Understanding: LOR-3)]
- Students will read the decision of *Tinker v. Des Moines*. In several paragraphs, students will identify the key findings and describe how those would apply to a high school football player refusing to stand for the national anthem in support of Black Lives Matter versus his coach's desire to suspend him. [CR 3 (Big Idea: Liberty and Order; Enduring Understanding: LOR-2) and CR 4]
- Students will examine the influence of citizen-state interactions on interpreting the Constitution. Students will write a short essay where they evaluate how the long history of how the women's movement encouraged a reinterpretation of the rights guaranteed by the Constitution. Students are encouraged to use language from applicable Supreme Court cases as supporting evidence. [Practice 2: SCOTUS Application; CR 3 (Big Idea: Civic Participation in a Representative Democracy; Enduring Understanding: PRD-1)]
- Students will connect the selective incorporation of protections in the Bill of Rights for the rights of the accused (LOR-3) to how U.S. political culture influences the balance between individual liberty and efforts to promote stability and order (PMI-4) by researching the legal aspects of the War on Terror. In response to a series of prompts, students will write several paragraphs about the legality or illegality of actions by the United States government in the wake of 9/11, particularly the Supreme Court's response to holding and trying suspected terrorists at Guantanamo Bay. [CR 3 (Big Idea: Liberty and Order; Enduring Understanding: LOR-2) and CR 7]
- Students will write a short essay where they distinguish between the rationale in *Plessy* versus the rationale in *Brown*. They will analyze this

distinction and develop some ideas about why the two decisions reached different conclusions. Then, students will read “Letter from Birmingham Jail” and write a paragraph to describe the author’s purpose and how the letter reflects the ideas embodied in the equal protection clause of the Fourteenth Amendment. [CR 3 (Big Idea: Civic Participation in a Representative Democracy; Enduring Understanding: PRD-1), CR 7 and CR 9]

- Student will analyze how the government has responded to social movements through the Civil Rights Act of 1964, Title IX, and the Voting Rights Act of 1965. After reading about these policies, students will write several paragraphs to explain the relationship between the advancement of civil rights and democratic principles as well as the way democratic principles can also lead to violations of civil rights. [CR 3 (Big Idea: Competing Policy- Making Interests: PMI-3)]
- Students will write paragraph responses to several prompts to demonstrate what they learned about Affirmative Action, including how and why this policy was developed, and how it works in American life today. [CR 3 (Big Idea: Constitutionalism; Enduring Understanding: CON-6)]

Required reading: *Government in America*, Chapter 4, pp. 86–87, 89–103, and 109–124; and Chapter 5, pp. 131–151 and 155–159

Required foundational documents: Letter from Birmingham Jail (Martin Luther King, Jr.); and U.S. Constitution (Bill of Rights) [CR 7]

Required Supreme Court cases: Students will read excerpts from the majority opinions in *Engel v. Vitale* (1962); *Wisconsin v. Yoder* (1972); *New York Times Co. v. United States* (1971); *Tinker v. Des Moines Independent Community School District* (1969); *Schenck v. United States* (1919); *Gideon v. Wainwright* (1963); *Roe v. Wade* (1973); *McDonald v. Chicago* (2010); and *Brown v. Board of Education* (1954) and answer analysis questions about each court case. [CR 2]

Unit 5: Mid-Semester Check

In this unit, students will do the following:

- Demonstrate knowledge that they have learned from the beginning of the course by completing a graded mid-semester check in the style of the AP United States Government and Politics exam.

Unit 6: American Political Culture and Beliefs

In this unit, students will do the following:

- Examine the cultural factors that shape how individuals and communities interpret core political values.
- Analyze how differing interpretations of key political values impact the relationships among citizens and between citizens and the government.
- Assess the elements of a scientific poll as well as the quality and credibility of public opinion polling data.
- Examine varying political ideologies and their views toward the government's role in market regulation and social issues.
- Evaluate how public policies reflect the values, attitudes, and beliefs of different political ideologies.

Sample activities in this unit:

- Students will analyze campaign ads from the most recent (or upcoming) elections. In several paragraphs, students will explain what beliefs about the American national identity these ads reflect. Students will also determine which demographics they think the ads target and why. Then, students will analyze a graph about changing demographics in the United States and write a paragraph to explain how demographics influence the development of political beliefs. [Practice 3: Data Analysis; CR 3 (Big Idea: Competing Policy- Making Interests; Enduring Understanding: PMI-4), CR 7, and CR 8]
- Students will examine a graph on polarization in Congress and provide a written explanation of several reasons why Congress is becoming increasingly divided by party ideology. Then, students will examine a table from a U.S. Census Bureau report and provide written responses to several prompts about demographics and voting patterns. [Practice 3: Data Analysis; CR 3 (Big Idea: Methods of Political Analysis; Enduring Understanding: MPA-1), and CR 6]
- Students will watch a video on public opinion of the war in Iraq and write a paragraph to explain the impact of public opinion data on this policy debate. Then, students will analyze a political cartoon on economic policy and provide a written response in which they take a position on whether the level of public information is so low that it poses a threat to democracy. Finally, students will analyze a graph of voter turnout by age (source: 2014 U.S. Census Bureau data) and write a paragraph about the relationship between demographics and what Americans know about public policy. [Practice 4: Source Analysis; CR 3 (Big Idea: Methods of Political Analysis; Enduring Understanding: MPA-2), CR 6, and CR 8]

- Students will explore the proper role of government in the marketplace and addressing social issues. In a portfolio, students will pose an evidence-based argument explaining one of the major differences between the liberal and conservative political ideologies in the United States and offer views on how active a role the government should take. They should express a thesis statement about the extent to which the government should take an active role in the marketplace and society. They should also describe each ideology's views on the proper role of government in market regulation and addressing social issues. Students' arguments should be supported with evidence from historical events and foundational documents. [CR 3 (Big Idea: Competing Policy-Making Interests; Enduring Understanding: PMI-4), CR 7 and CR 9]

Required reading: *Government in America*, Chapter 1, pp. 16–19; Chapter 6, pp. 164–169, 171–178, 180–183, and 188–189; Chapter 7, pp. 193–215; Chapter 8, pp. 219–225 and 230–237; Chapter 11, pp. 332–335; and Chapter 16, pp. 481–501

Unit 7: Political Participation

In this unit, students will do the following:

- Analyze the linkage institutions that facilitate citizens' participation in government, including the media, political parties, interest groups, and social movements.
- Analyze the factors that facilitate and deter voter participation in elections.
- Analyze the election process, including campaign organizations, finance, and strategies.
- Evaluate the positive and negative impacts of modern campaigns on the election process.

Sample activities in this unit:

- Students will consider the factors that influence political participation, including the media, structural barriers, and demographics. First, students will write a short essay from the perspective of an American citizen who chooses not to vote. If time allows, students will write a second essay refuting the points made in the first essay. Then, students will examine a table showing voter turnout by various groups (source: data from the 2012 and 2014 U.S. Census Bureau surveys) and explain how demographics influence political participation. [CR 3 [Big Ideas: Methods of Political Analysis and Civic Participation in a Representative Democracy; Enduring Understandings: MPA-3 and PRD-3] and CR 6]

- Students will examine how linkage institutions provide opportunities for participation and influence how people relate to government and policy-makers. Students will write a paragraph to explain how political parties, interest groups, elections, and the media function as linkage institutions. Then, students will write another paragraph to present other organizations that could serve as linkage institutions and what would have to happen for them to be effective as such. [CR 3 (Big Idea: Competing Policy-Making Interests; Enduring Understanding: PMI-5)]
- Students will examine federal policies on campaigning and donation rules. First, students will assess how President Obama raised campaign money and write a paragraph about whether it was ethical, considering the debates about campaign finance. Then, students will write several paragraphs to summarize the funds that candidates can receive from various sources and take a position on the ideal campaign finance laws, justifying their position with evidence. [CR 3 (Big Idea: Civic Participation in a Representative Democracy; Enduring Understanding: PRD-2)]
- Students will participate in a discussion about the winner-take-all system under the Electoral College versus the popular vote for electing the president. In this discussion, students will articulate an opinion about whether the Electoral College is the best process for national elections. [CR 3 (Big Idea: Civic Participation in a Representative Democracy; Enduring Understanding: PRD-2)]

Required reading: *Government in America*, Chapter 1, pp. 9–12; Chapter 2, pp. 26–40 and 45–53; Chapter 6, pp. 173 and 182–188; Chapter 7, pp. 201–212; Chapter 8, pp. 220, and 223–225; Chapter 9, pp. 244, 253–260, 263–274, and 276–279; and Chapter 10, pp. 298–299.

Supreme Court Cases: Students will read an excerpt from the majority opinion in *Citizens United v. Federal Election Commission* (2010) and answer analysis questions about this court case. [CR 2]

Unit 8: Review and Full-Length Practice Exam

In this unit, students will do the following:

- Review the entire course, using the results of the mid-semester check and unit tests to focus this review.
- Complete a full-length practice exam in the style of the AP United States Government and Politics exam, over the course of three days.

Unit 9: Semester Project

In the project unit, students will select a recently passed law addressing an issue of interest to them. They will map the law-making process from its creation as a bill to its passage by Congress, including any obstacles along the way. This project will culminate in a presentation of the students' finding. [CR 1, CR 4, CR 5, and CR 10]

Unit 10: Semester Exam

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP United States Government and Politics exam.

AP United States History



AP United States History Syllabus

Curricular Requirements	See pages:
CR1 The teacher and students have access to a college-level U.S. history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.	4, 7–10, 12–14, 17–19, 21–23
CR2 The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the course and exam description.	4, 7–14, 17–20, 22, 23
CR3 The course provides opportunities to develop student understanding of the course themes.	4, 7–14, 17–20, 22, 23
CR4 The course provides opportunities for students to develop the Historical Thinking Skill 1: Developments and Processes.	6–14, 16–24
CR5 The course provides opportunities for students to develop the Historical Thinking Skill 2: Sourcing and Situation.	7, 10
CR6 The course provides opportunities for students to develop the Historical Thinking Skill 3: Claims and Evidence in Sources.	7, 10, 14
CR7 The course provides opportunities for students to develop the Historical Thinking Skill 4: Contextualization.	9, 11, 16, 18
CR8 The course provides opportunities for students to develop the Historical Thinking Skill 5: Making connections through the application of the three historical reasoning processes (comparison, causation, continuity and change)	8, 9, 12-14, 18, 20-23
CR9 The course provides opportunities for students to develop the Historical Thinking Skill 6: Argumentation	9, 22

Theme	Page Location(s)
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Theme 1: American and National Identity (NAT)	9–11, 16, 18–20, 22
Theme 2: Politics and Power (POL)	9, 12–14, 17–20, 22
Theme 3: Work, Exchange, and Technology (WXT)	7–8, 11, 16, 19, 23
Theme 4: American and Regional Culture (ARC)	7, 9, 11, 13, 16
Theme 5: Migration and Settlement (MIG)	11, 12, 19
Theme 6: Geography and the Environment (GEO)	6, 12, 23
Theme 7: America and the World (WOR)	7, 8, 18, 20, 21
Theme 8: Social Structures (SOC)	6, 11, 13, 16

Course Summary

The AP[®] U.S. History course will provide high school students with college-level instruction in using disciplinary practices and historical reasoning to examine the history of the United States from pre-colonial time to the present. They will look critically at how the American identity has developed over the course of American history and how it has been informed by the changing nature of American culture and societal structures and norms. Students will recognize and interpret patterns of migration and settlement—both to and within the United States—and how those patterns impacted and were impacted by aspects of regional geography and environment. Students will also consider political and economic patterns and relationships in American history, both within the nation and with the global community at large.

Through their study of each of these areas, students will hone their reasoning skills to contextualize patterns and events, identify causation and continuity, and analyze change over time. The course is presented chronologically with content divided into nine time periods. In each unit, activities address the seven themes. This course will effectively prepare students for the AP exam by providing practice in the skills necessary to analyze primary and secondary sources, construct evidence-based arguments, and draw reasoned conclusions in both multiple choice and constructed response formats.

Course Units [CR 2, CR 3]

<p>Semester A</p> <ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: Europe, the Americas, and Africa, Before 1492 • Unit 3: Settling North America, 1607–1754 • Unit 4: The American Revolution, 1754–1783 • Unit 5: Building a Nation, 1783–1800 • Unit 6: Mid-Semester Check • Unit 7: Manifest Destiny, 1801–1853 • Unit 8: Jacksonian Democracy, 1824–1854 • Unit 9: The Civil War, 1850–1877 • Unit 10: Semester Exam 	<p>Semester B</p> <ul style="list-style-type: none"> • Unit 1: Course Overview • Unit 2: The Gilded Age, 1866–1914 • Unit 3: The Progressive Movement, 1879–1919 • Unit 4: World War I, 1914–1918 • Unit 5: The Great Depression, 1919–1939 • Unit 6: Mid-Semester Check • Unit 7: World War II, 1939–1945 • Unit 8: Prosperity and Change, 1945–1989 • Unit 9: A New World Order, 1989–The Present • Unit 10: Review and Full-Length Practice Exam • Unit 11: Semester Project • Unit 12: Semester Exam
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Resource Requirements

Fraser, James W. *By the People: A History of the United States*. AP ed., Pearson Education, Inc., 2018. [CR 1]

Writing Assignments

In each lesson, students respond to questions about their textbook readings and other resources in a notebook. Students also complete longer portfolio writing assignments that require them to synthesize lesson content from across lessons and resources to analyze certain exam topics in-depth.

Assessments

Throughout the course, a variety of formative and summative assessments are used to assess student learning and prepare students for the expectations of the AP United States History exam. Students are provided with ample opportunity for skill practice, engagement in meaningful discourse with their peers, and application of their understanding via tasks that are representative of real-world scenarios. Summative assessment types lend themselves to a deeper level of rigor and include portfolios and discussions. Formative assessments are designed to be auto-graded to give students and teachers instant feedback for targeted instruction.

Most lessons contain a quick check assessment that covers the objectives in the lesson, and most units have at least one cumulative quiz that also assesses lesson objectives. Each instructional unit culminates in an online practice to help students review unit concepts and skills, followed by a unit test that consists of multiple choice and short answer and/or essay questions. To aid students in retaining content throughout the course of a semester, a mid-semester check unit appears in the middle of each semester, featuring a low-risk practice assessment covering the objectives learned up to that point during the semester.

A graded full-length practice exam in the style of the AP United States History exam is given at the end of Semester B. Each semester ends with a semester exam.

Most units feature a discussion or portfolio that promotes critical thinking by expanding on topics students have learned. Each semester ends with a semester project and a semester exam. Graded assessments and participation all count toward the student's final grade.

Course Outline

Semester A

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course.
- Learn about the types of activities that will appear in the course.

Unit 2: Europe, the Americas, and Africa, Before 1492

In this unit, students will do the following:

- Analyze how native populations of North America developed distinct cultures by adapting to their environment.
- Assess the changes caused by contact among Native Americans, Europeans, and Africans through the Columbian Exchange.

Sample activities in this unit:

- Students will analyze the interaction, competition, and conflict among Native American groups. In response to a series of prompts, students will provide short written explanations of the conflicts among tribes in the Mississippi Valley, the relationship between the Aztecs and nearby tribes, and trade patterns of the Maya based on the natural resources in their regions. [CR 4: Theme 6 (GEO-1.0)]
- Students will analyze the relationship between culture and the environment for different Native American groups across regions and periods. In a short essay, students will describe a Native American culture, including how the culture adapted to its environment, its cultural characteristics, and how the culture is different than some of the others at the time. Students will gather information about this culture from the textbook and by conducting research.(Skill 5) [CR 4: Theme 8 (SOC-4.0)]
- Students will analyze the patterns of exchange that developed in the world as a result of the Columbian Exchange. In response to a prompt, students will select two of four primary sources and write a paragraph for each source that explains how it shows the lasting impact of the European exploration and the Columbian Exchange on the Americas. Students will synthesize

information from the lessons, textbook readings, and primary sources to support their explanations. Students will also analyze the involvement of governments regarding this issue. [CR 4: Theme 3 (WXT-2.0) and Theme 7 (WOR-1.0)]

Required reading: *By the People*, Chapter 1: The World Before 1492 and Chapter 2: First Encounters, First Conquests, 1492–1607 [CR 2]

Potential readings and images: Excerpt from *The Decameron* by Giovanni Boccaccio; "The Renaissance as Historical Period" from Scholastic GO! Grolier Online™; image of Viking long ships; image of *Niña*, *Pinta*, and *Santa María*; excerpt from *The Letters of Columbus to Ferdinand and Isabella*; excerpts from Hernán Cortés's letter to the king of Spain; painting of Pocahontas and John Smith; images and primary source text from "An Ongoing Voyage: What Became of 'America'" and "1492: An Ongoing Voyage" exhibitions from Library of Congress [CR 1, CR 5, CR 6]

Unit 3: Settling North America, 1607–1754

In this unit, students will do the following:

- Evaluate the European motivations for settling North America.
- Analyze the effects of European settlement, including competition for resources and conflict.
- Examine the political, social, cultural, and economic connections between the British colonies and Great Britain.

Sample activities in this unit:

- Students will examine the role of religion in the development of colonial North America. Students will analyze "A Model of Christian Charity" from John Winthrop. In one or two paragraphs, students will explain the purpose of this sermon, describe the author's point of view on the qualities he encourages, summarize the meaning of the sermon, and explain its historical significance. (Skill 4) [CR 4: Theme 4 (ARC-1.0) and CR 5]
- Students will analyze the economy and culture of colonial North America. In response to a prompt, students will write a two- to three-paragraph Time Traveler's Tourist Guide to colonial New France, describing its economic activities, and demographic and cultural characteristics. Then, as an extension to this activity, students will take on the perspective of a French explorer, trader, or colonist and write a letter in which they explain this person's motivations, goals, and challenges. In this letter, students should

also compare and contrast French colonization with colonization by other European powers. [CR 4: Theme 5 (MIG-1.0), and CR 8]

- Students will explain how different labor systems developed in the North American colonies and their effects on workers' lives. In response to a series of questions, students will write several paragraphs to explain how the European slave trade developed, the impact of indentured servitude on these people's lives, how slavery manifested in the northern colonies, the changes in the demographics of labor in Virginia, and what life was like for slaves in the colonies. Students will conduct research using primary and secondary sources about mercantilism, and James Oglethorpe's settlement of Georgia and write a two to three paragraph-long report citing primary and secondary sources (Skill 2) [CR 4: Theme 3 (WXT-1.0)]
- Students will explain how conflict between peoples influenced political developments in North America. In response to prompts, students will write one or two paragraphs to explain the causes and effects of ongoing wars between Britain and France and violence between Native Americans and colonists. [CR 4 Theme 7 (WOR-1.0)]
- Students will identify and explain historical developments and processes related to the formation of the United States by evaluating primary sources from Benjamin Franklin as well as the Albany Plan. Students will explain how these documents reflect a changing attitude in the British North American colonies toward self-governance and independence. (Skill 1) [CR 1: Theme 6 (WOR-1.0)]

Required reading: *By the People*, Chapter 3: Settlements, Alliances, and Resistances, 1607–1718 and Chapter 4: Creating the Culture of British North America, 1689–1754 [CR 2]

Potential readings and images: Excerpt from primary source text by Sir Robert Montgomery; excerpt from John Winthrop's "A Model of Christian Charity"; table of England's American and Island Colonies; painting of Elizabeth I; quote from Sir William Herbert; quote from French Jesuit missionary; quote from Huron Indian to Jesuit missionary Jean de Brébeuf; map of Gulf Coast; letter from Governor of New Mexico; excerpt from a letter by John Rolfe; Olaudah Equiano's "The Middle Passage"; "Religion and the Founding of the American Republic: Religion in Eighteenth-Century America" article and images from the Library of Congress; excerpt from John Locke's *The Second Treatise of Government*; excerpt from a letter to New England Minister John Cotton; quote from Andrew Hamilton during the trial of John Peter Zenger; "A Brief History of the Salem Witch Trials" article; "Crown v. John Peter Zenger" article; map of British colonies; letter from Benjamin Franklin to James Parker; Albany Plan of Union with table [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 4: The American Revolution, 1754–1783

In this unit, students will do the following:

- Assess the impact of the French and Indian War on British policies.
- Examine the colonial responses to specific British policies.
- Apply the concepts in the Declaration of Independence to specific historical events and trends.
- Evaluate the outcomes of the American Revolution.

Sample activities in this unit:

- Students will analyze the causes, events, and effects of Pontiac's Rebellion. Students will read three primary source documents: an excerpt from a speech by Pontiac, an excerpt from a letter by George Washington, and an excerpt from the journal of William Trent. For each source document, students will write a paragraph analyzing the author's purpose, point of view, audience, and historical situation. Students will provide supporting details. Then, students will write several paragraphs to explain how these primary source documents help summarize the causes, events, and effects of Pontiac's Rebellion as well as how Native Americans and colonial British leaders viewed each other. (Skill 2) [CR 4: Theme 1 (NAT-4.0) and Theme 4 (ARC-4.0) and CR 8]
- Students will analyze the desire of many colonists to assert ideals of self- government in the face of renewed British imperial efforts. In a portfolio writing assignment, students will study acts of Parliament and then write an essay in which they develop and defend an argument that includes a thesis statement about whether the colonists were justified in breaking the law when protesting against British policies. Students will synthesize evidence from the entire unit and support their position or claim with historical sources. [CR 4: Theme 2 (POL-1.0), CR 7, and CR 9]
- Students will read an excerpt from Jonathan Mayhew's "A Discourse Concerning Unlimited Submission" and analyze his argument in favor of American independence. (Skill 3) [CR 6: Theme 1 (WOR-1.0)]

Required reading: *By the People*, Chapter 5: The Making of a Revolution, 1754– 1783 [CR 2]

Potential Readings: Excerpt from Archibald Hinshelwood, 1765; excerpt from resolutions on the Stamp Act, Massachusetts Assembly; excerpt from *Common Sense*; excerpt from Abigail Adams, letter to John Adams; excerpt from Washington's Circular Letter of Farewell to the Army; quote from Minavavana to Alexander Henry; quote from Archibald Hinshelwood [CR 1: Textual]

Unit 5: Building a Nation, 1783–1800

In this unit, students will do the following:

- Assess the impact of the American Revolution on society.
- Evaluate the experiments in government that resulted from the American Revolution
- Compare the structure of government under the Articles of Confederation versus the U.S. Constitution.

Sample activities in this unit:

- Students will explain the debates and controversies after the Constitutional Convention. In response to a prompt, students will read historical newspaper editorials in favor of and opposed to the ratification of the Constitution, analyzing the arguments used. Then, students will write their own editorial, focusing on a specific part of the Constitution, and express an opinion about whether to ratify the Constitution or not. [CR 4: Theme 1 (NAT-2.0)]
- Students will explain the arguments presented during the debate over the ratification of the Constitution. In a discussion, students will analyze the Federalist paper No. 84 and the Antifederalist essay “Brutus II” and discuss the significance of the author’s point of view, the author’s purpose, the audience, and the historical context of both documents. In response to the discussion questions, students will explain each author’s interpretation of the Constitution without a Bill of Rights. [CR 4: Theme 1 (NAT-2.0) and CR 5]
- Students will explain how the political party system developed in the early United States. Over the course of a lesson, students will respond to several prompts and write several paragraphs to explain why political parties developed. Then, students will create three political posters for the election of 1800—one for each of the major candidates—to highlight the political beliefs of each candidate as well as the candidate’s primary critiques of his opponents. [CR 4 (POL-1.0)]

Required reading: *By the People*, Chapter 6: Creating a Nation, 1783–1789, and Chapter 7: Practicing Democracy, 1789–1800 [CR 2]

Potential images: Engraving of Shays's Rebellion; chart of strengths, weaknesses, and impacts of the Articles of Confederation; images of tributes to George Washington [CR 1: Visual]

Unit 6: Mid-Semester Check

In this unit, students will do the following:

- Demonstrate knowledge that they have learned from the beginning of the course by completing a graded mid-semester check in the style of the AP United States History exam.

Unit 7: Manifest Destiny, 1801–1853

In this unit, students will do the following:

- Examine the emerging culture of the United States after the revolution.
- Assess the changes in the U.S. economy resulting from technological and commercial innovations.
- Evaluate the effects of expanding the land area of the United States based on Manifest Destiny.

Sample activities in this unit:

- Students will analyze the impact of religion on American politics, society, and culture by determining the extent to which religion and religious freedom were part of the national identity. In responses to a series of prompts, students will study the First Amendment as well as primary source documents and images and write several paragraphs to explain how religion united and divided Americans as well as the influence of federalism and republicanism on debates about religion. [CR 4: Theme 1 (NAT-1.0) and Theme 4 (ARC-1.0)]
- Students will analyze historical perspectives on Indian removal. Students will study three primary source documents expressing perspectives on Indian removal. By responding to prompts, students will write several paragraphs in which they analyze Jackson's point of view as president to understand his policy, how opponents responded to his perspective, and how the gender of the authors who wrote the opposing petitions affected their reception and place in society. [CR 4: Theme 4 (ARC-3.0) and CR 7]
- Students will analyze how scientific ideas and technological innovations developed and shaped society, institutions, and economic development. In responses to a series of questions about readings and videos, students will write several paragraphs to explain how the Industrial Revolution began, how the cotton gin impacted the institution of slavery, how water-powered textile mills shaped New England, and how transportation improvements impacted industrialization. [CR 4: Theme 8 (SOC-2.0) and Theme 3 (WXT-3.0)]
- Students will explain how migration affected American life. In response to a prompt, students will write a paragraph to describe the impact of increased settlement in Oregon on the people who lived there. [CR 4: Theme 5 (MIG-2.0)]
- Students will assess the ideology of Manifest Destiny over the course of the nineteenth century. In responses to a series of questions, students will write several paragraphs to explain the most significant components of this

ideology, how certain policies were justified based on it, and its most consequential outcomes. [CR 4: Theme 2 (POL-1.0) and CR 8]

- Students evaluate the motivations behind Manifest Destiny and evaluate the strengths and weaknesses of this ideal. In a discussion, students will analyze an excerpt from F. Jackson Turner's "The Frontier in American History" to determine its context and purpose. Then, students will explain Turner's thesis and why internal migration and patterns of settlement were causing the frontier to disappear. [CR 4: Theme 5 (MIG-2.0) and Theme 6 (GEO-1.0)]

Required reading: *By the People*, Chapter 8: Creating a New People, Expanding the Country, 1801–1823; Chapter 9: New Industries, New Politics, 1815–1828; and Chapter 11: Manifest Destiny: Expanding the Nation, 1830–1853 [CR 2]

Potential readings and images: Excerpts from Bill of Rights; timeline of significant dates; map of Louisiana Purchase; excerpt from Monroe Doctrine; advertisement for Blandy's portable steam engine and saw mills; quote from Black Hawk; quote from John O'Sullivan [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 8: Jacksonian Democracy, 1824–1854

In this unit, students will do the following:

- Assess the effects of Jackson's presidency on the U.S. economy and politics.
- Evaluate how immigration, the debate over slavery, and the growth of the women's rights movement influenced the lives of Americans.
- Examine changes brought by the struggle to expand rights and citizenship to those in the United States.

Sample activities in this unit:

- Students will assess the effects of Jackson's presidency on the U.S. economy and politics. In response to a series of prompts, students will analyze the extent to which President Jackson represented the nation's interests as president. Then, students will analyze primary source excerpts from
- President Jackson, Henry Clay, and *McCulloch v. Maryland* and write a paragraph to determine whether the message of these excerpts contradicts, supports, or enhances the perspectives discussed in the lesson materials so far. Finally, students will examine a secondary source video and write a paragraph to explain why scholars think that Jackson's presidency represented the beginning of modern American democracy. [CR 4: Theme 2 (POL-1.0) and CR 8]

- Students will explain how artistic and philosophical ideas shaped politics. After reading about transcendentalism and excerpt from Emerson, students will respond to a prompt and write a paragraph to explain why Henry David Thoreau and Andrew Jackson would have agreed or disagreed about certain ideas. [CR 4: Theme 4 (ARC-2.0)]
- Students will analyze race and gender in American society during this time. In response to a prompt, students will read and analyze Sojourner Truth's speech "Ain't I a Woman?" and write several paragraphs to explain what it expresses about the role of women and race in American society. [CR 4: Theme 4 (ARC-3.0)]
- Students will compare the abolition movement that developed in the mid-1800s to earlier movements. In response to a series of prompts, students will write several paragraphs to explain how and why earlier movements influenced the growth of the abolition movement. [CR 4: Theme 2 (POL-2.0) and CR 8]
- Students will analyze similarities and differences between religious groups and spiritual movements across regions and periods. (Skill 5) [CR 4: Theme 8 (SOC-1.0)]

Required reading: *By the People*, Chapter 10: Democracy in the Age of Jackson, 1828–1844 and Chapter 12: Living in a Nation of Changing Lands, Changing Faces, Changing Expectations, 1831–1854 [CR 2]

Potential readings and images: quote from Margaret Smith about inauguration of Jackson; posters from Jackson's presidential campaign; excerpt from President Jackson's veto message regarding the Bank of the United States; excerpt from Henry Clay's speech "In Defense of the American System"; excerpt from *McCulloch v. Maryland*; map of Indian removal; excerpt from Madison's letter against nullification; excerpt from Horace Mann's *The Necessity of Education in a Republican Government*; excerpt from Declaration of Sentiments; Sojourner Truth's speech "Ain't I a Woman?"; map showing expanding slavery; selected lyrics from "Follow the Drinking Gourd" song [CR 1: Textual, Visual, and Maps]

Unit 9: The Civil War, 1850–1877

In this unit, students will do the following:

- Evaluate why the growing split between the North and the South led to secession and civil war.
- Assess the strategies used during the Civil War.
- Examine the impact of the war on American society, politics, and the economy.
- Evaluate the successes and failures of the Reconstruction era.

Sample activities in this unit:

- Students will evaluate the Reconstruction era using secondary sources. In a short essay, students will explore, compare, and critically analyze two historical interpretations of the Reconstruction era: Joseph Grégoire de Roulhac Hamilton's *Reconstruction in North Carolina* (New York: Columbia University, 1914) and Eric Foner's "Freedom's Dream Deferred" published in *American History*, vol. 50, no. 5 (Virginia: Historynet, 2015). [CR 1, CR 4: Theme 2 (POL-3.0), and CR 6]
- Students will evaluate the impact the policies after Reconstruction. In a portfolio writing assignment, students will read and analyze excerpts from early black codes as well as newspaper editorials that are critical of these codes. Then, students will write an essay in which they describe the causes and reasons for black codes, explain the effects on African Americans, and determine the extent to which black codes were another form of slavery. [CR 4: Theme 2 (POL-1.0), and CR 8]

Required reading: *By the People*, Chapter 13: The Politics of Separation, 1850– 1861; Chapter 14: And the War Came: The Civil War, 1861–1865; and Chapter 15: Reconstruction, 1865–1877 [CR 2]

Potential readings and images: Excerpt from the *Charleston Mercury*; poster of reward for fugitive slaves; selected lyrics from "John Brown" song; engraving of John Brown; primary source newspaper articles about Kansas-Nebraska Act; map reflecting the Compromise of 1850 and the Kansas-Nebraska Act; fragment of speech by Lincoln about Dred Scott case; excerpt from Lincoln-Douglas debate; map showing results of the election of 1860; excerpt from South Carolina Ordinance of Secession; map of major Civil War battles, 1861–1862; Constitution of the United States; Constitution for the Provisional Government of the Confederate States of America; paintings of Civil War soldiers; image of Scott's Great Snake; bar graphs comparing industrial workers, factories, and railroad tracks in Union vs. Confederacy; Gettysburg Address; map of major Civil War battles, 1863–1865; Thirteenth Amendment; letter from General Sherman to Lincoln; excerpt from Robert E. Lee's Farewell Address; image of "The First Vote"; excerpts from black codes; selected articles from *Chicago Tribune* [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 10: Semester Exam

In this unit, students will do the following:

- Review all topics covered this semester.
- Demonstrate knowledge by completing a graded semester exam written in the style of the AP United States History exam.

Semester B

Unit 1: Course Overview

In this unit, students will do the following:

- Acquaint themselves with the goals and expectations of the course.
- Ensure they have the required materials for the course.
- Learn about the types of activities that will appear in the course.

Unit 2: The Gilded Age, 1866–1914

In this unit, students will do the following:

- Determine the factors that spurred the growth of industrial capitalism in the United States.
- Analyze the social and cultural impact of the migrations caused by industrialization on both urban and rural areas.
- Assess the cultural, intellectual, economic, and political movements that emerged from and in response to the Gilded Age.

Sample activities in this unit:

- Students will analyze Andrew Carnegie's perspective on industrial capitalism. In a discussion, students will read Carnegie's essay on wealth. In response to discussion questions, students will examine how it addressed the economic and social challenges of its time, describe the tradeoffs in U.S. values implied by the choices that he outlined, and frame Carnegie's argument in the context of a nation at a crossroads with the Industrial Revolution and widening class divisions. Students will also discuss the meaning of Carnegie's Gospel of Wealth and explain its historical significance, using evidence from the document to support their ideas. [CR 4: Theme 3 (WXT-1.0) and CR 7]
- Students will describe how African Americans viewed their role in the U.S. economy and society after Reconstruction. Students will read and analyze excerpts from W.E.B. Du Bois and Booker T. Washington and write a short essay in which they describe these authors' purpose and point of view on how African Americans will be successful in the New South. (CR 4: Theme 1 (NAT-4.0) and Theme 8 (SOC-2.0))
- Students will write a paragraph in which they analyze the ways in which the poem "The New Colossus" by Emma Lazarus reflects the spirit of the Gilded Age. (Skill 4) [CR 4: Theme 4 (ARC-1.0)]

Required reading: *By the People*, Chapter 16: Conflict in the West, 1865–1912; Chapter 17: The Gilded Age: Building a Technological and Industrial Giant and a

New Social Order, 1876–1913; and Chapter 18: Responses to Industrialism, Responses to Change, 1877–1914 [CR 2]

Potential readings and images: Painting of "American Progress"; Red Cloud's speech after Wounded Knee; transcript of Dawes Act; "Home on the Range" audio and lyrics; images of cowboys and frontier towns; excerpt from Mark Twain's *The Gilded Age*; "The Great Presidential Puzzle" political cartoon; photographs of Ellis Island;

"The New Colossus" by Emma Lazarus; images of immigrants; "The Anti-Chinese Wall" political cartoon; "The Great Department Store on Earth" political cartoon; excerpt from Henry Grady's "The New South"; excerpt from Ida B. Wells' *The Red Record*; excerpt from W.E.B. Du Bois's *The Talented Tenth*; excerpt from Booker T. Washington's "Cast Down Your Buckets Where You Are" speech; excerpt from "Wealth" by Andrew Carnegie; IWW recruitment poster; portrait of a granger [SC 1b: Textual and Visual]

Unit 3: The Progressive Movement, 1879–1919

In this unit, students will do the following:

- Evaluate Progressive efforts to address the social and economic problems created by rapid growth.
- Explain the methods used by Progressives to address political corruption and to enact other political reforms.
- Compare the social and political efforts of Progressives on both the national and local level.

Sample activity in this unit:

- Students will evaluate the social and economy problems during this time and explain the methods used by Progressives to address these problems. Students will choose a problem, examine primary sources related to that problem, and write a muckraking article in the style and tone of similar articles from Progressive journalists. [CR 4: Theme 2 (POL-2.0)]

Required reading: *By the People*, Chapter 19: Progressive Movements, Progressive Politics, 1879–1917 [CR 2]

Potential readings and images: Excerpt from Louis Brandeis; excerpt from *The Jungle* by Upton Sinclair; "On Riding a Bicycle" by Frances E. Willard; "The Siren Song of Partisanship" political cartoon; "On to Washington!" campaign poster; "How the Other Half Lives" by Jacob A. Riis; map of Prohibition in the States; map of major national parks; map and table showing results of election of 1912 [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 4: World War I, 1914–1918

In this unit, students will do the following:

- Evaluate the various viewpoints about the role of the United States in the world and the best way to achieve national security before, during, and after World War I.
- Analyze how World War I transformed American society.

Sample activities in this unit:

- Students will evaluate the shifting foreign policy goals and national ideals of the United States before and after World War I. In a portfolio writing assignment, students will analyze excerpts from Presidents Wilson's "Joint Address to Congress Leading to a Declaration of War Against Germany," "Henry Cabot Lodge: Reservations with Regard to the Treaty," "An excerpt from the Senate Debate on the League of Nations," and "Wilson's Final Address in Support of the League of Nations." Students will write an essay that examines the arguments in primary sources for and against the League of Nations and compare them with the arguments for and against U.S. involvement in World War I. Students will make a claim supported by historical sources. [CR 4: Theme 1 (NAT-3.0) and Theme 7 (WOR-2.0), and CR 8]
- Students will evaluate social responses to U.S. involvement in World War I. Students will read an interview with a conscientious objector during World War I and write a short essay explaining this person's reasons for refusing to fight in the war. [CR 4: Theme 1 (NAT-3.0) and Theme 2 (POL-2.0)]

Required reading: *By the People*, Chapter 20: Foreign Policy and War in a Progressive Era, 1890–1919 [CR 2]

Potential readings and images: "Westward the Course of Empire Takes Its Way" painting; photographs and paintings of Hawaiian royalty; newspaper accounts of the Alaska Purchase; map of the United States in the world, 1900; "Then and Now" political cartoon; quote from Mark Twain; "A Thing Well Begun Is Half Done" political cartoon; quote from President Taft; "The Tug of War in the Far East" political cartoon; excerpt from President Theodore Roosevelt's Third Annual Message to Congress; map of U.S. intervention in the Caribbean and Latin America; excerpt from President Woodrow Wilson's 1914 Message to Congress; "Watch Your Step" political cartoon; photographs from World War I; map of Europe and the Middle East before and during World War I; excerpt from President Woodrow Wilson's 1917 Inaugural Address; wartime posters; map of Europe in 1919 [CR 1: Textual, Visual, and Maps]

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Unit 5: The Great Depression, 1919–1939

In this unit, students will do the following:

- Evaluate the increasing influence of popular culture and consumerism on U.S. society.
- Compare and contrast the growing social trends of fundamentalism and modernism in the 1920s.
- Compare the social and political efforts of Progressives on both the national and local level.
- Analyze the causes of the Great Depression.
- Assess the short-term and long-term consequences of the Great Depression and the New Deal.

Sample activities in this unit:

- Students will analyze national identity in regards to citizenship through the lens of the Progressives and immigration policies. Students will analyze "Our Ideal Citizen" by Sinclair Lewis and the Quota Act of 1924. Using these documents, students will respond to prompts in order to explain who an ideal citizen is based on the text, why this description is important to understanding the national identity, who the ideal immigrant is, and what this suggests about American values during this time. [CR 4: Theme 1 (NAT-4.0) and Theme 5 (MIG-1.0)]
- Students will evaluate the different approaches to addressing the Great Depression through New Deal legislation. Students will use a graphic organizer to categorize various legislation by relief, recovery, and reform to show ways in which the government responded to economic issues. Then, students will describe the problem each piece of legislation was intended to address and the opposition to the legislation. [CR 4: Theme 2 (POL-3.0) and Theme 3 (WXT-2.0)]

Required reading: *By the People*, Chapter 21: A Unique, Prosperous, and Discontented Time, 1919–1929 and Chapter 22: Living in Hard Times, 1929–1939 [CR 2]

Potential readings and images: Photograph of IWW meeting; political cartoon about IWW; photograph of KKK parade; "Our Ideal Citizen" by Sinclair Lewis; Quota Act of 1924; map of people moving in the 1920s; maps comparing Harlem in 1911 and 1930; "Share Our Wealth" by Huey Long; table of major New Deal laws and agencies; map of the Dust Bowl [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 6: Mid-Semester Check

In this unit, students will do the following:

- Review the topics that they have learned from the beginning of this semester.
- Demonstrate knowledge by completing a graded mid-semester check in the style of the AP United States History exam.

Unit 7: World War II, 1939–1945

In this unit, students will do the following:

- Examine the course of World War II, including military tactics, mobilization of the U.S. economy and society, and the war's impact on diverse American lives.
- Determine how World War II transformed American society.
- Analyze how the U.S. role in the Allied victory ushered in a new era of American global, political, and military leadership.

Sample activities in this unit:

- Students will compare the peace movements during World War I and II. Students will conduct research on these peace movements and write a comparative essay in which they analyze the similarities and differences in terms of the movements' historical contexts, what the similarities suggest about each movement, their goals, and how consistent their goals were with each context. [CR 4: Theme 2 (POL-2.0) and CR 8]
- Students will evaluate American leadership in global politics after World War II. In a discussion, students will read an excerpt from President Eisenhower's "military-industrial complex" speech and discuss the dangers he warned against and how these dangers were a result of World War II. Then, students will take a position on whether his concerns were valid, using evidence to support their opinion. [CR 4: Theme 1 (NAT-3.0) and Theme 7 (WOR-2.0) and CR 8]

Required reading: *By the People*, Chapter 23: Living in a World at War, 1939–1945 [CR 2]

Potential readings and images: 1932 campaign poster for Hitler; Lend-Lease Act; - photographs of Nazi leaders and soldiers; map of Nazi Europe, 1941; hand-drawn map of Japanese Empire in 1933; graph of U.S. unemployment rate and GNP from 1940–1945; map of Japanese power in the Pacific; map of internment camps; map

of the War in Europe and North Africa; map of the War in the Pacific; wartime posters; transcript of Joint Address to Congress Leading to a Declaration of War Against Japan; photographs of Allied soldiers; photographs of wartime efforts on the home front [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 8: Prosperity and Change, 1945–1989

In this unit, students will do the following:

- Examine how the United States established and maintained its leadership position in global politics.
- Assess the impact of post-war prosperity and a desire for normalcy in society, politics, and culture.
- Analyze the debates over the power of the federal government and the appropriate means of achieving political goals both internationally and domestically.
- Evaluate the successes of the civil rights movement in meeting its political and legal goals as well as the subsequent cultural and political responses to the movement.

Sample activities in this unit:

- Students will analyze life in post-war United States. In an activity, students will identify historical patterns of continuity and change and determine the causes and effects of these changes by writing a short essay. (Skill 5) [CR 8]
- Students will analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives overseas. Students will make two cause- and-effect chains for the Korean and Vietnam Wars. Then, students will write a short essay to compare and contrast these two wars and to explain why U.S. intervention in East Asia escalated in ways that interventions in Latin America did not. [CR 4: Theme 7 (WOR-2.0), and CR 8]
- Students will compare and contrast various perspectives on the role of the federal government in American lives, analyzing cause and effects. In response to a series of prompts, students will read excerpts from speeches by Presidents Eisenhower, Kennedy, and Johnson. Students will write a short essay in which they consider the cause and effects of the Cold War and contrast the tone and ideas of the latter two presidents with Eisenhower in order to determine how these differences have affected political debates and policies. (Skill 5) [CR 4: Theme 2 (POL-3.0) and CR 8]
- Students will analyze the arguments for and against segregation. In a portfolio writing assignment, students will study a series of primary sources,

including excerpts from *Harry Brigs v. Elliot*, *Davis v. Country School Board*, and *Brown v. Board*. Then, students will write an argumentative essay that includes a thesis statement about the legal arguments used on both sides, using evidence from the excerpts to support their thesis. [CR 4: Theme 1 (NAT-1.0), CR 8, and CR 9]

Required reading: *By the People*, Chapter 24: *The World the War Created, 1945– 1952*; Chapter 25: *Complacency and Change, 1952–1965*; Chapter 26: *Lives Changed, 1961–1968*; Chapter 27: *Rights, Reaction, and Limits, 1968–1980*; and Chapter 28: *The Reagan Revolution, 1980–1989* [CR 2]

Potential readings and images: photograph of returning U.S. soldiers; photograph of Levittown; excerpt from President Truman's Inaugural Address; bar graph showing number of births for the United States from 1929–1980; map of "Americans on the Move"; line graph showing share of African American population living in southern United States from 1910–1970; map of "A Divided Germany"; map of "A Divided Europe"; excerpt from Truman Doctrine; excerpt from Marshall Plan; excerpt from press release announcing U.S. recognition of Israel; Chinese propaganda poster; photograph of bomb shelter; map of the interstate highway system; photographs of Vietnam war protests; photograph of Berlin Wall; excerpt from Armistice Agreement for the Restoration of the South Korean State; aerial photograph of missiles in Cuba; excerpt from Tonkin Gulf Resolution; map of "Civil Rights Events, 1953–1963"; photographs of segregation; Executive Order 10730: Desegregation of Central High School; excerpt from the Civil Rights Act (1964); excerpt from the Voting Rights Act; photograph from March on Washington; map of "Americans in Poverty"; thematic map showing "The Impact of the Voting Rights Act"; map showing "The War in Vietnam"; quote from President Richard Nixon; quote from Chief Justice Warren Burger; quotes from President Reagan; bar graphs comparing real family income from 1980–1990; photograph of protest against ERA; map showing "Support of and Opposition to the ERA"; map of U.S. nuclear plants [CR 1: Textual, Visual, Maps, and Quantitative]

Unit 9: A New World Order, 1989–The Present

In this unit, students will do the following:

- Analyze the impact of new technologies and scientific advancements on the American economy and society.
- Assess the significance of the new global challenges that emerged after the end of the Cold War.
- Evaluate the motives, goals, and popularity of the conservative movement that emerged during the 1980s.

- Examine the changes in the United States as a result of new foreign, economic, and technological issues.
- Analyze the most recent history of the United States from September 11, 2001, to the present.

Sample activities in this unit:

- Students will analyze the technological changes that have occurred in the United States in the twenty-first century. Students will select their most prized technological possession, such as a smartphone or laptop, and describe this device to someone living 20 years ago. Students will write a short essay to describe how the technology works and why it is both culturally and economically important today. [CR 4: Theme 3 (WXT-3.0)]
- Students will connect the 2008 financial crisis and Hurricane Katrina. In response to a prompt, students will write a paragraph to evaluate the extent to which each event was both a natural disaster and a human-made disaster, using evidence from the lesson materials to support their response. [CR 4: Theme 6 (GEO-1.0) and CR 8]

Required reading: *By the People*, Chapter 29: A New World Order, 1989–2001 and Chapter 30: Entering a New Time, 2001 to the Present [CR 2]

Potential readings and images: quote from "New World Order" speech by President George H.W. Bush; map of "Europe after Communism"; map of former Yugoslavia; photographs of new technological devices; photograph of World Trade Center attacks; map showing results of 2000 election; excerpts from speeches by President George W. Bush; map of Afghanistan and Iraq; photographs from after Hurricane Katrina [CR 1: Textual, Visual and Maps]

Unit 10: Review and Full-Length Practice Exam

In this unit, students will do the following:

- Review the entire course, using the results of the mid-semester check and unit tests to focus this review. This includes analysis of the cause and effects of key events and developments after the Civil War. (Skill 5)
- Complete a full-length practice exam in the style of the AP United States History exam, over the course of four days.

Unit 11: Semester Project

In the project unit, students will choose one of the seven themes covered in this course (American and National Identity; Politics and Power; Work, Exchange, and

Technology; Culture and Society; Migration and Settlement; Geography and the Environment; or America in the World) and analyze historical developments and processes related to the theme. Students will draw on the information they learned throughout both semesters to create a multimedia presentation that showcases the theme's relevancy. Students analyze and cite scholarly secondary sources as they develop a thematic presentation portfolio. (Skills 1, 2, 3) [CR 4: may cover any theme depending on student choice]

Unit 12: Semester Exam

In this unit, students will do the following:

- Demonstrate knowledge from this semester by completing a graded semester exam written in the style of AP United States History.

APPENDIX A CURRICULUM

A.2 COURSE GUIDES

h. HEALTH AND PHYSICAL EDUCATION

This document is part of Appendix A: Curriculum.

It includes course guides for each Health and Physical Education class.

- Physical Education K
- Physical Education 1
- Physical Education 2
- Physical Education 3
- Physical Education 4
- Physical Education 5
- Health and Physical Education 6
- Health and Physical Education 7
- Health and Physical Education 8
- Health, Fitness, and Nutrition
- Physical Education
- Personal Fitness

Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. Course guides include information on:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides)
- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides)

Health and Physical Education 6



Health and Physical Education 6

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Health course will provide the student with the foundation for concepts and skills necessary for lifelong health and physical fitness. In the health portion of the course, the student will be introduced to and assessed on various topics ranging from body systems to proper nutrition and fitness, as well as understanding what it means to be healthy. The student will also be introduced to skills that can be applied toward healthy behaviors. The physical education portion of the course will offer great freedom as the student will be able to choose a physical education regimen that will fit the student's individual needs. The student will be given a choice of three paths that place emphasis on lifelong activities as well as current fitness trends. Physical education lessons are geared toward a "physically fit" lifestyle that will aid the student in the years to come and ensure a higher quality of life.

Course Outline

Health and Physical Education 6

1. Your Health and Wellness

1. Overall Health
 - Identify the three parts of the health triangle
 - Describe the relationship between overall health and wellness
 - Explain the importance of maintaining balance among your physical, mental/emotional, and social health
2. Factors Affecting Your Health
 - Identify factors that affect your health
 - Explain how your behavior and choices play a role in your health
 - Describe how your health is affected by your behavior
3. Your Health Is Your Responsibility
 - Identify skills that help you maintain a healthy life
 - Explain the importance of healthy life skills
4. Responsible Decision Making
 - Identify the steps involved in making responsible decisions
 - Explain the importance of values when making decisions
 - Practice good decision-making skills
5. Create Your Health Goals
 - Explain the importance of having goals

- Describe the steps of setting goals
- Develop a plan to achieve your goals

2. Your Character Counts

1. A Healthy Self-Concept
 - Describe your self-concept
 - Identify what influences your self-concept
 - Explain how you can build a healthy self-concept
2. Your Character Counts
 - Identify good character traits
 - Explain how character is developed
 - Describe what defines good character
3. Expressing Emotions
 - Explain what causes emotions
 - Express strong feelings in a healthy way
 - Discuss the importance of teen abstinence
4. Stress is All around Us
 - Explain what stress is
 - Describe how stress affects the body
 - List strategies for managing stress
5. Emotional Problems
 - Describe the different types of emotional problems
 - Recognize key warning signs of suicide
 - Identify resources for help with emotional problems

3. Healthy Relationships

1. Communication Skills
 - Explain the various ways people communicate
 - Describe how to become a better speaker and listener
 - Identify the three communication styles
2. Your Family
 - Recognize various types of family structures
 - Identify your family role
 - Explain how members of a family care for each other
3. Friends and Peers
 - Identify the qualities a good friend should have
 - Recognize the character traits of friends
 - Compare and contrast the two different types of peer pressure
4. How to Use Refusal Skills
 - Identify how to resist peer pressure using refusal skills
 - Demonstrate negative peer pressure refusal skills
5. Resolving Conflicts
 - Explain the reason for conflicts
 - Describe methods of protecting yourself from violence
 - Discuss negotiation strategies for resolving conflicts

4. Nutrition

1. Nutrients Your Body Needs
 - Identify the six main nutrient groups
 - Determine the proper foods you can eat to obtain nutrients
 - Analyze a recipe for key nutrients
2. Guidelines for Eating Healthy
 - Identify the five food groups
 - Discuss the proper use of the MyPlate food guidance system
 - Demonstrate how to use the MyPlate to plan a nutrient-rich meal
3. Healthy Choices
 - Recognize what influences your food choices
 - Interpret guidelines for choosing healthy foods
 - Explain how healthy weight is maintained
 - Examine the various eating behavior problems

5. Personal Health

1. Your Teeth, Skin, and Hair
 - Demonstrate how to keep your teeth and gums healthy
 - Discuss examples of how to take care of your skin
 - Describe the proper care for hair and nails
2. Protecting Your Eyes and Ears
 - Outline proper care for your eyes and ears
 - Demonstrate how to protect your hearing
3. Choosing Health Products
 - Explain influences on your consuming choices
 - Demonstrate how to wisely choose health products
 - Evaluate how consumer choices are influenced by the media
4. Using Medicines Responsibly
 - Explain the benefits of medicine
 - Interpret medicine label information
5. Health Care in Your Community
 - Distinguish between the different types of health care providers
 - Outline the importance of regular health checkups
6. First Aid for Emergencies
 - Explain strategies for responding to injuries
 - Outline the steps to help someone who is bleeding
 - Demonstrate the universal sign for choking
 - Describe how to help a burn victim

6. Human Body Systems

1. Your Cells and Systems
 - Connect the body's building blocks
 - Classify the major body systems and describe their functions
2. Bones and Muscles Working Together
 - Classify the parts and functions of the skeletal system
 - Examine the parts and functions of the muscular system
 - Discover ways to protect the bones and muscles

3. The Digestion and Elimination Cycle
 - Relate the parts and functions of the digestive system
 - Relate the parts and functions of the excretory system
 - Summarize ways to care for the digestive and excretory systems
4. Heart, Lungs, and Nerves Working Together
 - Describe how blood circulates through the body
 - Investigate how your nervous system controls body functions
 - Examine environmental factors that influence respiratory health

7. Tobacco

1. The Dangers of Tobacco
 - Outline how tobacco damages your health
 - Illustrate how tobacco leads to addiction
2. Teen Tobacco Use
 - Describe influences that contribute to teens trying tobacco
 - Connect negative influences to teen tobacco use
3. Free From Tobacco
 - Simulate how to say no to tobacco
 - Outline methods of giving up tobacco use

8. Using Alcohol and Other Drugs

1. Alcohol: Dangerous Drinking
 - Relate how alcohol affects the body and the mind
 - Investigate why some teens use alcohol
2. The Dangers of Alcohol Use
 - Investigate the alcohol cycle of addiction
 - Establish the health risks of drinking during pregnancy
 - Outline alcohol-free strategies to reduce stress
3. The Look of Illegal Drug Use
 - Recognize the dangers of illegal drugs
 - Compare marijuana and inhalant risks
 - Classify the harmful effects of drug abuse
 - Correlate recovery and withdrawal
 - Summarize treatments for drug addicts

Health and Physical Education 7



Health and Physical Education 7

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Health course will guide the student through material that will promote healthy, active lifestyles. Health topics include issues that are relevant to the age group, such as mental and emotional health, conflict resolution, and bullying. The student will also be immersed in the prevention and avoidance of drugs, alcohol, and tobacco. The student will receive the necessary strategies to help avoid the pitfalls of unhealthy and risky behaviors. The physical education portion of the course will offer great freedom as the student will be able to choose a physical education regimen that will fit the student's individual needs. The student will be given a choice of three paths that place emphasis on lifelong activities as well as current fitness trends. Physical education lessons are geared toward a "physically fit" lifestyle that will aid the student in the years to come and ensure a higher quality of life.

Course Outline

Health and Physical Education 7

1. Understanding Health and Wellness

1. Overall Health

- Identify the three different aspects of health
- Determine the link between health and wellness
- Describe how the body and mind are connected

2. Taking Responsibility for Your Health

- List and explain the three steps necessary for achieving health goals
- Identify the seven health skills needed to ensure a healthy you

3. Factors That Affect Your Health

- Explain why heredity is a health factor you cannot control
- Describe two types of environmental health factors and explain the role each plays in your total health

4. Understanding Health Risks

- Identify health risks
- Describe health consequences of risks and risky behavior
- Describe strategies you can use to evaluate health risks

2. Food and Nutrition

1. Nutrients

- Define “nutrient” and identify the three classes of nutrients that supply your body with energy
 - Describe how your body gets energy from the food you eat
 - Describe the role of carbohydrates, proteins, and fats as nutrients
 - Recognize sources of carbohydrates, proteins, and fats in your diet
 - Learn how to select foods to create a healthy, balanced diet
2. Choosing Food Wisely
 - Identify three main reasons why you eat
 - Describe the different influences on choices of food
 - Evaluate food choices using food labels
 - Identify healthy food choices using the MyPlate plan
 3. Planning Healthy Meals
 - Explain how dietary guidelines can help you plan a healthy diet
 - Utilize the MyPlate plan and Dietary Guidelines for Americans to plan healthy meals
 4. Digestion
 - Identify the three main functions of the digestive system
 - Describe the process of digestion
 - Identify digestive organs and their functions
 - Describe how your body eliminates waste products
 5. Healthy Body Image
 - Examine how heredity, activity level, and body composition affect your weight
 - Explain what body mass index (BMI) is
 - Describe the benefits of having a positive body image
 6. Maintaining a Healthy Weight
 - State the benefits of maintaining a healthy weight
 - Identify health problems related to being overweight and underweight
 - Identify three common eating disorders
 - Explain the dangers of eating disorders
3. **Mental and Emotional Health**
 1. Personality
 - Identify the five traits that define personality
 - Identify factors that affect how your personality develops
 - Describe the stages of personality development
 2. Self-Esteem
 - Define self-esteem and compare the effects of high and low self-esteem on your health
 - Explain how self-esteem develops and changes as you grow
 - Identify ways to improve self-esteem
 - Summarize how to achieve your potential through the hierarchy of needs
 - Identify the qualities of a self-actualized person
 3. Emotions
 - Differentiate between primary and learned emotions
 - Understand the importance of being aware of your emotions
 - Identify ways to cope with difficult emotions
 4. Stress
 - Define stress and identify sources of stress
 - Describe the body’s reaction to stress
 - Identify effective strategies to manage stress

5. Mental Disorders
 - Recognize symptoms of mental disorders
 - Identify causes of mental disorders
 - Identify different types of mental disorders

4. Resolving Conflicts and Preventing Violence

1. Conflict
 - Define and explain the nature of conflict
 - Identify causes of conflict
 - Recognize the signs of conflict
 - Describe different types of conflict
2. Conflict Resolution
 - Identify characteristics of healthy relationships
 - Describe skills for resolving conflict
 - Practice conflict resolution
3. Violence
 - Define violence and identify types of violence
 - Identify causes and risk factors of violence
 - Describe the cycle of violence in dating relationships
 - Identify characteristics of gangs
4. Abuse
 - Define abuse
 - Describe different types of abuse
 - Recognize signs of abuse
 - Recognize that abuse is never the fault of the victim

5. Tobacco

1. Chemicals in Tobacco Products
 - Identify dangerous substances in tobacco products
 - Explain how nicotine affects the body
 - Describe nicotine addiction
2. The Respiratory System
 - Explain the function of the respiratory system
 - Describe the breathing process
 - Trace the path of air through the respiratory system
 - Identify problems of the respiratory system and ways to keep it healthy
3. Teens and Tobacco
 - Identify factors that influence a teen's decision about tobacco use
 - Describe different tobacco products
 - Describe changes in tobacco use over the past few decades
4. Risks of Tobacco Use
 - Describe long-term health risks of using tobacco products
 - Identify the risks of exposure to secondhand smoke
 - List ways to avoid exposure to secondhand smoke
5. Saying No to Tobacco
 - Recognize the importance of refusal skills to avoid tobacco use
 - Identify benefits of being tobacco free

- Describe tips for quitting tobacco use

6. Alcohol

1. Alcohol's Effects on the Body
 - Identify facts about alcohol and describe short-term effects of alcohol on the body
 - Define blood alcohol concentration (BAC) and identify factors that affect BAC
 - Identify life-threatening effects of alcohol
2. The Nervous System
 - Identify the functions of the nervous system
 - Explain the structure and function of a neuron
 - Differentiate between the central and peripheral nervous systems
 - Identify problems of the nervous system and ways to keep your nervous system healthy
3. Teens and Alcohol
 - Identify factors that influence teen drinking
 - Explain the risks of underage drinking
4. Long-Term Risks of Alcohol
 - Identify serious long-term health effects of alcohol abuse
 - Describe the stages and treatment of alcoholism
 - Identify how alcohol abuse affects others
5. Choosing Not to Drink
 - Understand how refusal skills can help you stick to your decision not to drink
 - Identify and practice refusal skills
 - Describe benefits of avoiding situations where alcohol is present

7. Drugs

1. Legal and Illegal Drugs
 - Differentiate between legal and illegal drugs
 - Differentiate between drug abuse, drug misuse, and appropriate drug use
 - Describe different ways drugs affect your body
 - Identify risks of drug abuse
2. Commonly Abused Drugs
 - Describe the effects of different classes of drugs on the body
 - Identify classes of drugs of concern in recent years
3. Factors Affecting Drug Abuse
 - Identify risk factors for drug abuse
 - Identify protective factors that help you stay drug free
4. Choosing to Be Drug Free
 - Recognize signs of drug abuse
 - Identify treatment options for people who abuse drugs
 - Describe steps you can take to stay drug free

Health and Physical Education 8



Health and Physical Education 8

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Health course will introduce the student to vital health concepts and reinforce health skills that promote healthy behaviors. The student will learn the functions and structures of various body systems as well as the care and prevention of disease to these systems. The student will learn about communicable diseases and how to prevent the spread of such diseases. The student will also be able to demonstrate the importance of proper nutrition by planning and analyzing meals and nutritional values. Proper actions in emergencies and safety procedures will also be included. The physical education portion of the course will offer great freedom as the student will be able to choose a physical education regimen that will fit the student's individual needs. The student will be given a choice of three paths that place emphasis on lifelong activities as well as current fitness trends. Physical education lessons are geared toward a "physically fit" lifestyle that will aid the student in the years to come and ensure a higher quality of life.

Course Outline

Health and Physical Education 8

1. Understanding Your Health

1. Factors Affecting Overall Health
 - Define health today
 - Identify and describe the three sides of the health triangle
 - Explain how habits affect wellness
2. Changes in the Teen Years
 - Describe physical changes that occur during the teen years
 - Describe the mental and emotional changes experienced during adolescence
 - Explain how change during adolescence may affect your relationships
 - Identify some healthy behaviors that contribute to emotional and mental health
3. How to Make Responsible Health Decisions
 - Recognize the importance of lifestyle factors in a person's health
 - Describe risk-reducing behaviors and habits to reduce risks in your life
 - Understand how to evaluate sources of health information

2. Mental and Emotional Health

1. Understanding Mental and Emotional Health
 - Describe characteristics of good mental and emotional health
 - Recognize factors that affect your self-esteem

- Identify skills that help to build your self-esteem
2. Emotions and Behavior
 - Recognize common emotions
 - Discover healthy ways to express emotions
 - Identify how to manage anger in a healthful way
 3. How to Manage Stress
 - Recognize the causes of stress
 - Explain how your body responds to stress
 - Describe habits for managing stress in your life
 4. Dealing with Loss
 - Understand the stages of reactions that are associated with the grieving process
 - Describe strategies for dealing with personal loss
 - Find out how to emotionally support someone through the grief process

3. **Mental and Emotional Problems**

1. Mental and Emotional Health Disorders
 - Identify five types and signs of anxiety disorders
 - Discover the common causes of mental and emotional health disorders
 - Identify and describe two mood disorders
 - Describe three signs of clinical depression
2. Suicide Prevention
 - Recognize warning signs of teen suicide
 - Describe the causes of teen suicide
 - Understand how to communicate to help someone who may be suffering from a mental or emotional health problem
3. Help for Mental and Emotional Disorders
 - Recognize why you or someone you know may be avoiding getting help for a mental illness
 - Describe the kinds of therapies used to treat mental and emotional disorders
 - Identify professionals who help people with mental health problems

4. **Nutrition for Health**

1. The Benefits of Nutrition
 - Describe the importance of nutrition on the body
 - Explain how your mood can affect the foods that you eat
2. Essential Nutrients for Wellness
 - Identify the six major categories of nutrients
 - Describe three ways your body uses nutrients
3. Using Nutritional Guidelines
 - Explain how to adequately use MyPlate as a guide for healthy eating
 - Describe the recommendations for healthy eating provided by the Dietary Guidelines for Americans
4. Planning for Meals and Snacks
 - Understand why breakfast is the most important meal of the day
 - Identify meal planning tips
 - Identify healthy ways to choose a snack

5. **Your Body Image**

1. Learning to Maintain a Healthy Weight
 - Understand the importance of a healthy body image
 - Describe how food and physical activity have a major impact on your weight
 - Identify three ways to maintain a healthy weight
2. Living with an Eating Disorder
 - Identify signs and symptoms of eating disorders
 - Describe the health risks associated with eating disorders
 - Identify where someone can get help for an eating disorder

6. Your Body Systems

1. Human Skeletal System
 - Describe the functions of the skeletal system
 - Identify four types of joints located in the body
 - Describe problems that can occur within the skeletal system
 - Identify behaviors that can keep your skeletal system healthy
2. Human Muscular System
 - Describe the functions of the muscular system
 - Identify the differences between various muscle types
 - Identify behaviors that can keep your muscular system healthy
3. Human Circulatory System
 - Describe the process of circulation
 - Identify and explain the parts of the circulatory system
 - Identify behaviors that can keep your circulatory system healthy
4. Human Respiratory System
 - Describe how your body uses the air you breathe
 - Identify and explain the parts and functions of the respiratory system
 - Identify ways to maintain a healthy respiratory system
5. Human Nervous System
 - Describe the functions of the nervous system
 - Identify and explain the different parts of the nervous system
 - Identify ways to protect your nervous system from injury
6. The Human Digestive and Excretory Systems
 - Describe the process of excretion
 - Identify ways to prevent problems to the digestive and excretory systems
 - Identify behaviors for good digestive health
7. Human Endocrine System
 - Identify the main functions of the endocrine system
 - Describe the jobs done by the different endocrine glands
 - Explain disorders of the endocrine system
8. Human Reproductive System
 - Identify the parts of the male and female reproductive systems
 - Describe three functions of the female reproductive system
 - Identify problems that can be associated with the male and female reproductive systems
 - Identify ways to keep your reproductive system healthy

7. Infectious Diseases

1. Understanding Infectious Diseases

- List the causes of infectious diseases
 - Differentiate how germs are spread
2. How Does the Body Fight Infectious Disease?
 - List the three lines of defense your body has against infectious disease
 - Identify how the immune system functions
 - Describe how antibodies defend against diseases
 3. Common Infectious Diseases
 - Name four common infectious diseases
 - Discuss what causes colds and how to treat them
 - Describe what you can do to prevent infectious diseases

8. Safety and Emergencies

1. Being Safe at Home and School
 - Identify how to stay safe in the home and at school
 - Define the parts of an accident chain
 - Identify safe habits
2. Being Safe Outdoors and on the Road
 - Identify ways to avoid injuries in the water and outdoors
 - Define how to stay safe as a pedestrian
 - Differentiate safety and traffic rules for bicycles, skates, skateboards, and scooters
3. First Aid
 - Describe what are known as Universal Precautions
 - List the steps to take in an emergency
 - Organize your own first aid kit
4. Handling Common Emergencies
 - Explain the different types on common emergencies
 - Identify first-aid treatments for common emergencies
 - Understand when it is time to call for medical assistance
5. Medical and Life-Threatening Emergencies
 - Differentiate the different types of life-threatening emergencies
 - List the steps to perform rescue breathing
 - Describe the symptoms of shock
 - Recite how to help someone who is choking

Health, Fitness and Nutrition



Health, Fitness and Nutrition

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Semester A Summary:

This is the first of two courses that comprise Health, Fitness, and Nutrition. In this course, the student will study a variety of health-related topics and learn the benefits of fitness. The student will gain a new awareness of his own fitness level and nutritional needs. The student will also learn how to adopt long-term, healthy habits and lifestyle changes to improve and inspire his overall state of well being.

This course will also teach the student how fitness can influence one's self image and will help him to understand the value of respecting his own body. The student will explore the dangers of alcohol and drug use and develop social strategies to avoid peer pressure. The student will also examine such things as eating disorders, prevention of injury, and first aid.

Semester A Outline

1. **Health and Wellness**
 - Describe health, wellness, and fitness; identify the risk factors that may affect a person's well-being
 - Identify health-related and skill-related factors that may affect fitness
 - Recognize the importance of training principles and techniques
 - Describe the anatomy of joints and ways to maintain healthy joints
 - Describe flexibility and various ways to maintain and increase it
2. **Strengthen your Muscles**
 - Describe the components of the circulatory system and the benefits of exercise on the circulatory system
 - Describe the respiratory system and actions that threaten the health of the respiratory system
 - Identify the different types of muscles and muscle fibers
 - Identify ways to improve muscular strength and endurance
 - Describe the benefits of aerobic training
3. **Final Exam**
 - Health, Fitness, and Nutrition Final Exam

Semester B Summary:

In the Health, Fitness, and Nutrition course, the student will study a variety of health-related topics and learn the benefits of fitness. The student will gain a new awareness of his own fitness level and nutritional needs. The student will also learn how to adopt long-term, healthy habits and lifestyle changes to improve and inspire his overall state of well

being. This course will also teach the student how fitness can influence one's self image and will help him to understand the value of respecting his own body. The student will explore the dangers of alcohol and drug use and develop social strategies to avoid peer pressure. The student will also examine such things as eating disorders, prevention of injury, reproductive health, and first aid.

Semester B Outline

1. **Building a Healthy Body**
 - Explain the role of fat in the body; describe the health hazards associated with excess body fat
 - Recognize the role that good nutrition and proper hydration play in weight control and overall health
 - Describe the dangers of poor eating habits; identify various aspects of eating disorders
 - Describe stress management and the connection to stress-related health problems
 - Identify the negative effects of habits such as alcohol, drugs, and tobacco
2. **Developing an Exercise Plan**
 - Describe the treatment and prevention of common exercise injuries
 - Recognize the importance of first aid in various situations
 - Describe the proper attire and equipment for various exercise activities
 - Explain the benefits of adherence to a regular exercise plan
 - Discuss the options for an exercise location and ways to involve the entire family in a fitness plan
3. **Reproductive Health**
 - Educate students about the human reproductive system
 - Present abstinence as the best method of avoiding teen pregnancy
 - Present abstinence as the best method in preventing infection
 - Familiarize students with strategies for assertive communication
 - Present family planning in terms of marriage
4. **Final Exam**
 - Health, Fitness, and Nutrition Final Exam

Personal Fitness



Personal Fitness

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will study physical fitness and a variety of health-related topics. The student will gain an understanding of the proper ways to exercise and diet, and will learn how to assess his own fitness level. The student will learn what fitness can do and how to attain the highest possible fitness level.

Course Outline:

1. Fitness Awareness and Understanding

1. The Importance of Fitness
 - Learn to identify and understand the five health-related factors of fitness
 - Learn to identify and understand the six skill-related factors of fitness
2. Fitness Testing
 - Identify the factors to be considered before engaging in a physical fitness program
 - Describe how the health-related components will increase by applying the principles you develop in your own exercise program
3. Components of Fitness
 - Learn the principles of overload, progression, and specificity
 - Understand your working heart rate
4. Guidelines for the Exercise Session
 - Understand the importance of warming up and cooling down
 - Plan your own exercise sessions, including warm-up and cool-down
5. Understanding How the Joints Move
 - Define flexibility
 - Describe the importance of flexibility to health and fitness
 - Explain how flexibility is developed
 - Describe how flexibility is increased through the application of general principles of training
6. Applying Fitness Principles to Flexibility
 - Define overload, specificity, and progression as they relate to flexibility
 - Give examples of various types of stretches
 - Explain the difference between dynamic and static stretches

7. Stretching Exercises

- Describe which exercises increase range of motion in specific joints
- Provide criteria for correctly performing flexibility exercises

2. Cardiovascular Fitness

1. Anatomical Structure of the Heart and How It Works

- Define cardiovascular fitness
- Describe how the cardiovascular system works
- Recognize the major structural features of the heart
- Understand blood pressure

2. Respiratory System Functions

- Describe the respiratory process and its relationship to fitness
- Identify the major structural features of the lungs
- Learn the benefits of aerobic exercise and determine your target heart rate

3. Muscle Fibers

- Learn to identify two types of muscle fibers
- Describe the functions of the two types of muscle fibers
- Identify the differences among skeletal, smooth, and cardiac muscles

4. Types of Muscles

- There are no objectives for this lesson.

5. Developing Muscular Endurance

- Learn the methods of developing cardiovascular fitness, muscular strength, and endurance
- Learn the effects of exercise on the muscular system
- Identify different types of aerobic exercises and their benefits

6. Diseases Associated With Poor Aerobic Conditioning

- Discuss the importance of attaining an optimal cardiovascular level
- Identify the benefits of muscular endurance
- Name the diseases associated with poor aerobic conditioning

7. Aerobic Training Benefits

- Explain how aerobic training impacts the respiratory system
- Explain how aerobic training impacts the cardiovascular system
- Explain how aerobic training impacts the muscular system

8. Oxygen Transport

- Describe systemic circulation and oxygen transport
- Identify blood vessels, arteries, veins, and capillaries
- Explain the difference between systemic and pulmonary circulation

9. Body Fat and Obesity

- Develop an understanding of body fat and related terms
- Discuss the benefits of low body fat percentage
- Identify the health hazards of high body fat percentage

3. Nutrition

1. Understanding Nutrients

- Identify the six major nutrients
- Identify the best food sources for each one
- Identify the basic food groups
- Analyze your own eating habits to meet your goals for RDAs

Learn to select foods that will provide the optimal nutrition benefits

2. Sports Nutrition Myths

Learn the facts about the most common myths about nutrition

Learn to identify the myths associated with sports drinks, protein supplements, and salt tablets

3. Hydration

Discuss the importance of hydration and re-hydration

Describe the hazards and effects of dehydration

Learn to identify associated symptoms

Discuss the negative side-effects of the use of diuretics

4. Weight Control

Discuss the causes of obesity and how it develops

Learn the terms related to body composition

Describe the guidelines for weight control and methods of determining your ideal body weight

5. Fad Diets

Learn the importance of maintaining a well-balanced diet

Recognize health risks as a result of fad dieting

6. Anorexia Nervosa and Bulimia

Describe the hazards of eating disorders

Discuss the psychological and physiological effects

Identify the symptoms

7. Stress

Discuss the body's reaction to stress and the three stages of stress

Identify symptoms and prevention

Learn various methods of relieving and coping with stress

4. **Designing Your Personal Exercise Program**

1. Exercising Safely/Designing Your Exercise Program

Describe common exercises and injuries

Discuss how to prevent problems before they occur by avoiding certain exercises

2. Final Exam

There are no objectives for this lesson.

Physical Education 1



Physical Education 1

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Welcome to Physical Education 1! Each week, the student will learn a new game or activity. There will be games and activities that may be played inside, while others will be better suited for outdoor play. The games and activities in this course are grouped in thematic units. In each lesson, the student will find a brief description of that week's game. Each week a new game will be added, but the previous lessons' games will still be listed for the student to see. In addition to the activities described in the lessons, students will also have the option of participating in yoga or an individual or team sport.

Course Outline:

1. Get Up and Move

1. Introduction to Physical Education 1
 - Learn about the three different options that Connections Academy students have to fulfill their Physical Education requirement
2. Ping-Pong Pass
 - Demonstrate motor skills needed for throwing and catching
 - Refine hand-eye coordination through process of throwing and catching
3. Limbo Lights
 - Play a limbo game without using a limbo stick
 - Demonstrate flexibility and balance through movement
4. Push-ups
 - Demonstrate how to do a basic push-up
 - Demonstrate how to do different variations of push-ups
 - Identify the different parts of the body that the different push-up variations target
5. Side Straddle Hop
 - Demonstrate how to do a side straddle hop or jumping jack
6. Musical Hoops
 - Demonstrate how to correctly use a hula hoop

- Use a hula hoop as part of exercises to strengthen the oblique muscles
7. Plyometrics
 - Define plyometrics
 - Participate in plyometric exercises
 8. Marsupial Mania
 - Demonstrate locomotor patterns of jumping
 - Practice jumping distances

2. Making Healthy Choices

1. Nutrition: USDA's MyPlate
 - Identify the five food groups that make up USDA's MyPlate
 - Name specific foods and what food group they belong to
2. Nutrition: Choosing Healthy Food
 - Identify foods from the different food groups
 - Create a menu for a healthy, balanced dinner
3. Exercise
 - Define exercise
 - Explain the benefits of exercise on the heart and lungs
 - Measure the effects of exercise on the pulse rate
4. Personal Hygiene
 - Define personal hygiene and explain why it is important to overall health
 - Describe the proper hand washing technique

3. Make Your Own Fun

1. Make Your Own Kite
 - Construct and fly two kites out of household materials
 - Demonstrate motor skills needed to fly a kite
2. Make Your Own Plisbee
 - Demonstrate manipulative skills used to throw and catch
 - Improve hand-eye coordination through throwing and catching accurately
3. Make Your Own Catcher's Cup
 - Demonstrate accurate hand-eye coordination and spatial relationships to be able to catch a ball on a string

4. Games from Around the World

1. Brinca (Spain)
 - Demonstrate balance and coordination through a series of hops, steps, and jumps
2. Chenco (Southeast Native American tribes)
 - Demonstrate motor skills needed for throwing
 - Utilize hand-eye coordination and depth perception to participate in an activity from Native American culture
3. Japanese Horseshoes (Japan)
 - Demonstrate accurate throwing techniques to knock over a target
 - Improve throwing accuracy through practice
4. Lamé Hen (China)
 - Demonstrate motor skills needed to hop on one foot

- Balance on one leg long enough to pick up items from the ground
- 5. Lompat Tali (Indonesia)
 - Demonstrate locomotor skills necessary to jump rope
 - Participate in fundamental movements such as jumping and hopping
- 6. Down, Down, Down (Australia)
 - Demonstrate proficiency in throwing and catching a ball
 - Utilize depth perception to be able to catch a ball

5. Show Your Strength

1. Bowling for Bottles
 - Demonstrate hand-eye coordination necessary to knock over a target with a ball
2. Give Yourself a Hand
 - Improve balance and coordination
 - Use motor skills necessary to jump from one space to another
3. Soaring Slippers
 - Demonstrate motor skills needed to throw accurately at a target
 - Utilize hand-eye coordination necessary for throwing
4. Ping Pong Pockets
 - Demonstrate throwing accuracy by hitting a specific target
5. Sponge Toss
 - Demonstrate ability to throw and catch
 - Be able to throw objects into a specific container

Physical Education 2



Physical Education 2

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Welcome to Physical Education 2! Each week, the student will learn a new game or activity. There will be games and activities that may be played inside, while others will be better suited for outdoor play. The games and activities in this course are grouped in thematic units. In each lesson, the student will find a brief description of that week's game. Each week a new game will be added, but the previous lessons' games will still be listed for the student to see. In addition to the activities described in the lessons, students will also have the option of participating in yoga or an individual or team sport.

Course Outline:

1. Get Up and Move

1. Introduction to Physical Education 2
 - Learn about the three different options that Connections Academy students have to fulfill their Physical Education requirement
2. Space Awareness: Balance
 - Demonstrate an understanding of stationary balance and moving balance
3. Tightrope Walker
 - Demonstrate how to maintain balance while walking a tightrope
4. Body Toss
 - Demonstrate how to properly throw underhand
 - Demonstrate how to aim for and successfully hit a target with an underhand throw
5. Side Straddle Hop
 - Demonstrate how to do a side straddle hop or jumping jack
6. Scarf Juggling
 - Demonstrate juggling using three scarves
7. Jumping Jacks to the Music
 - Demonstrate stamina and endurance by performing jumping jacks to music
8. Where Are You Going?
 - Demonstrate flexibility and gross motor control by moving the body in various directions

2. Making Healthy Choices

1. Nutrition: MyPlate
 - Identify the five food groups that make up MyPlate
 - Name specific foods and what food group they belong to
2. Nutrition: Choosing Healthy Food
 - Identify foods from the different food groups
 - Create a menu for a healthy, balanced dinner
3. Exercise
 - Define exercise
 - Explain the benefits of exercise on the heart and lungs
 - Measure the effects of exercise on the pulse rate
4. Personal Hygiene
 - Define personal hygiene and explain why it is important to overall health
 - Describe the proper hand washing technique

3. Games You Can Make!

1. Make Your Own Cheerleader Pompoms
 - Demonstrate locomotor skills with basic cheerleading moves
2. Make Your Own Coffee Can Stilts
 - Demonstrate gross motor control and balance while walking on tin can stilts
3. Make Your Own Swirling Dancing Ribbons
 - Demonstrate motor control and body awareness with rhythmic gymnastics
4. Ab Wheelie
 - Demonstrate coordination and core strength
5. Don't Fall in the Lava
 - Demonstrate locomotor skills and coordination
6. Beach Ball Lift
 - Demonstrate strength in the legs and abdominal muscles

4. Games from Around the World

1. Greece: The Snail Game
 - Demonstrate balance and coordination through a series of hops, steps, and jumps
2. Romania: Rings Game
 - Demonstrate hand-eye coordination
3. Germany: Hit the Pot and Sardines
 - Demonstrate interpersonal cooperation and team spirit
4. China: Hopping Chicken and Jump Over the Band
 - Demonstrate locomotor skills and coordination
5. Colombia: Oba
 - Demonstrate hand-eye coordination
6. Indonesia: Jumping Rope
 - Demonstrate coordination and physical perseverance

5. How Strong Are You?

1. Deck of Cards
 - Demonstrate stamina and endurance through the performance of various exercises
2. Jump Start Your Heart
 - Demonstrate an understanding of heart healthy activities
3. Get Around This!
 - Demonstrate physical stamina by hopping, jumping, and running
4. Get Up and Dance!
 - Demonstrate stamina, flexibility, and endurance by moving and dancing to music
5. Let's Build Your Muscles!
 - Demonstrate strength and endurance through strength training

Physical Education 3



Physical Education 3

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Our third grade students are expected to understand and demonstrate clearly-defined combinations of movements. Each week the student will learn one or more new activities. In addition, the student will learn the importance of nutrition as it relates to health and physical fitness. The student will learn life skills throughout the curriculum. In each lesson, the student will find a brief description of that week's activity. Each week a new activity will be added, but the previous activities can always be reviewed.

Course Outline:

1. The Presidential Fitness Challenge: Introduction

1. About the President's Challenge
 - Learn about the Presidential fitness programs
2. Powerful Pacer and Mighty Mile
 - Learn the proper way to do the mile run/walk
 - Learn the proper way to complete the pacer test.
3. Perfect Push-ups
 - Learn the proper way to do push-ups
4. Terrific Trunk Lift and Stretchy Sit-and-Reach
 - Learn the proper way to do the Stretchy Sit-and-Reach
 - Learn the proper way to do the Terrific Trunk Lift

2. Moving, Stretching, and Strengthening

1. Jumping and Leaping
 - Jump as high as you can
 - Jump as far as you can
 - Leap as far as you can
2. Move It!
 - Move quickly
 - Change direction quickly
3. Did You Catch That?
 - Catch a ball using two hands

4. Which Way Am I Going?
 - Perform jumps in various directions
 - Run in various directions
5. I Am Strong and Sturdy
 - Balance using four supports
 - Balance using three supports
 - Balance using two supports
6. Upper Body Strength
 - Use upper body strength to perform various activities
7. Twist and Turn
 - Perform skills that cross the mid-line of the body
 - Twist the torso as far as possible
8. Bending and Stretching
 - Demonstrate ankle, knee, and hip flexibility
9. Jumping Beans
 - Jump while keeping your balance
 - Jump rope several times consecutively
10. Jumping Beans II
 - Jump in a diagonal direction with control
 - Jump as quickly as possible in various directions
11. Lower Body Strength
 - Demonstrate lower body strength

3. **Developing a Healthy Exercise Routine**

1. A Healthy Exercise Routine
 - Learn the principles of exercise
 - Learn the components of an exercise routine
 - Learn how to properly warm up and cool down
2. Flexibility Training
 - Learn about the importance of flexibility
 - Incorporate stretching into a daily exercise routine
3. Aerobic Training
 - Learn about the importance of aerobic activity
 - Incorporate aerobic activity into a daily exercise routine
4. Strength and Endurance Training
 - Learn the importance of muscular strength
 - Learn the importance of muscular endurance
 - Incorporate strength and endurance into a daily exercise routine

4. **Your Body and Exercise**

1. Body Composition
 - Learn how to calculate Body Mass Index
 - Learn about different body types
2. Nutrition and Healthy Eating
 - Learn about essential nutrients
 - Learn why eating a healthy diet is important

3. The Importance of Fluids
 - Learn why fluids are important during exercise
 - Learn about homeostasis

4. Injuries
 - Learn how to prevent exercise-related injuries
 - Learn how to care for exercise-related injuries

5. **The Presidential Fitness Challenge**

1. Endurance Run/Walk and Shuttle Run
 - Complete the endurance run/walk
 - Complete the shuttle run
2. Pull-ups or Push-ups and Curl-ups
 - Complete as many pull-ups or push-ups as you can in one minute
 - Complete as many curl-ups as you can in one minute
3. V-Sit and Reach
 - Perform the v-sit and reach exercise

6. **Games Around the World**

1. Asia
 - Participate in games played by children in Asia
 - Demonstrate locomotor skills necessary for running and jumping
2. Europe
 - Participate in games that are played by children in Europe
 - Demonstrate locomotor skills necessary for running and jumping
3. Africa
 - Learn about games that are played in Africa
 - Demonstrate locomotor skills necessary for running and jumping
4. Australia
 - Learn about games that are played in Australia
 - Demonstrate locomotor skills necessary to run

Physical Education 4



Pearson

Physical Education 4

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

At the fourth grade level, student's hand-eye coordination has improved, allowing for advanced instruction in individual and partner activities. Fourth grade students are able to understand rules and the importance of following them. The development of a healthy lifestyle requires that the student acquire knowledge to make positive decisions about exercise, and nutrition. The student's participation and progress will be monitored through the Physical Activity Log and periodic performance tests.

The President's Council on Physical Fitness and Sports Tests will be part of his/her curriculum. Depending on the program chosen, the student will have the opportunity to record his results on a periodic basis, and receive the appropriate award depending on the performance level.

Course Outline:

1. The Presidential Fitness Challenge: Introduction

1. About the Presidential Fitness Challenge
 - Learn about the Presidential Fitness Challenge programs, which include the Presidential Active Lifestyle program and the Presidential Physical Fitness program
2. Powerful Pacer and Mighty Mile
 - Learn the proper way to do the mile run/walk
 - Learn the proper way to complete the pacer test
 - Demonstrate accurate completion of the mile run/walk
 - Demonstrate accurate completion of the pacer test
3. Perfect Push-ups and Curl-ups
 - Learn the proper way to do push-ups
 - Demonstrate proper technique while doing push-ups
 - Learn the proper way to do curl-ups
 - Demonstrate proper technique while doing curl-ups
4. Terrific Trunk Lift and Stretchy Sit-and-Reach
 - Learn the proper way to do the Stretchy Sit-and-Reach
 - Learn the proper way to do the Terrific Trunk Lift

2. Learning Locomotor Skills

1. Jumping and Leaping
 - Demonstrate the locomotor skills necessary to participate in a variety of jumping routines
 - Learn the fundamentals of jumping and how it can help to improve overall physical fitness
2. Move It!
 - Demonstrate your speed and quickness through a series of movement drills
 - Practice the shuttle run, a part of the Presidential Physical Fitness Program
3. Did You Catch That?
 - Demonstrate locomotor skills necessary to catch a ball
 - Demonstrate locomotor skills necessary to throw a ball to another person
 - Improve hand-eye coordination and depth perception by catching a ball thrown by another person
4. Which Way Am I Going?
 - Develop an understanding of the physical fitness concept of agility and demonstrate your agility through a series of exercise drills
 - Demonstrate the locomotor skills necessary to run and stop quickly
5. I Am Strong and Sturdy
 - Demonstrate appropriate balancing technique by participating in a series of balancing exercises
 - Demonstrate upper body strength necessary to complete push-ups
6. Upper Body Strength
 - Demonstrate the ability to utilize upper body strength to participate in various exercises
 - Improve upper body strength by performing exercises that target the upper body muscles
7. Twist and Turn
 - Demonstrate flexibility through a series of stretching exercises
 - Increase flexibility in the upper body and abdomen by performing various twisting exercises
8. Bending and Stretching
 - Demonstrate flexibility through a series of stretching exercises
 - Increase flexibility by performing various stretching exercises
9. Jumping Beans
 - Demonstrate the ability to jump while maintaining balance in order to participate in jumping rope
 - Demonstrate jumping techniques
10. Jumping Beans II
 - Demonstrate balance and coordination necessary to participate in a variety of jumping routines
11. Lower Body Strength
 - Demonstrate lower body strength by participating in a variety of exercises
 - Improve lower body strength by performing exercises that target those muscles
- 3. Developing A Healthy Exercise Routine**
 1. A Healthy Exercise Routine
 - Identify the four principles of exercise
 - Identify the components of an exercise routine
 - Demonstrate how to properly warm-up and cool-down
 2. Flexibility Training
 - Learn about the importance of flexibility and its overall health benefits
 - Demonstrate a variety of stretching techniques in order to improve flexibility
 - Incorporate stretching into your daily exercise routine

3. Aerobic Training
 - Learn the principles and importance of aerobic activity
 - Demonstrate aerobic activity and incorporate it into a daily exercise routine
4. Strength and Endurance Training
 - Learn the importance of muscular strength
 - Learn the importance of muscular endurance
 - Incorporate strength and endurance exercises into a daily exercise routine
- 4. Your Body and Exercise**
 1. Body Composition
 - Learn about different body types and the characteristics of each
 - Identify the three components of body composition
 - Calculate your Body Mass Index using a BMI Calculator
 2. Nutrition & Healthy Eating
 - Identify the five food groups that make up MyPlate
 - Explain why eating a healthy diet is important to overall wellness
 - Name specific foods and what food group they belong to
 3. The Importance of Fluids
 - Define homeostasis and explain the role it plays in body system regulation
 - Explain why replacing fluids is important during exercise
 4. Injuries
 - Learn how to prevent exercise-related injuries
 - Learn how to care for exercise-related injuries
- 5. The Presidential Fitness Challenge**
 1. Endurance Run/Walk and Shuttle Run
 - Participate in The Presidential Physical Fitness Challenge
 - Complete the endurance run/walk
 - Complete the shuttle run
 2. Pull-ups or Push-ups and Curl-ups
 - Participate in The Presidential Physical Fitness Challenge
 - Complete pull-ups or push-ups
 - Complete curl-ups
 3. V-Sit and Reach
 - Participate in The Presidential Physical Fitness Challenge
 - Complete the v-sit and reach
- 6. Games Around The World**
 1. Asia
 - Participate in games that are played by children in Asia
 - Demonstrate locomotor skills necessary for running and jumping
 2. Europe
 - Participate in games that are played by children in Europe
 - Demonstrate locomotor skills necessary for running and jumping
 - Demonstrate hand-eye coordination necessary to catch a ball with a cup
 3. Australia
 - Participate in games that are played by children in Australia
 - Demonstrate hand-eye coordination necessary to throw and catch a ball

- Demonstrate locomotor skills necessary to run
4. Africa
- Participate in games that are played by children in Ghana
 - Demonstrate locomotor skills necessary for running and jumping

Physical Education 5



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Physical Education 5

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

At the fifth grade level, students understand the concept of fair play and begin to recognize the varying fitness levels within the appropriate age standards. Playing by the rules and respecting self and others are emphasized as students participate in cooperative physical education activities. Students see how levels of physical activity and food intake are related to a healthy productive life-style.

The President's Council on Physical Fitness and Sports Tests will be part of his/her curriculum. Depending on the program chosen, the student will have the opportunity to record his results on a periodic basis, and receive the appropriate award depending on the performance level.

Course Outline:

1. The Presidential Fitness Challenge: Introduction

1. About the Presidential Fitness Challenge
 - Learn about the Presidential Fitness Challenge programs, which include the Presidential Active Lifestyle program and the Presidential Physical Fitness program
2. Powerful Pacer and Mighty Mile
 - Learn the proper way to do the mile run/walk
 - Learn the proper way to complete the pacer test
 - Demonstrate accurate completion of the mile run/walk
 - Demonstrate accurate completion of the pacer test
3. Perfect Push-ups and Curl-ups
 - Learn the proper way to do push-ups
 - Demonstrate proper technique while doing push-ups
 - Learn the proper way to do curl-ups
 - Demonstrate proper technique while doing curl-ups
4. Terrific Trunk Lift and Stretchy Sit-and-Reach
 - Learn the proper way to do the Stretchy Sit-and-Reach
 - Learn the proper way to do the Terrific Trunk Lift

2. Learning Locomotor Skills

1. Steal the Ball

- Develop locomotor skills of running, and dribbling a ball with your feet
 - 2. Marathon Walk/Run
 - Develop the locomotor skills of walking and running
 - 3. Up and Down the Step Aerobics
 - Develop and demonstrate coordination
 - 4. Let's Get Jumping
 - Develop and demonstrate the locomotor skill of jumping
 - 5. Let's Have a Ball
 - Develop the locomotor skills of throwing and catching a ball
 - Develop eye-hand coordination skills
 - 6. Throw and Catch
 - Develop accurate throwing, catching, visual tracking, and dexterity
 - 7. You Can Build a Strong Upper Body
 - Develop knowledge of exercises that strengthen the upper body
 - 8. Get Flexible
 - Develop flexibility by performing bending and stretching exercises
 - 9. Strong Legs Will Take You Far
 - Develop strength in the lower body through interval training
 - 10. Core Strength: Twisting and Turning
 - Develop core strength through the use of twisting and turning skills
 - 11. Fitness Around the House
 - Develop fitness skills by performing exercises that address different components of fitness
- 3. Developing a Healthy Exercise Routine**
1. A Healthy Exercise Routine
 - Identify the four principles of exercise
 - Identify the components of an exercise routine
 - Demonstrate how to properly warm up and cool down
 2. Flexibility Training
 - Demonstrate an understanding of the importance of flexibility and its overall health benefits
 - Demonstrate a variety of stretching techniques in order to improve flexibility
 - Incorporate stretching into your daily exercise routine
 3. Aerobic Training
 - Demonstrate an understanding of the importance of aerobic activity
 - Demonstrate an understanding of aerobic activities and include them in a daily exercise routine
 4. Training for Strength and Endurance
 - Demonstrate an understanding of the importance of muscular strength
 - Demonstrate an understanding of the importance of muscular endurance
 - Incorporate strength and endurance exercises into a daily exercise routine
- 4. Your Body and Exercise**
1. Body Composition
 - Learn about different body types and the characteristics of each
 - Identify the three components of body composition
 - Calculate your Body Mass Index using a BMI Calculator

2. Nutrition & Healthy Eating
 - Identify the five food groups that make up MyPlate
 - Explain why eating a healthy diet is important to overall wellness
 - Name specific foods and what food group they belong to
3. The Importance of Fluids
 - Define homeostasis and explain the role it plays in body system regulation
 - Explain why replacing fluids is important during exercise
4. Injuries
 - Learn how to prevent exercise-related injuries
 - Learn how to care for exercise-related injuries

5. **The Presidential Fitness Challenge**

1. Endurance Run/Walk and Shuttle Run
 - Participate in The Presidential Physical Fitness Challenge
 - Complete the endurance run/walk
 - Complete the shuttle run
2. Pull-ups or Push-ups and Curl-ups
 - Participate in The Presidential Physical Fitness Challenge
 - Complete pull-ups or push-ups
 - Complete curl-ups
3. V-Sit and Reach
 - Participate in The Presidential Physical Fitness Challenge
 - Complete the v-sit and reach

6. **Games Around The World**

1. Asia
 - Participate in games that are played by children in Asia
 - Demonstrate locomotor skills necessary for running and jumping
2. Europe
 - Participate in games that are played by children in Europe
 - Demonstrate locomotor skills necessary for running and jumping
 - Demonstrate hand-eye coordination necessary to catch a ball with a cup
3. Australia
 - Participate in games that are played by children in Australia
 - Demonstrate hand-eye coordination necessary to throw and catch a ball
 - Demonstrate locomotor skills necessary to run
4. Africa
 - Participate in games that are played by children in Ghana
 - Demonstrate locomotor skills necessary for running and jumping

Physical Education K



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Physical Education K

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, physical education encourages students to develop their fine motor skills, movement, and confidence to enjoy healthy physical activity regularly. A combination of interactive and hands-on activities teaches students essential skills. Students learn how to respect themselves and others while playing.

Course Outline:

1. Physically Active Lifestyle

1. Physical Activities
 - Select and demonstrate activities that are classified as physical activity or exercise
2. Benefits of Physical Activity
 - Recognize that exercise benefits the body and the brain
3. Not Being Active
 - Identify disadvantages of not being physically active
4. Being Active Outside of School
 - Engage in at least one physical activity outside of school
 - Create a book of physical activities
5. Feelings and Physical Activity
 - Identify the emotional benefits to your brain from participating in physical activities
6. Enjoyable Physical Activities
 - Identify one physical activity that is enjoyable and state why it is fun

2. Introduction to Common Movements

1. Moving Forward, Sideways, and Backward
 - Show how your body can move forward, backward and sideways
 - Explain why it is important to understand direction
2. Playing Ball
 - Demonstrate kicking, throwing, catching, and striking a ball
 - Describe how different actions used with balls produce various results
3. Stretching

- Show how your body can stretch, bend, swing, twist
 - Explain why it is important to stretch before exercising
4. Determining Direction
 - Distinguish between directional relationships with an object and your body
 5. Balancing and Body Parts
 - Demonstrate balancing while bearing weight on both feet, one foot, and on hands and knees
 6. Moving to a Rhythm
 - Experiment with clapping, tapping, and moving to a steady beat

3. Let's Move

1. Bending, Pushing, Pulling, and Squatting
 - Identify and perform squatting, bending, pulling, and pushing
 - Describe the difference between squatting, bending, pulling, and pushing
2. Let's Travel
 - Differentiate between hopping, skipping, jumping, and running
 - Perform a hop, skip, jump, and run
3. What Body Parts Can You Name?
 - Label the different parts of the body used in physical activity
 - Identify various body parts
4. My Space, Our Space
 - Determine the difference between personal and general space
 - Perform movements using both personal and general space
5. Are You Fast or Slow?
 - Identify fast and slow movements
 - Explain how fast and slow movements look and feel different
 - Demonstrate the difference between slow and fast movements while traveling
6. Twist and Bend your Body
 - Demonstrate head flexion, head extension, and head rotation

4. Effects of Exercise

1. Do You Notice a Change?
 - Explain that fast heart rate, sweat, and heavy breathing accompany exercise
 - Discuss why your heart rate increases, breathing deepens, and sweating occurs during exercise
2. Building Muscle Strength
 - Describe muscles
 - Demonstrate the ability to lift and support body weight
3. The Lungs
 - Identify where the lungs are located
 - Describe what lungs help you do
4. Importance of Sleep
 - Explain the importance of rest and sleep for the body
5. Flexibility
 - Participate in exercises that increase flexibility in the shoulders, legs, and trunk
 - Describe and select a stretching activity that provides enjoyment
6. Daily Physical Activity

- Identify the benefits that occur when involved in daily physical activity
- Develop and track a physical activity goal

5. **Responsibility, Respect, and Enjoyment**

1. Importance of Following Rules
 - State why it is important to follow rules when participating in physical activity
 - Illustrate the importance of following rules and consequences of not following rules
2. Dressing for Physical Activity
 - Identify appropriate clothing to wear when exercising
 - Explain how proper clothing and shoes help prevent injury
3. Staying Safe in the Water
 - Explain basic water safety rules
4. Using Equipment
 - Discuss the proper use of sporting equipment
5. Emergencies
 - Discuss appropriate reactions during emergencies in physical activities
6. Working Together
 - Explain the benefits of working together in physical activity
7. Positive Feelings During Physical Activity
 - Identify specific positive feelings associated with participating in physical activity
8. Try a New Sport or Activity
 - Summarize why it is important to try a new sport or activity
 - Explain how physical activity provides the opportunity for social interaction

Physical Education



Physical Education

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will use previously acquired skills in a wide range of elective activities. The course places priority on self-motivated physical activities that the student can participate in now and later in life, and incorporates skill competencies, written assignments, and class evaluations into some of the units. The student will be expected to show proficiency in the activities that are important for his personal development at the appropriate age. The student's physical fitness level will be assessed and recorded. As an online learner, the student will utilize relevant Web sites and streaming videos provided in the lessons.

Course Outline:

1. Fitness

1. Stretching Lesson
 - Focus Quiz: There are no objectives for this lesson
2. Cardiovascular Training
 - Define and explore methods of cardiovascular exercise
 - Distinguish between high intensity and low intensity cardiovascular exercise
 - Explore the relationship between the heart rate and effective cardiovascular exercise
3. Physical Fitness Testing
 - Identify the areas of physical fitness measured by the Presidential Physical Fitness Test
 - Participate in the Presidential Physical Fitness Test program
 - Assess your strengths and weaknesses with regard to physical fitness
4. Weight Training
 - Identify the areas of physical fitness measured by the Presidential Physical Fitness Test
 - Participate in the Presidential Physical Fitness Test program
 - Assess your strengths and weaknesses with regard to physical fitness

2. Team Sports

1. Soccer Skill Progression
 - Focus Quiz: There are no objectives for this lesson

2. Soccer Rules and Positions
 - Identify common rules and regulations of soccer
 - Examine common strategies used by soccer players and teams
 3. Basketball Skills Progression
 - Focus Quiz: There are no objectives for this lesson
 4. Basketball Rules, Positions, and Current Events
 - Identify common rules and regulations of basketball
 - Examine common strategies used by basketball players and teams
 5. Baseball and Softball Skills Progression
 - Focus Quiz: There are no objectives for this lesson
 6. Baseball and Softball Rules and History
 - Identify common rules and regulations of baseball and softball
 - Examine common strategies used by baseball and softball players and teams
 7. Volleyball Skills Progression
 - Focus Quiz: There are no objectives for this lesson
 8. Volleyball Rules, Rotation, and Scoring
 - Identify the rules and regulations of volleyball
 - Examine common strategies used by volleyball players and teams
3. **Individual Sports**
 1. Golf Skills
 - Introduction: There are no objectives for this lesson
 2. Golf Rules and Scoring
 - Identify common rules, regulations, and scoring techniques used when playing golf
 - Examine common strategies used by golf players
 - Investigate the workings and personalities of the Professional Golfers Association
 3. Tennis Skills and Rules
 - Introduction: There are no objectives for this lesson
 4. Lifelong Recreation Activities
 - Introduction: There are no objectives for this lesson
4. **Final Exam**
 1. Final Exam
 - There are no objectives for this lesson.

APPENDIX A CURRICULUM

A.3 ELECTIVES K – 12 AND OTHER CLASSES

This document is part of Appendix A: Curriculum.

It includes alignment documents for electives and other classes for students in Kindergarten through Grade 12.

- Anatomy and Physiology 1
- Animation
- Art History
- Art in World Cultures
- Astronomy 1
- Career Planning and Skill Development
- Careers in Criminal Justice
- College Prep with ACT
- College Prep with SAT
- Concepts of Engineering and Technology
- Cosmetology 1
- Cosmetology 2
- Culinary Arts
- Digital Photography 1
- Driver's Education
- Early Childhood Education
- Educational Technology and Online Learning K
- Educational Technology and Online Learning 1
- Educational Technology and Online Learning 2
- Educational Technology and Online Learning 3
- Educational Technology and Online Learning 4
- Educational Technology and Online Learning 5
- Educational Technology and Online Learning 6
- Educational Technology and Online Learning 7
- Educational Technology and Online Learning 8
- Freshman Success
- Health Science 1
- Health Science 2
- Health Science Public Health
- Home Life
- Introduction to Computer Applications
- Introduction to Drawing
- Introduction to Graphic Design
- Medical Terminology 1
- Senior Success
- Sports Management

What you will learn in this course

Anatomy and Physiology 1a: Introduction

Whether you plan on pursuing a career in health sciences or simply looking to gain an understanding of how the human body works, you'll first need to understand the relationship between anatomy and physiology. Learn how to read your body's story through understanding cell structure and their processes, and discover the functions and purposes of the skeletal, muscular, nervous, and cardiovascular systems, as well as diseases that affect those systems.

Unit 1: Human Body Organization

While Anatomy and Physiology courses are required for students beginning their journeys to a career in a health science, they can also be of great value to others who are simply wanting to improve their own health and wellbeing. Just as it's easier to navigate a foreign country if you understand the language spoken, it's easier to navigate the human body if you understand the terminology related to the forms and functions of this fascinating area of study. If you're lost in

Italy, hopefully you have a translation app. If you're lost and trying to figure out how one symptom might be a clue to a larger problem in a patient, this material will help you navigate your way through body systems.

What will you learn in this unit?

- Define and discuss the terms anatomy and physiology and their relationship to one another
- Describe the levels of organization of the human body from simple to complex
- Define and describe the anatomical positions and directional terms used in human anatomy
- Locate and describe the main regions, sections, and cavities of the body

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Chemistry of the Body

Remember how we talked about one cell being smaller than a period? It's mind-blowing to think that something so small has so much control over all of our body systems. There are over 200 different types of cells in the body that make up a total of 100 TRILLION cells in one person. Think about it for a minute: that number is the number 1 followed by 14 zeroes!

Let's take a look at how cells are designed to make sure the human body stays healthy and balanced. Understanding cell design and reproduction is key to understanding how each body system works and how they interact to sustain life.

What will you learn in this unit?

- Summarize the relationships among homeostasis, control systems, and feedback loops
- Explain the structure and function of typical cells

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- Explain mitosis and meiosis: their similarities and differences
- Describe and discuss how damage to one type of cell and/or tissue may impact the function of other cells and tissues

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: The Skeletal System

Can you imagine what it would be like if you didn't have any bones and were only made up of muscle and skin? You wouldn't be able to walk very well, type on the keyboard or, certainly, be able to dance! There are 206 bones in the adult human skeleton. When we are born, we have more than 250 bones in our bodies, and as we grow and develop, some of the smaller bones fuse together to form stronger, longer and less pliable bone. The skeleton is not only what determines the shape and size of an individual, but it allows us to walk upright and perform the activities of daily life.

What will you learn in this unit?

- Describe the structure and function of bones
- Identify the different types of bones
- Differentiate between the axial and appendicular skeleton
- Classify joints and their specific functions
- Summarize common diseases and disorders of the skeletal system

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: The Muscular System

Sit perfectly still while you look at your computer screen. You might think that none of your muscles are moving, but they are. The diaphragm, the sheet of muscle that rests under your lungs, is contracting and relaxing to facilitate your breathing when you're at rest or in motion. Muscles also perform other functions that you may not have considered; not only does the muscular system move your limbs, it also interacts with other body systems to support vital movements around your body. Let's see what muscles do for you.

What will you learn in this unit?

- Explain the structure and function of muscles and muscle tissue
- Describe the sliding filament theory
- Interpret the names of various muscles based on Latin terms
- Distinguish between a muscle strain and other muscle injuries

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion

Anatomy and Physiology 1a Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: The Nervous System

Snap your fingers. Can you imagine that in the time it took you to snap, a nerve impulse could travel the length of a football field? Now, think about an amazingly fast relay race. Your nervous system is like a relay: the baton gets passed from one group of cells to the next to deliver a message with lightning speed. It's not one individual that carries the baton the length of the football field; it's multiple people passing the baton across the length of the impulse to make the movement or sensation happen. Once you examine all the individual parts of the nervous system and how they work together, you'll appreciate how fascinating it is.

What will you learn in this unit?

- Outline the organization and functions of the central and autonomic nervous systems
- Locate and identify the major regions of the brain and describe their functions
- Analyze the basic structure and functions of the cranial nerves, spinal cord, and special sense organs
- Discuss common diseases and disorders of the neurological system

UNIT 5 Assignments	
Assignment	Type

Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Integumentary System

The integumentary system is one of the most unappreciated in the body. Most people might guess that the brain, heart, or lungs are the most important organ in the body, but the integumentary system plays a vital role in maintaining homeostasis and protecting all of these other important organs. Let's learn what makes the integumentary system so important.

What will you learn in this unit?

- Analyze the structure and function of the integumentary systems
- Discuss potential alterations in skin integrity
- Demonstrate the knowledge and skill related to performing effective hand hygiene
- Identify and analyze common diseases and disorders of the integumentary system

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Essential Knowledge About Blood

Have you ever accidentally cut yourself so badly that your blood started to pool? As horrifying as that experience can be, it's also fascinating to consider exactly what that deep red liquid is. Blood is a tissue that is made up of millions and millions of cells and chemicals that are dissolved within it. Like other body systems, it has multiple intricate parts that work together to perform functions within its own assigned body system and coordinate activities with other body systems. It's the levels of the various components of blood, the path they take to circulate in the body, and their relationship with our heart and lungs that contribute to maintaining homeostasis.

What will you learn in this unit?

- Distinguish between the various types of blood vessels
- Demonstrate knowledge of the composition of blood
- Identify the different ABO compatibilities
- Describe various disorders and diseases of the blood and its components

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: The Cardiovascular System and The Heart

We've all seen images on television of someone dramatically grabbing their chest and dropping to the ground, presumably having a heart attack. These significant injuries are a result of problems within the heart that are similar to the flickering of electricity in a room or clogged pipes in a sink. As you move through this unit, you will learn about the power grid and the plumbing in the heart, what happens when they are in top condition, and what happens when there is a disruption in service.

What will you learn in this unit?

- Describe the structure and function of the heart and circulatory pathways
- Compare and contrast systemic and pulmonary circulation
- Summarize the path for electrical conduction in the heart
- Discuss common diseases and disorders that affect the cardiovascular system

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Anatomy and Physiology 1a Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

Anatomy and Physiology 1b: Discovering Form and Function

Examine the form and function of even more body systems. Learn about the structure, function, and interrelation between the lymphatic, immune, respiratory, digestive, urinary, and endocrine systems. The reproductive system is also discussed along with hereditary traits and genetics. And discover the importance of accurate patient documentation as well as the technology used in the industry.

Unit 1: The Lymphatic and Immune System

As you've already learned, the lymphatic and immune system is one of the major body systems. Some texts will label this body system as simply 'lymphatic' and exclude the immune system perhaps because you can't see it. For the purposes of this course, however, we're going to combine the lymphatic and immune systems so that you develop an understanding of how these

two systems work together to protect the human body from bacteria, viruses, and harmful cells within the body (in autoimmune disease and cancer for example).

What will you learn in this unit?

- Describe the structure and function of the immune system
- Compare and contrast the different types of immunity
- Explain the relationship between the lymphatic and circulatory systems
- Discuss common diseases and disorders of the lymphatic and immune system (etiology, prevention, pathology, diagnosis, treatment, and rehabilitation)

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: The Respiratory System

It's obvious that the respiratory system is important. All cells of the body require energy, and this energy cannot be obtained through chemical reactions without oxygen. The respiratory system not only provides the route to collect the oxygen that is used in each of the metabolic processes that sustain life, but it also provides the route to rid the body of carbon dioxide, the by-product of many of these metabolic processes. In this unit you will examine the structures that support the respiratory system, explore how oxygen is brought to the sites of cellular metabolism to help maintain homeostasis, and learn what happens when the respiratory system is compromised. Now, take a deep breath and read on.

What will you learn in this unit?

- Describe the structure and function of the respiratory system

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- Compare and contrast ventilation and respiration
- Explain gas exchange
- Discuss common diseases and disorders of the respiratory system (etiology, prevention, pathology, diagnosis, treatment, and rehabilitation)

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: The Digestive System

The digestive system is quite familiar to us since we are aware that we use it several times a day. There are so many mechanical and chemical processes, however, that take place to ensure the food we eat is digested and absorbed for use by the body. We might not realize just how complex and critical this body system is. Prepare to be amazed.

What will you learn in this unit?

- Describe the organization of the digestive system
- Explain the structure and function of the digestive system
- Discuss the six digestive processes and the digestive enzymes
- Describe diseases and disorders of the digestive system

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework

Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: The Urinary System

We might not enjoy speaking about the functions of the urinary system in our everyday lives, but this body system is critical to our health and to our body's ability to maintain homeostasis. It's important to understand the urinary system but also the important relationships between this system and others, such as the circulatory system. Did you know that the bladder can hold 1000 ml—or one whole liter—of urine?

What will you learn in this unit?

- Describe the organization of the urinary system
- Explain the structure and function of the urinary system at both a macro and micro level
- Compare and contrast the female and male urinary systems
- Explain how urine is formed and excreted from the body
- Describe diseases and disorders of the urinary system

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Anatomy and Physiology 1b Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: The Reproductive System and Genetics

The differences between men and women enable us to create unique and precise human offspring. How can we predict what diseases individuals will have, and how specifically do human beings grow from being tiny cells of fertilization? It's truly fascinating to consider that each of us exists based on odds similar to winning the lottery. When someone tells you that you're one in a million, you're actually going to respond, "no, I'm one in fifteen million." Read on to find out why!

What will you learn in this unit?

- Compare and contrast the organization of the male and female reproductive systems
- Explain the structure and function of the reproductive system
- Discuss genes and chromosomes from conception to birth
- Understand how a negative is used to create an image print
- Describe common diseases and disorders of the reproductive system

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework

Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Endocrine System

This is the last body system that you will explore in this course. Have you decided yet which one you feel is the most important? Which one, if it fails, will impact a person's life the most? Have you thought about whether breathing is more important than the message the brain sends to the lungs to perform the action of breathing? Is your decision firm? What if you now learn that there are two organ systems that work together more than any others to maintain homeostasis? Would this change your mind? In this unit you are going to learn about the intricate ways that the glands and organs of the endocrine system work with the nervous system to ensure that all the hormone, electrolyte, and fluid levels are kept in balance. After working through this unit, you'll be asked which is truly your favorite unit and the one that you believe plays the most important role in sustaining life.

What will you learn in this unit?

- Describe the organization of the endocrine system
- Explain the structure and function of organs of the endocrine system
- Explain how the endocrine system maintains homeostasis
- Describe diseases and disorders of the endocrine system

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Assessing and Documenting Anatomy and Physiology

Have you ever read a journal or a personal memoir? Even a newspaper that recalls a series of events? If you have, you know that what makes them complete and informative is detail. The use of dates, times, and specific words helps the reader understand exactly what is being described by the author. A complete health assessment allows a healthcare provider to develop a full story or sequence of events that apply to a person's situation. The recording of this information on paper or electronically ensures that care can be provided in a consistent, safe way.

What will you learn in this unit?

- Identify purposes of a healthcare record
- Discuss legal guidelines for documentation
- Describe confidentiality and the laws that govern patient privacy
- Describe the different methods of data collection
- Conduct a health history
- Organize a basic body systems physical assessment

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: The Science & Technology of Anatomy & Physiology

You've already learned that anatomy and physiology courses are required for students who are beginning their journey to a career in health science or for individuals who want to improve their own health and wellbeing. Along this journey, you may have had questions about where it all began and what the proof is behind certain things that you read, or maybe you've even

questioned why you would possibly need to know some of this material. This unit will bring you back to the beginnings of anatomy and physiology as a science and hopefully answer some of the remaining questions you have about why anatomy and physiology is important. You’ll also explore more about the various healthcare careers that use anatomy and physiology as a foundational tool in their scopes of practice.

What will you learn in this unit?

- Describe the history of anatomy and physiology as a science
- Distinguish between the scopes of practice of various healthcare professions
- Differentiate between qualitative and quantitative research
- Discuss examples of different types of research studies that can advance the science of anatomy and physiology
- Illustrate the ways in which healthcare professionals work collaboratively

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Anatomy and Physiology 1b Final Exam

- 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.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



Animation 1a: Introduction

Have you ever watched a cartoon or played a video game where the animation of characters captivated you so much you wanted to create your own? If so, it's time to immerse yourself in the world of animation. Meet the industry players such as directors, animators, and 3D modelers. Develop your story by exploring design, the 12 principles of animation, creating a storyboard, and leveraging the tools of the trade. Let's bring your story to life with animation!

Unit 1: Basics of Animation

As a kid, you had your favorite cartoon to watch. You never missed a show, you probably binge-watched entire seasons in one day, and you were always left wanting more. But as you became more and more engrossed by the magic unfolding before your eyes, one question kept creeping into your mind: How did they do that? Not a question that can be easily answered; and soon the voice asking that question grew louder and louder in your brain until it was impossible to think of

anything else, and your thirst for knowledge needed to be quenched. This has led you here, right now, to learn the secrets of this magical world; and make no mistake, this is magic. After all, magic is really just unexplained science. So let’s dive into that science.

What will you learn in this unit?

1. Trace the origins and early history of the art of animation
2. Explore how the eye and brain process moving images
3. Compare the differences between past animation techniques and current animation technologies.
4. Understand the 12 principles of animation that form the foundation of animation
5. Apply two principles: squash and stretch and straight ahead action

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Activity 1	Homework
Unit 1 Activity 2	Homework
Unit 1 Quiz	Quiz
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion

Unit 2: Hand-Drawn Animation

Have you ever told a story to your friends? Maybe it was something exciting that just happened to you? In the moment of retelling that awesome experience, what do your hands tend to do? Humans move their hands when telling a story, especially when it makes them passionate. Now imagine people love your story so much that everyone wants to hear it, and sometimes more than once. Are you going to retell the same story over and over again? What if there were a way it could be retold without repeating yourself to every person who wants to hear it, but—and here’s the catch—you still get to use your hands? Dating back to the tales of the earliest cave dwellers, prehistoric humans figured out how to retell a story consistently. Welcome to hand-drawn animation.

What will you learn in this unit?

1. Understand the history of hand-drawn animation
2. Recognize common forms of traditional animation that are still in use today
3. Apply the elements and principles of design
4. Identify differences between the two most common forms of hand-drawn animation: Disney animation and Japanese anime
5. Explain the effect of animation on today's society

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Quiz	Quiz
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion

Unit 3: Camera Animation and Camera Angles

Thor lies beaten under the boot of Thanos who is about to strike him with a final blow. Suddenly, Thanos is struck by Mjolnir, the hammer only Thor is able to wield. Thanos turns to see who performed the impossible feat, and he can't believe his eyes. Standing before him, wielding the hammer and challenging him to a fight, is Captain America. Great moments like these are remarkably memorable, but they can't be executed without making the right decision about where to position the camera. Get ready to master the role of the silent character that most audience members overlook: the camera.

What will you learn in this unit?

1. Recognize the common camera angles used in animation
2. Compare the effectiveness of different camera angles and what they contribute to the mood of the animation
3. Explain camera movements used in animation to emphasize the effects of different camera angles

4. Tell a story through visuals and dialogue—in short, make a live action video!

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Activity 1	Homework
Unit 3 Activity 2	Homework
Unit 3 Quiz	Quiz
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion

Unit 4: The Computer Animation Industry

Ever wonder how magicians create magic in movies and video games? The magicians we’ll be talking about are directors, animators, and 3D modelers, and their magic wands are computers, capable of performing an infinite number of algorithmic formulas that are too difficult to solve with calculators. Come inside and see how something created so easily in the imagination comes “alive” in the virtual world of computer animation.

What will you learn in this unit?

1. Understand the basics of computer animation
2. Explain the challenges faced by creators involved in major movies or video games and how they solve them
3. Describe how films and video games are created from start to finish
4. Identify the intricacies of post-production and other aspects involved in the of creation of motion pictures and video games
5. Judge the impact of technology on the business of animation

UNIT 4 Assignments	
Assignment	Type

Unit 4 Critical Thinking Questions	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework
Unit 4 Quiz	Quiz
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion

Animation 1a Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **first** half of the course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Digital 2D Animation

It's time to create computer animation! Now that you have knowledge about how animation works, it's time to put that knowledge into practice by creating an animation cycle—that is, an animation specifically made to be looped—commonly used in the industry. To do this, you'll get to try out a new animation tool: the animation software known as Tupi.

What will you learn in this unit?

1. Describe the Tupi user interface
2. Apply a basic understanding of Tupi's tools
3. Create an animation cycle with a moving background
4. Explain one of the most important principles of animation: timing

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Quiz	Quiz
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion

Unit 6: Animated Emotion

People directly communicate to one another through emotions. If animation is to succeed at simulating the real world, it is only natural to expect that animators will understand how facial expressions and body movement works. The main purpose of creating a film or interactive story is to communicate a message to the audience—that is, what the animators want the audience to experience when watching it. In this unit, you will think about what kind of message you want to express to the audience and how to communicate that message through animation.

What will you learn in this unit?

1. Explain the rules governing motion in the world of animation
2. Understand different styles of acting and expressions
3. Develop your message to the audience through planning and management
4. Communicate your message through expressions

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Quiz	Quiz

Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion

Unit 7: Visual Storytelling

Want to go to the movies? Well, why do people go? Because of the story! It draws them in and makes them care about the characters, and it lets them immerse themselves in another world. Storytelling dates back to the days of the cave dwellers, and it remains the best way to entertain modern humans. 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!

What will you learn in this unit?

1. Understand the three-act script structure
2. Classify different types of story patterns
3. Identify the importance of story in animation
4. Give characters depth and personality
5. Create storyboards for animation

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Activity 1	Homework
Unit 7 Activity 2	Homework
Unit 7 Quiz	Quiz
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion

Unit 8: The Tools We Use

The ever-growing number of tools used in both the video game and film industries seems to increase by the month. Each tool extends the boundaries of the cutting-edge technology used to confound the minds of amazed audience members—which includes skeptical professionals who

you might well think had already seen it all. In this unit, you will be introduced to the core tools that form the foundation of video game and film production and learn how to apply them for the purposes of your own animation.

What will you learn in this unit?

1. Understand traditional and digital tools used in the industry
2. Recognize how each tool is vital to specific stages in the production pipeline
3. Identify common file formats used in the industry and why they are chosen over other formats

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Activity 1	Homework
Unit 8 Activity 2	Homework
Unit 8 Quiz	Quiz
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion

Animation 1a Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **second** half of the course (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

Animation 1b: Animating Your Creativity

It's time to start animating like the pros! In this hands-on course, you'll immediately start exploring the software Blender, your gateway to 3D modeling, computer animation, and postproduction procedures used in the film industry. Discover 3D modeling and animation of characters. Explore the basics of human anatomy and form to apply rigging, joints, and texture. Examine rendering and lighting effects and how to apply sound. And discover careers so you can start using your new skills right away.

Unit 1: Introduction to Blender

This unit marks your introduction to Blender, one of the industry's most powerful core programs—in fact, it is used to create the kind of video games and movies you see in the media today. Best of all, Blender is designed for beginners, regardless of your level of computer literacy. Your

introduction to Blender will also be your gateway to 3D modeling, computer animation, and postproduction procedures used in the film industry.

What will you learn in this unit?

1. Navigate Blender’s interface
2. Demonstrate a basic understanding of 3D modeling
3. Perform the basic steps required to create computer animation

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Activity 1	Homework
Unit 1 Activity 2	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Jumping into 3D Animation

Ready to finally see what it takes to create 3D animation? In this unit, you will delve further into Blender to discover more of the power it offers in creating three-dimensional animation. You will visualize different attributes of animation and explore the concept of object interaction to understand why objects move the way they do. Once you complete these lessons you will have a newfound appreciation and critical eye for computer animation.

What will you learn in this unit?

1. Recognize the different types of 3D animation
2. Explain kinematic animation
3. Demonstrate the concept of F-curves in speeding up and slowing down animation
4. Navigate the graph editor used in 3D animation
5. Apply the following principles of animation: anticipation, pose to pose, and slow in/slow out

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Introduction to Modeling & Texture

Have you ever watched an extremely vivid and polished animated movie or 3D video game and wondered to yourself, “How do they create those 3D characters?” In this unit, you’ll begin to explore the basic tools and techniques involved in creating 3D models for characters, and then you’ll even get to create a 3D model of your own!

What will you learn in this unit?

1. Explain the basic principles of 3D modeling
2. Understand the basic principles involved in texturing 3D models
3. Apply materials, displacement maps, and textures to 3D models
4. Use basic modeling tools to create complex objects from primitive ones

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Activity 1	Homework
Unit 3 Activity 2	Homework
Unit 3 Discussion 1	Discussion

Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: The Basics of Batch Render

Watching the beauty and the awe-inspiring moments of CGI is one of the great attractions of the silver screen today. Everything from the grandest shots to the most beautiful surroundings may be taken for granted by the audience; however, a shot that lasts as little as two to three seconds takes a lot of work and collaboration by a group of people. The process of rendering brings all the elements of that hard work into one seamless sequence of images. Now it's time for you to become part of that process.

What will you learn in this unit?

1. Understand the rendering process, including anti-aliasing, multi-passes, and channels
2. Explain the basics of lighting effects and create a system to light up a scene
3. Adjust render settings to create a desired effect or the final look of a model and/or an animation
4. Render an image and batch render an animation

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Animation 1b Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **first** half of the course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Introduction to Rigging: Joints & Weights

Without rigging, the magic of animation does not exist, which makes it essential that you understand some of the basic science behind movement. After all, shouldn't a realistic depiction of the way characters move in a digital world reflect the physics of our own movement in the real world? To accomplish this, we will examine how a virtual skeleton is constructed inside a beautifully created 3D model and consider the careful procedure of attaching that skeleton to a sophisticated puppet that is unlike anything you have ever seen.

What will you learn in this unit?

1. Construct a skeletal joint system in Blender
2. Recognize the basic functions of joint orientation and how joints move an object like a humanoid character
3. Understand the relationship between the joint system and the “skin” of a 3D model
4. Produce an animatic that is crucial to the production of computer animation

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion

Unit 6: Human Anatomy and Form

Animated characters are not real, so animators do not really need to understand the human body, right? Wrong! You do need to know how to draw the human form, including its bone structure and muscles, and appreciate how body mechanics perform in the real world to draw not only believable characters but also stylized, animated ones. Together, we will tackle the basics and then you can let your imagination fly, while taking your audience along for the ride.

What will you learn in this unit?

1. Identify both the facial and body proportions of a human
2. Describe the basic anatomy of the human body
3. Discuss the importance of poses in an animation and how they communicate emotion
4. Create exaggerated poses using a functional character rig

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Connecting Sound to Animation

Sound in your animation is just as important as visuals; without it, people would never jump from their seats while watching scary horror movies. Why? Because of the anticipation! Sound can heighten excitement and create a sense of realism or exaggeration. In this unit, you will discover the key role sound plays in animation and see how sound is imported, edited, and integrated with visual elements.

What will you learn in this unit?

1. Identify basic sound elements in movies and video games
2. Describe the basics of sound editing in Blender
3. Explain how lip syncing is created
4. Combine images and sound

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Activity 1	Homework
Unit 7 Activity 2	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: A Career in Animation

Animation is fun stuff! Who would not want to spend their days making amusing characters do silly things to entertain audiences? On the other hand, perhaps you have a more serious side and would like to apply your talents to medicine, the military, 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!

What will you learn in this unit?

1. Create a portfolio and demo reel to present to potential employers
2. Describe concerns related to intellectual property and copyright law
3. Find training opportunities and develop your networking skills
4. Learn how to maintain an established business relationship

UNIT 8 Assignments

Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Activity 1	Homework
Unit 8 Activity 2	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Animation 1b Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **second** half of the course (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



Art History

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

SEMESTER A

Welcome to the first semester of Art History! In this course, the student will take up the question “What is art?” as he explores the artistic endeavors of early civilizations. Early in the course, the student will explore some of the basic elements and principles of art and its role in human history and the development of culture. He will also think about the ways that a work of art interacts with human sensory perception to produce a particular effect, as well as various other factors that affect the interpretation of a work of art. Once the student has obtained a basic foundation in art theory, he will begin to examine the history of art from its earliest manifestations in prehistoric times up through the ancient Egyptian civilization.

SEMESTER B

Welcome to the second semester of Art History! In this course, the student will build upon his basic foundation in art theory to examine the history of art. He will trace the history of art from ancient Greece to the Roman Empire. Along the way, the student will encounter art forms such as pottery, architecture, and sculpture. By the end of the course, the student will not only have acquired a knowledge of ancient art history, the student will also have a better understanding of art as both a reflection and engine of history.

Course Outline:

SEMESTER A

1. Journey Through Ancient Art History

1. What You Will Learn

- Take a "virtual" field trip to the Metropolitan Museum of Art
- Examine how an artist's feelings are evident in his or her works
- Consider how your own culture influences your perspective of art
- Respond to the question “What is Art?”

2. Beginning the Journey

- Examine the three viewpoints of art
- List and explain the five major reasons art is created
- Follow the analytical steps for art history and art criticism

3. Elements of Art

- List and apply the elements of art
 - Explore the influence of nature on art
4. The Principles of Art
- Examine, identify, and apply the principles of art
 - Consider choices, intentions, and strategies artists employ
 - Develop a visual vocabulary and appreciation of the visual arts

2. **Art at the Start: Early Civilization**

1. Prehistoric Expression: Making Pictures
- Discover, examine, and define prehistoric art
 - Explore cave paintings
 - Assess cave art in Altamira, Spain, and its direct significance to the journey of human history
 - Appraise cave art in Lascaux, France, in terms of geography, discovery, and humankind's early complex visual representation
2. Prehistoric Expression: Stone Monoliths
- Identify and interpret Paleolithic art
 - Develop new art vocabulary related to Stone Age art
 - Explore the history and giant stone monoliths of Easter Island
 - Explore the history and mystery of Stonehenge
 - Apply, transfer and correlate visual observation with poetic writing
3. Fertile Crescent: Sumerian Art and Architecture
- Explore the earliest civilizations that developed in the Fertile Crescent
 - Learn about the civilization of ancient Sumeria
 - Discover, view, and explore Sumerian art and architecture
4. Fertile Crescent: Assyrian and Neo-Babylonian Art
- Examine the history and art of the Assyrian Empire
 - Discover the Neo-Babylonian Period and related architecture
 - Examine the history of Persia and its pottery
5. Art History A Midterm Project
- Select a topic for an original research project
 - Use information from a variety of sources to formulate answers to the research questions
 - Follow MLA style for documenting information from sources

3. **Egypt: Art on the Nile**

1. An Oasis of Art: Geography and History
- Explore the geography of the Nile River Valley
 - Read an overview of the history of Ancient Egypt
 - Get acquainted with the essentials of Egyptian religious beliefs
 - Learn about the significance of papyrus and the method of its production
 - Examine the practice and process of mummification
2. An Oasis of Art: Art Written in Stone
- Revisit and gain architectural knowledge of the Step Pyramid and the pyramids of Giza
 - Understand and appreciate the religion of ancient Egypt
 - Gain knowledge and understanding of hieroglyphics as well as the ability to use picture writing

- Look at the significance and role of tomb painting
- 3. A Grand New Egypt: Monuments to a Grand Egypt
 - Learn about that renowned and mysterious monument, the Sphinx
 - Explore the obelisk
- 4. Grand New Egypt: King Tut and the New Kingdom
 - Examine important events, rulers, and achievements of the New Kingdom
 - Refine your understanding of art and architecture from the three main eras of ancient Egypt
 - Examine the life of one of ancient Egypt's most powerful female pharaohs
 - View antiquities from ancient Egypt and use your critical thinking skills to explain how these antiquities are representative of the culture to which they belong
- 4. **Final Review and Exam**
 1. Art History A Final Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, keywords and vocabulary terms, and all important concepts that may be covered on this exam
 2. Art History A Final

There are no objectives for this lesson.

SEMESTER B

1. **Greece: Gods and Glory**
 1. The World of Ancient Greece
 - Discover how democracy was born
 - Familiarize yourself with the history and culture of the Early Archaic
 - Archaic, Classical, and Hellenistic periods in Greek history
 2. Greek Architecture
 - Identify the three types of Greek columns
 - Examine the columns' application in structures found in Greece and in the United States
 - Explore Greek buildings and temples
 - Develop a comprehensive understanding of the Parthenon by examining its origin, history, and architecture
 3. Greek Pottery
 - Examine Greek artistic influences
 - Expand your knowledge of pottery
 - Explore the purpose, function, and intention of Greek pottery
 4. Greek Sculpture: An Overview
 - Distinguish the three major periods of Greek sculpture
 - Classify sculpture according to its characteristics
 - View examples of sculpture from each period
 5. Archaic Sculpture
 - Discover how the Archaic style of sculpture developed
 - Learn to recognize the characteristics of Archaic sculpture
 - Distinguish Archaic sculpture from Greek sculpture of other periods
 6. Classical Sculpture
 - Become acquainted with the characteristics of Classical Greek sculpture

- Study the Discobolus, the epitome of the Classical period
 - View sculpture by Classical sculptors Myron and Praxiteles
7. Hellenistic Sculpture
 - Study the influences Alexander the Great had in developing Hellenism
 - View Hellenistic sculpture and its characteristics
 8. Art History B Midterm Project
 - Select a topic for an original research project
 - Use information from a variety of sources to formulate answers to the research questions
 - Follow MLA style for documenting information from sources

2. **Ancient Rome: Art of an Empire**

1. Introduction to Ancient Rome: History and Culture
 - Explore early Rome
 - Look at the growth of the Roman Republic
2. Introduction to Ancient Rome: Roman Art Overview
 - Examine the development of Roman art
 - Gain an understanding of Roman sculptures
3. Roman Sculpture: Greek Influences
 - Understand the influence of the Greeks on Roman sculpture
 - Explore some of the Vatican Museum's examples of Greco-Roman sculpture
4. Roman Sculpture: Roman Portraiture
 - Explore Roman portrait sculptures in detail
 - Discover the public and private use of portrait sculpture
 - Study the use of portraiture on Roman coins and gems
5. Roman Architecture: An Introduction
 - Understand Roman architecture from an historical perspective
 - Learn the basics of Roman architecture
 - Develop a visual sense of Roman architecture
6. Roman Architecture: Arches and Columns
 - Explore how the Romans developed the arch
 - Study Roman use of columns
 - Reflect on how the Greeks influenced Roman columns
7. Domestic Roman Architecture
 - Explore the development of Roman domestic architecture
 - Discover the impressive architecture of Roman palaces

3. **Final Review and Exam**

1. Art History B Final Review
 - Decide which strategies you will use to prepare for your exam
 - Organize your time and study materials
 - Review your notes, keywords and vocabulary terms, and all important concepts that may be covered on this exam
2. Art History B Final

There are no objectives for this lesson.

What you will learn in this course

Art in World Cultures

Who is the greatest artist of all time? Is it Leonardo daVinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? You will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

Unit 1: Introduction to the Visual Arts

Pablo Picasso once said, “The purpose of art is washing the dust of daily life off our souls.” Art speaks to our emotions and imaginations. It allows us to see the world in different ways and fulfill the need to create. In this unit, we will begin our exploration of the history of art around

the world. We will learn about some of the common forms of visual art and discuss why people create art. We will also explore some of the careers that relate to art history.

What will you learn in this unit?

- Define “visual art” and distinguish visual arts from other forms of art.
- Identify common forms of visual art.
- Discuss why people create art.
- Discuss art movements and art periods.
- Describe career options related to art history and the study of art.

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: The Elements and Principles of Art

In this unit, we will explore some of the aspects that help make great art great. We’ll learn more about the basic building blocks of artworks, including lines, color, texture, shape, form, and space. We’ll also discuss how these building blocks are used with art by looking at some of the design principles that artists use to arrange art elements within a piece of art. We will discuss design principles such as harmony, proportion, balance, and dominance.

What will you learn in this unit?

- Define art concepts such as hue, value, shape, form, and balance.
- Identify the elements of art.
- Identify some of the design principles that artists use.
- Discuss how the elements of art are used within art pieces.
- Discuss how design principles are used to arrange the elements of art.

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Critiquing Art

How can you identify a good piece of art? Art critiques can help us better understand artworks and help us identify those pieces of art that illustrate superior skills. In this unit, we will learn more about art critiques, including why we do art critiques and how context can influence them. We will also walk through an art critique of a famous French Romantic painting *The Raft of the Medusa* by Theodore Gericault.

What will you learn in this unit?

- Define art critique.
- Identify some of the benefits of doing art critiques.
- Explain how context can influence an art critique.
- Discuss the steps that can be used to complete an art critique.
- Engage in an art critique of the painting *The Raft of the Medusa*.

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion

Unit 3 Quiz	Quiz
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Unit 4: Prehistoric Art

When did humans begin creating art? What did the first pieces of artwork look like? What function did early artwork have for people? Prehistoric art represents the earliest human art. Although these artworks are shrouded in mystery, they give us a small glimpse into the lives and beliefs of prehistoric people. In this unit, we'll learn more about some of the artwork that has been found from prehistoric times, including cave paintings, sculptures, and megaliths. We'll explore what is known about these pieces of art and what they might tell us about the people that created them.

What will you learn in this unit?

- Define prehistoric art and discuss why much of this art remains a mystery to archaeologists and art historians.
- Describe cave paintings and discuss some of the theories about why they were created.
- Compare and contrast Paleolithic and Neolithic art.
- Examine prehistoric sculpture and the reasons it may have been created.
- Discuss prehistoric megalith monuments and examine the theories about why these monuments were created.

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: Ancient Art

As human societies continued to develop, so did their art. The great ancient societies, such as Ancient Egypt and Ancient Greece, produced some of the most famous pieces of art and

architecture known to the world. In this unit, we will focus on three of the ancient cultures from the Mediterranean and Near East, including the Sumerians, Ancient Egypt, and Ancient Greece. We will examine the characteristics of art from these groups and explore some of the pieces that they produced.

What will you learn in this unit?

- Identify some of the common characteristics of ancient art.
- Discuss the art of ancient Sumerians.
- Explain how Ancient Egyptian religion influenced its art.
- Identify and discuss the styles of Ancient Greek architecture.
- Identify the styles of Ancient Greek sculpture and pottery.

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Ancient Roman, Early Christian, and Medieval Art

The period of Western art from the ancient Romans to the medieval period produced some of the world’s most important cathedrals and other grand buildings. Even the ruins of Roman architecture can give us pause with its beauty and advancements. In this unit, we will learn more about the architecture of these periods, as well as some of the other types of art that were produced. These pieces of art and the techniques the artists used helped form the foundations of the Western art we know today.

What will you learn in this unit?

- Describe the features used in Roman architecture.
- Examine early Christian art and its influence on later architecture and art.
- Define Byzantine, migration, and insular art and the characteristics of these art periods.

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- Discuss the characteristics of Romanesque art.
- Identify the common features of Gothic architecture.

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Art in World Cultures Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 7: The Renaissance

In Western art, the period known as the Renaissance produced some of the most famous works of art, including the *Mona Lisa*, the ceiling of the Sistine Chapel, and *The Last Supper*. These works of art helped shape Western art as we know it and became part of our popular culture. In this unit, we will learn more about the art produced during the Renaissance as well as Early Netherlandish art. We will be introduced to some of the greatest artworks produced in Western art and learn more about how their artists were influenced by the social world around them.

What will you learn in this unit?

- Identify the characteristics of Renaissance art.
- Discuss Early Netherlandish art and its relationship to Renaissance art.
- Explain how other disciplines of study and social factors influenced Renaissance art.
- Examine some of the most famous works of Renaissance art, including those by Leonardo da Vinci, Michelangelo, and Raphael.
- Define Mannerism and discuss how it differed from the art of the High Renaissance.

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Art of the Americas

From massive geoglyphs to sculptures made of jade, indigenous cultures in the Americas have created some amazing works of art. In this unit, we will focus on pre-Columbian art in the Americas. In doing so, we will look at art from the Olmec, Maya, Aztec, and Inca cultures as well as art created in North America, such as beadwork, basket art, and totem poles.

What will you learn in this unit?

- Discuss geoglyphs in North and South America.
- Define pre-Columbian art in the Americas.
- Identify prehistoric painting in the Americas.
- Examine art from major cultural empires in Mesoamerica and South America, including the Olmec, Maya, Aztec, and Inca cultures.
- Discuss indigenous art in North America such as beadwork, baskets, and totem poles.

UNIT 8 Assignments

Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: From the Baroque to the Romantics

The Renaissance in Europe is often regarded as the height of art. It produced great masterpieces and some of the greatest artists in history. However, art didn't end when the Renaissance ended. Instead, new artists innovated, revived classical forms, and challenged themselves. In this unit, we will consider four of the main art periods and styles that came after the Renaissance, including Baroque, rococo, neoclassical and Romantic art.

What will you learn in this unit?

- Identify the characteristics of Baroque, rococo, neoclassical and Romantic art.
- Discuss the social and political influences on Baroque, rococo, neoclassical, and Romantic art.
- Explain how art from earlier periods influenced Baroque, rococo, neoclassical, and Romantic art.
- Examine some of the important pieces of art from the Baroque, rococo, neoclassical and Romantic periods.
- Compare and contrast Baroque art with Renaissance art.

UNIT 9 Assignments

Assignment	Type
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab	Homework
Unit 9 Discussion 1	Discussion

Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Modern Art

During the 19th century, the beginnings of modern art emerged. Styles and periods such as Realism, Impressionism, and Postimpressionism formed the foundation for later art styles and movements. The development of photography also provided artists with both a new art form and new inspiration. In this unit, we will learn more about the art and artists that shaped the early modern period and look forward to postmodern and contemporary art.

What will you learn in this unit?

- Define art movements such as Impressionism, Postimpressionism, Expressionism, and Realism.
- Identify the characteristics of Impressionistic and Postimpressionistic art.
- Describe how modern art movements build on and react to other movements.
- Discuss some of the major artists of Impressionism and Postimpressionism.
- Discuss the beginning of photography and its use as an art form.

UNIT 10 Assignments	
Assignment	Type
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Unit 11: African Art

Africa is home to the earliest humans and some of the earliest known art. Although African art has sometimes been dismissed as “primitive,” the art produced in Africa is some of the longest continuously practiced art in the world, and its influences are seen across the globe. In this unit,

we will learn more about premodern African art, including rock art, sculpture, and masks. We will also learn more about some of the most famous examples of African architecture.

What will you learn in this unit?

- Identify the phases of rock engraving found in Africa.
- Describe the sculptures created by different cultures in Africa.
- Discuss the different types of masks created and what materials were used to make them.
- Identify some of the famous architectural creations in Africa.
- Discuss some of the social and natural factors that influenced the creation of art in Africa.

UNIT 11 Assignments	
Assignment	Type
Unit 11 Critical Thinking Questions	Homework
Unit 11 Lab	Homework
Unit 11 Discussion 1	Discussion
Unit 11 Discussion 2	Discussion
Unit 11 Quiz	Quiz

Unit 12: Oceanic Art

Does art reflect the world around us? Can we learn about a culture from the art it produces? Pacific or Oceanic art offers us a chance to explore how the natural world, religious beliefs, and other aspects of culture affect the art created within a group. In this unit, we will examine some of the art created in Polynesia, Micronesia, Melanesia, and Australia, exploring how the art has been influenced by culture, the Pacific Ocean, and other aspects.

What will you learn in this unit?

- Identify some of the characteristics of Oceanic art.
- Describe some of the human sculptures found in Polynesia.
- Discuss how the Pacific Ocean and life on Pacific islands influenced Micronesian art.
- Learn more about Bisj poles and other Melanesian art creations.
- Identify some of the styles of rock art present in Australia.

UNIT 12 Assignments

Assignment	Type
Unit 12 Critical Thinking Questions	Homework
Unit 12 Lab	Homework
Unit 12 Discussion 1	Discussion
Unit 12 Discussion 2	Discussion
Unit 12 Quiz	Quiz

Art in World Cultures Final Exam

- 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.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

ASTRONOMY 1A: INTRODUCTION

Ever wondered how the Earth developed and exists in the vastness of space? How do the scientific laws of motion and gravity play a role in its existence? Discover answers to these questions and explore the origin of the universe, the Milky Way, and other galaxies and stars, including the concepts of modern astronomy and the methods used by astronomers to learn more about the universe.

Unit 1: The Universe

We will take a journey through space and time from the beginning to the end of the universe. Can you think of anything larger or more expansive than the universe? How was the universe created? How is the universe changing? What exactly is our universe made from? These are all questions that scientists have been trying to answer since the idea of a universe was formed in the minds of our earliest cosmologists. Astronomers and other scientists have since accumulated

a great deal of knowledge about what has happened—and what is currently happening—since the inception of the universe.

What will you learn in this unit?

- Describe the study of the cosmos.
- Discuss the theory of the origin of the universe.
- Analyze the evidence that supports the Big Bang theory.
- Examine the composition of matter and how it is distributed within the universe.
- Describe the theories of evolution and fate of the universe.

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Techniques and Tools of the Trade: Studying the Universe

At one point or another, you have probably looked up at the sky at night and thought about how big the universe really is. At times, space can appear like an empty vacuum, and other times, we realize that the universe is filled with such a wide variety of materials, substances, and celestial bodies that it seems more than overwhelming. Scientists have been studying the universe for thousands of years in various ways using many different processes and tools. Today, astronomers follow the scientific method and utilize several types of astronomical tools including binoculars, telescopes, and even software that can replicate the night sky! How will you apply these techniques and tools to study our universe?

What will you learn in this unit?

- Distinguish science from pseudoscience

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- Discuss the impact of scientific research on our society
- Follow the steps of the scientific method to conduct an astronomy investigation
- Choose proper tools and follow safety procedures in the field

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: The Earth, Moon, and Sun Systems

Day turns into night, and summer turns into fall. Why do we experience these predictable changes on Earth? In this unit, we will explore the systems and interactions between the sun, Earth, and moon. You will learn how the Earth’s motion in space causes us to experience days, nights, and seasons in a cyclic pattern. We will discuss the properties of gravity and how gravity affects the relationships between orbiting bodies in space. You will discover how solar and lunar eclipses occur and examine the characteristics, origin, and phases of the moon.

What will you learn in this unit?

- Learn about the movements of celestial bodies in the sky.
- Describe how the motion of the Earth causes seasons and night-day cycles.
- Identify the characteristics and phases of the moon.
- Explore how the moon’s gravitational pull manipulates tides on Earth.
- Distinguish between a lunar eclipse and a solar eclipse.

UNIT 3 Assignments	

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Stars

What are stars? Where did they come from? Will stars evolve with time? In this unit you will discover the secrets behind the stars in our night sky. We will solve the mystery behind why and how stars shine. We will explore the characteristics and composition of stars. You will learn how astronomers classify types of stars using the H-R diagram and how stars are identified within the celestial sphere. Finally, we will examine the evolution, or life cycle, of a star from conception to death.

What will you learn in this unit?

- Describe the composition and characteristics of stars.
- Learn how astronomers identify and describe constellations such as Ursa Major, Ursa Minor, Orion, and Cassiopeia.
- Analyze and characterize stars by their physical and chemical properties.
- Explain the use of diagrams and models in obtaining physical data on stars.
- Examine the evolution of stars.

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework

Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Astronomy 1a Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Galaxies

Galaxies are beautiful, majestic, and mysterious places within our universe. Our home in the Milky Way galaxy is a galactic suburb, far from other galaxies. Our Sun is just one of approximately 500 billion stars in our galaxy, meaning that there could possibly be up to 500 billion solar systems, maybe like our own, in the universe. In addition, the Milky Way galaxy is only one of the 50 billion to one trillion galaxies that are thought to exist in our observable universe. Compared with the whole universe, our home, Earth, is like a speck of sand in the largest desert imaginable.

In this unit, we will examine and describe the evolution, organization, distribution, and differences among types of galaxies. You will be able to characterize the movement of galaxies within the universe and describe the properties of our own galaxy, the Milky Way. Finally, we will discover the incredibly mysterious and dark forces that shift and shape galaxies.

What will you learn in this unit?

- Differentiate and describe the types of galaxies within the universe.
- Characterize the Milky Way.
- Identify how galaxies are organized and distributed within the universe.

- Describe the evolution of galaxies.
- Examine the forces that shape galaxies of stars.

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Milky Way

You have just traveled through the universe, exploring the different galaxies that make up outer space. Now, it's time to return to our own galaxy: the Milky Way. The Milky Way galaxy is what houses the solar system within which our planet Earth resides. Just how old is the Milky Way? And what kind of tools do scientists use to understand our galaxy? It's time to drive a little deeper into our home galaxy of the Milky Way.

What will you learn in this unit?

- Find ways to determine the age of the Milky Way
- Discover the oldest planet located in the Milky Way
- Decipher why there are more younger stars than older stars in the galaxy
- Understand Gaia Mapping and how it is used today

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework

Unit 6 Lab	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Black Holes

Possibly no celestial object has captured the attention and imagination of scientists and lay people the way black holes have. Even before they were officially “discovered,” people noticed areas of darkness in the night sky. Now that we know more about black holes, it seems the questions just keep coming. Their power and force are only beginning to be understood by scientists.

What will you learn in this unit?

- Define black holes and understand why they are important
- Trace the history of black holes
- Answer questions about how we detect black holes, how they form, and how big and strong they are
- Discuss what happens at the event horizon and singularity of a black hole
- Investigate time travel options that black holes might offer

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Becoming a Space Professional

Now that we've discussed what the universe is, how it is studied, and where we fit in, you may be eager to explore ways that you can continue learning even more about space! In this unit we'll explore careers in astronomy from astronauts who literally travel through the stars to the crew that supports them on the ground—and much more. Whether you have more technical and mathematical skills, love writing and communication, or want to “stay in school” forever, there is likely a career for you in the aerospace industry.

What will you learn in this unit?

- Understand what skills are required to enter into various space-related careers
- Discuss the roles in the mission control center that support astronauts in space
- Investigate other careers that support space missions and exploration
- Create an education plan that will prepare you for a career in astronomy

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity 1	Homework
Unit 8 Activity 2	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Astronomy 1a Final Exam

- 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.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



Career Planning and Skill Development

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Summary:

As a high school student, it may seem like entering the workforce is right around the corner. It's important that you're prepared. The Career Planning and Skill Development course will introduce you to the workforce by having you explore your interests, values, and skills. Knowing yourself better in this way will help you plan for your future career. As part of this planning process, you will learn about a variety of career fields—from business, to education, to public service. Many career fields may interest you. The course also teaches you the important task of finding a job. You will learn how to write a cover letter and resume, fill out a job application, and act in an interview. You will learn the qualities of a successful employee, and additional career-related skills, such as problem-solving and communication.

Course Outline

1. Introduction to Career Planning

1. Why Do I Need a Job?
 - Differentiate between needs and wants
 - Identify goods and services, and how the economy relates to career opportunities
 - Identify the effects of supply and demand on the job market
2. Career Planning
 - Identify potential career types and categories
 - Identify career research resources
3. Career Expectations
 - Manage career expectations
 - Determine personal values
4. Introduction to Career Planning Unit Test

There are no objectives for this lesson.

2. Self-Assessment

1. My Personality
 - Analyze your interests, aptitudes and skills
2. My Interests, Aptitudes, and Skills
 - Analyze your skills, values, and personality type
 - Identify personal traits suited for certain types of careers
3. My Skills and Values
 - Analyze your skills and values

- Identify personal traits suited for certain types of careers
 - 4. Self-Assessment Analysis Portfolio
 - Analyze the results of self-assessment questionnaires
 - 5. My Education
 - Explore the different levels of training and education available
 - Explore different avenues of training and education
 - Identify different degrees and how they can be obtained
 - 6. Self-Assessment Unit Test
- 3. Career Exploration**
1. Career Fields
 - There are no objectives for this lesson.*
 2. Agriculture, Food and Natural Resources
 - Identify career categories
 - Determine the educational path appropriate for specific types of jobs
 3. Architecture and Construction
 - Identify career categories and types
 - Determine the educational paths appropriate for specific types of careers
 4. Arts, A/V Technology, and Communication
 - Identify different categories and career types
 - Determine the educational path appropriate for specific types of jobs
 5. Business Management and Administration
 - Identify different categories and career types
 - Determine the educational path appropriate for specific types of careers
 6. Careers in Education and Training
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
 7. Finance
 - Identify career categories and types
 - Determine the educational paths appropriate for specific types of careers
 8. Government and Public Administration
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
 9. Health Science
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
 10. Hospitality and Tourism
 - Identify different categories and career types within the cluster
 - Determine the educational paths appropriate for specific types of careers
 11. Human Services
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
 12. Information Technology
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
 13. Law, Public Safety, Corrections and Security
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
 14. Manufacturing
 - Identify categories and career types

- Determine the educational paths appropriate for specific types of careers
- 15. Marketing
 - Identify career research resources
 - Determine the educational path appropriate for specific types of careers
- 16. Science, Technology, Engineering, and Mathematics
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
- 17. Transportation, Distribution, and Logistics
 - Identify different categories and career types
 - Determine the educational paths appropriate for specific types of careers
- 18. Entrepreneurial Opportunities
 - Identify entrepreneurial opportunities
- 19. Career Exploration Unit Test

4. **Planning Your Future**

1. Decision-Making
 - Apply the decision-making process to situations in your life
2. How to Achieve My Career Goals
 - Identify post-high school education and training options
3. Deciding on a Career
 - Identify some career options based upon your personality and desires
4. Academic and Career Plan
 - Formulate an academic and career plan
5. Planning for the Financial Costs of Education
 - Identify and apply factors to be considered when planning the financial costs of education and other expenses
6. Planning Your Future Unit Test

5. **Searching for a Job**

1. The Importance of Goals
 - Identify personal goals
2. Developing a Career Pathway
 - Define short-term goal
 - Define long-term goal
 - Differentiate between short-term and long-term goals
 - Identify personal career goal
3. What Do I Want From a Job?
 - Identify employer benefits
4. How Do I Find a Job?
 - Examine the different options for finding a job
 - Conduct career research
5. Applying for a Job
 - Create all application requirements, including a resume and cover letter, for a job in your chosen career
6. Writing a Resume
 - Create all application requirements, including a resume and cover letter, for a job in your chosen career
7. Preparing a Cover Letter
 - Create all application requirements, including a resume and cover letter, for a job in your chosen career
8. Preparing for an Interview
 - Conduct an informational interview and then send a thank you letter

9. Searching for a Job Unit Test

6. **Starting a New Job**

1. Being Successful in the Workplace
 - Practice filling out new hire documents
 - Demonstrate knowledge of work place policies and procedures to be successful in the workplace
2. Legal and Ethical Issues in the Workplace
 - Recognize discrimination, prejudice, stereotypes, and different forms of harassment
 - Identify the difference between a right and a responsibility
 - Define the purpose of labor laws
3. Workplace Policies and Procedures
 - Demonstrate knowledge of work place policies and procedures to be successful in the workplace
4. Career Advancement
 - Evaluate ways to stay competitive in a changing workforce
5. Starting a New Job Unit Test

7. **Workplace Skills**

1. Teamwork and Communication
 - Recall the 3 Cs of teamwork: communication, commitment, and collaboration
 - Communicate effectively through presentations, letters and electronic communications
2. Problem-Solving Skills
 - Recognize and understand a problem from a "big picture" perspective and from the perspective of all involved players
 - Identify how to solve a problem using a ten-step process
3. Productivity and Quality in the Workplace
 - Identify how to be productive in the workplace
 - Define ethics and values
4. Workplace Skills Unit Test

What you will learn in this course

Careers in Criminal Justice 1a: Introduction

Have you ever wondered what steps take place as people move through the court system? The criminal justice system is a very complex field that requires dedicated people willing to pursue equal justice for all. Explore different career choices and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order.

Unit 1: Overview of Criminal Justice

Most people know that when we declared our independence from Britain in 1776, we became a nation of our own. Few people, however, realize that with our newfound freedoms came the burden of responsibility. No longer subject to the laws of the monarchy, early Americans had to come up with a new system of justice. One that would keep our citizens safe from harm. Thus, the criminal justice system in the United States was born. Over the years, the American criminal justice system has undergone many changes, and they continues to adapt to new

challenges and societal demands. In this unit, we will explore the history and purpose of the criminal justice system as well as its many different parts.

What will you learn in this unit?

- Identify the history and goals of the criminal justice system.
- Discuss how political, moral, and economic concerns lead to the development of laws.
- Describe the history of corrections.
- Describe the parts and functions of the criminal justice system.

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Activity 1	Homework
Unit 1 Activity 2	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: History of the Criminal Justice System

We often have a tendency to look back on the past with rose-tinted glasses. Things seemed simpler “back then,” didn’t they? Did crime really have a place in society when our grandparents were young, or when our nation was young, or when human civilization as we know it was just being born? The short answer is: yes! Let’s trace the history of crime and criminal justice from our earliest human ancestors up to modern times.

What will you learn in this unit?

- Understand the factors that influenced crime and punishment in nomadic tribes and early agrarian civilizations
- Compare ancient Roman law and punishment to our current criminal justice system
- Discuss legal documents from early American colonial history
- Detail early American prison reform efforts

- Conduct debate on the causes of crime in American society

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Activity 3	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: US Laws: Freedom versus Responsibility

At the very core of the criminal justice system is the law. We know that chaos that would ensue if there were no laws that citizens were expected to abide by. Laws create social order that (ideally) reflect social values. When offenders break the law, they must be punished. But there are so many types of laws and different punishments for violating them! Let’s explore different ways to classify laws and crimes and the sentences offenders might receive for violating those laws and committing crimes.

What will you learn in this unit?

- Identify characteristics of criminal and civil law
- Clarify elements and classifications of crimes
- Distinguish between federal and state laws and local laws and ordinances
- Trace how laws are made
- Discuss rights granted various Constitutional amendments
- Describe criminal law procedures in Florida

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Activity 1	Homework
Unit 3 Activity 2	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Introduction to Careers in Criminal Justice

When deciding which criminal justice career path to go down, you'll need to look into several different factors, including the projected growth, what education is required, the duties of this role, and how much money you'll expect to make. You will also want to take an inventory of your personal characteristics and determine which position is your “best fit.” For example, if you are a compassionate person and love to help people who are trying to get their lives back on track, you might consider becoming a probation or parole officer. If you're more analytical and like to solve a good mystery, a career as a forensic scientist might be a better fit. Whatever you do, you'll want to do it with passion and strong ethics. Because after all, the whole point of the justice system is to stop the offending while protecting one and all!

What will you learn in this unit?

- Identify and describe career opportunities in the criminal justice system
- Examine the job duties and skills needed to excel in specific roles
- Consider the prerequisites for job entry into the criminal justice system
- Explore the salary expectations for entry level positions in the criminal justice system

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical thinking Questions	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework

Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Careers in Criminal Justice 1a Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **first** half of the course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Inside the Courtroom

Are you poised to enter a career in criminal justice? Maybe. But either way, all United States citizens may also interact with the criminal justice system when they are called to participate in jury duty. Understanding how a courtroom functions, by focusing on various court structures, each step of a trial process, and the roles and responsibilities of those involved, you will prepare yourself for to enter the criminal justice field, either as a professional or as a civil servant on jury duty. What's involved? We'll meet the people you'll run into in a courtroom and take a look at courtroom demeanor, as well as take part in a mock trial. You may proceed!

What will you learn in this unit?

- Describe the people in a courtroom
- Evaluate the pretrial process
- Discuss the parts of a trial
- Consider various post-trial processes and sentences
- Differentiate between the roles and responsibilities of the people involved in the trial processes
- Determine appropriate courtroom demeanor and participate in a mock trial

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Juvenile Justice System

Did you know that kids as young as seven used to be sentenced and imprisoned right alongside adults? Up until the Industrial Revolution, young children and teens were subjected to cruel and unusual punishments. While some young offenders are still tried in adult courts today, most young people who run into trouble with the law are dealt with by the juvenile justice system. There are several key differences between the juvenile justice system and the criminal justice system, but it wasn't always this way. By recognizing those differences and looking at how judges and courts have shaped today's juvenile justice system, we learn more about how to help at-risk youth avoid the cycle of the adult justice system.

What will you learn in this unit?

- Review the history of the juvenile justice system in the United States
- Identify the programs and agencies within the juvenile justice system and describe their roles and responsibilities
- Determine law enforcement procedures related to juvenile delinquency
- Analyze current trends in juvenile justice
- Discuss Florida's juvenile court system, including procedures and alternative programs

UNIT 6 Assignments

Assignment	Type
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Unit 6 Critical Thinking Questions	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Correctional Facilities

Do you know what happens to a convicted criminal after they are handcuffed and escorted out of the courtroom? Not many people are aware of the reality of prison life. Even the shows that are centered around those who are “locked up” are filled with misinformation. Instead of relying on these types of shows, let’s explore the types of correctional facilities employed by the US criminal justice system. We will also investigate the programs and procedures that seek to punish and rehabilitate prisoners and how these compare to systems of the past. You'll have the opportunity to evaluate the philosophy behind controversial ethical practices and decide for yourself which facilities and strategies are effective, and which do more harm than good.

What will you learn in this unit?

- Differentiate between local, state, and federal correctional systems
- Compare and contrast different types of prison and community-based programs
- Identify major correctional operations procedures and programs
- Debate issues concerning the rights of inmates
- Understand correctional reform and the responsibilities of correctional officers

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Activity 1	Homework
Unit 7 Activity 2	Homework
Unit 7 Activity 3	Homework

Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: People Skills in Criminal Justice

In the high-risk field of law enforcement, people skills could literally make the difference between life and death for both officer and suspect. As is probably clear by now, it takes a special kind of person to choose to enter the criminal justice field and to carry out the duties of their role well. These careers require a unique skill set, including specialized interpersonal and personal skills. Because the men and women in these roles interact with the public daily in an attempt to protect the safety of individuals, apprehend criminals, and investigate crimes, a high level of social intelligence and the ability to communicate effectively with others is critical. The good news is that even if you have decided that a career in criminal justice is not for you, you still stand to benefit from the things we'll discuss here. After all, employability skills are requirements for anyone who wants to be successful in finding and keeping a job of any kind!

What will you learn in this unit?

- Recognize personal traits that help one succeed in the criminal justice field
- Apply strategies for working well with others
- Consider personal stressors and evaluate methods for resolution
- Plan solutions for situations that require crisis management and conflict resolution
- Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity

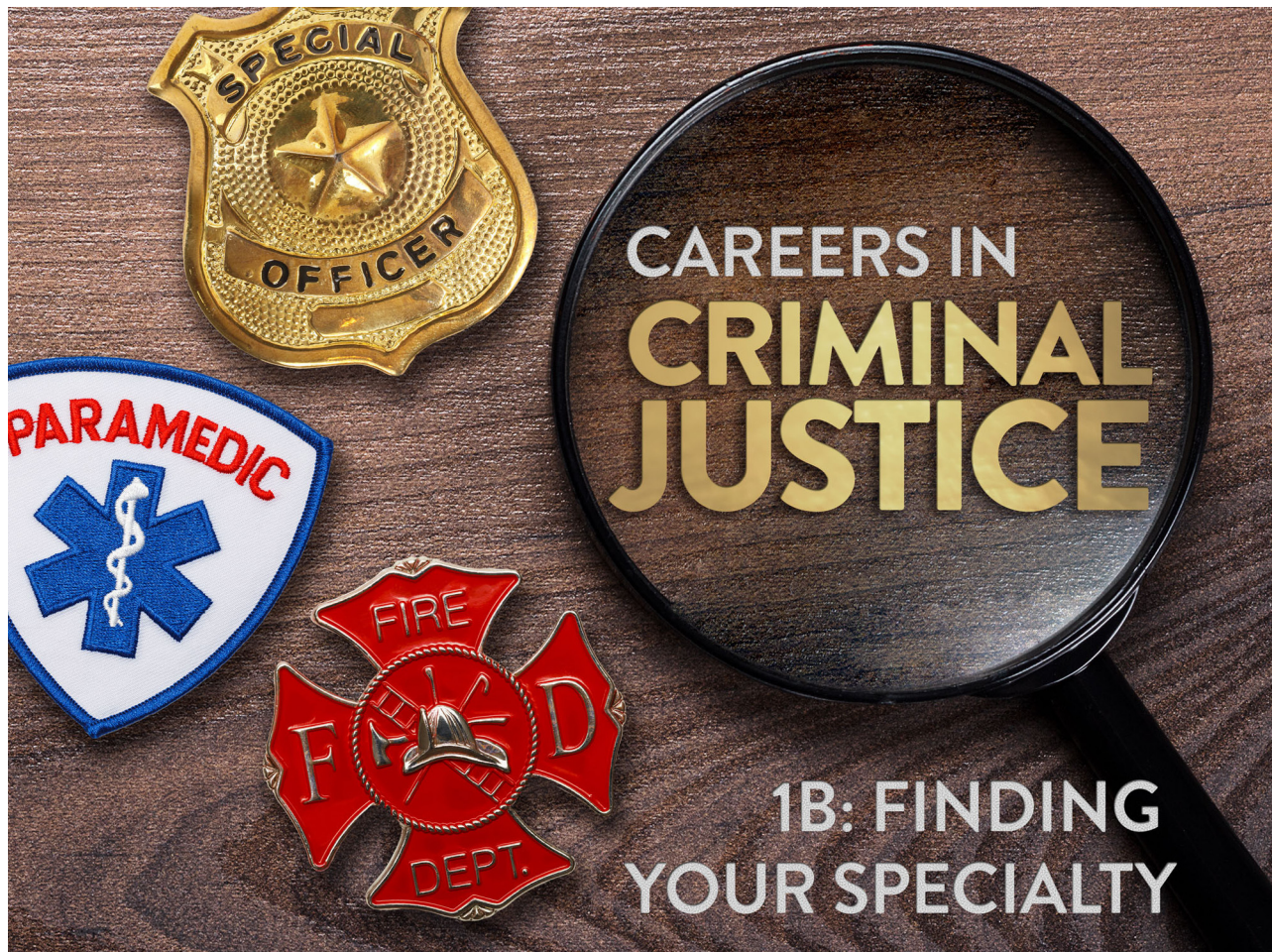
UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Activity 1	Homework
Unit 8 Activity 2	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion

Careers in Criminal Justice 1a Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **second** half of the course (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



Careers in Criminal Justice 1b: Finding Your Specialty

Have you ever thought about a career as a police officer, an FBI or DEA agent, or any occupation that seeks to pursue justice for all? Careers in criminal justice can be found at local, county, state, federal, and international levels, and even in the private sector. Explore some of the various occupations in this field through this course, while simultaneously learning how they interact with each other and other first responders.

Discover important aspects of criminal justice careers, such as implementing interviewing techniques, collaborating with other agencies and departments, cooperating with global partners, and communicating with various audiences. All of these tasks are completed while understanding the importance of ethical decision making in criminal justice. It is important to know and have the character required to know the difference between right and wrong to be successful in this field. If a career in criminal justice is something you hope to pursue, the course ends with some helpful information for finding employment in criminal justice.

Unit 1: The Role of Private Security

Since the beginning of time, people have been looking for unique ways to protect themselves and their property. But believe it or not, government-funded police forces have only fulfilled that role for a short portion of our history! From something called the Pinkerton Agency to the Secret Service, private security is an integral part of American history.

What will you learn in this unit?

1. Compare and contrast public security agents to private security workers
2. Recall the history of private security in both ancient and modern societies
3. Identify career opportunities available in private security and their responsibilities
4. Characterize special investigative units such as the Secret Service and its role in security

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Activity 1	Homework
Unit 1 Activity 2	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Other Roles in Criminal Justice

If you're interested in the criminal justice field but don't plan on working patrol, don't fret. There are many different jobs and career progression opportunities that will allow you to work in a field you'll enjoy without having to go a traditional route. From border security chaplains to aviation enforcement agents, who knew that so many criminal justice roles existed?

What will you learn in this unit?

1. Summarize the role of a SWAT team member
2. Analyze similarities and differences between detectives and private investigators
3. Understand the different roles and responsibilities of the US Border Security and its divisions

4. Recall the purpose of the United States Drug Enforcement Agency (DEA)

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Working with Medical Emergency and Fire Departments

EMS and fire service play important roles in keeping communities safe across the nation. Choosing a career in either of these fields requires training and certification, and students who wish to pursue these careers can join several agencies and organizations to prepare them for these careers. Overall, public agencies such as fire, EMS, police, court corrections, and security systems must work together to ensure communities are safe for the families that populate them.

What will you learn in this unit?

1. Describe the role of emergency medical services in public safety
2. Explain the duties and responsibilities of firefighters
3. Research and participate in community and student organizations
4. Examine the roles and responsibilities of first responders

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Activity 1	Homework

Unit 3 Activity 2	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Global Perspective: Collaborating with INTERPOL

INTERPOL operating on a global basis is one of the most important aspects of international public safety. These special agents are responsible not only for helping catch criminals but also for providing valuable resources to member countries' law enforcement departments to help fight international crime. This organization comes from a long history of technological advancements, status changes, and more. Overall, a career in INTERPOL is a rewarding and meaningful one.

What will you learn in this unit?

1. Explain the goal of INTERPOL
2. Describe the history of INTERPOL
3. Discuss the different job roles that exist within INTERPOL
4. Identify how INTERPOL collaborates with law enforcement agencies to stop international crime

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Careers in Criminal Justice 1b Midterm Exam

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- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **first** half of the course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Spotlight on Interrogation

Interrogation plays an important role in law enforcement. When used correctly, it has the potential to develop relationships and solve crimes. In order for this process to be productive, police officers must build rapport with their communities and use effective communication techniques. When executed properly, interviews and interrogations will assist law enforcement in the pursuit of the truth and help avoid wrongful convictions.

What will you learn in this unit?

1. Describe interview techniques used by law enforcement
2. Determine how establishing rapport can benefit police officers in their jobs
3. Explain how police officers effectively communicate with suspects and inmates
4. Identify elements of wrongful conviction and resources for victims of wrongful conviction

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion

Unit 5 Quiz	Quiz
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Unit 6: Evaluating Ethics in Criminal Justice Systems

Ethics is an important part of the criminal justice system because the actions people take ensure that members abide by the moral obligation of their role. They make daily decisions that need to be fair and equal to all. It is also important to understand how the public is protected by laws, regulations, and policies when members of the criminal justice system act unethically. But these aren't the only ethical considerations involved in the criminal justice system. We will also look at the death penalty, solitary confinement, and the incarceration of elderly individuals.

What will you learn in this unit?

1. Discuss both perspectives of common ethical quandaries in the criminal justice field such as the death penalty or solitary confinement
2. Understand the codes of ethics for the criminal justice system and specifically law enforcement officers
3. Explain laws, regulations, and policies that govern criminal justice professionals
4. Analyze how constitutional laws impact law enforcement officials and their actions

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Communication in Criminal Justice

You've probably heard a police officer say, "10-4" or spell out a name or address such as "Nora-Ida-Charles-King." Why do they do this? And what does it mean? Nearly all career fields have their own languages, so to speak, and the field of criminal justice is no exception. Although good

verbal and nonverbal communication skills can be helpful in almost any line of work, there are specific communication skills, vocabulary, and even special “codes” necessary for success in criminal justice. We will look at many of the skills and special equipment that law enforcement officers and others in the criminal justice field need to do their jobs efficiently and effectively.

What will you learn in this unit?

1. Explain the purpose and demonstrate the use of communication codes and the phonetic alphabet
2. Describe different equipment and protocols used by law enforcement officers to communicate with each other and the public
3. Identify communication and jurisdictional problems that may arise as multiple agencies work together
4. Identify the unique interpersonal skills required in communicating with inmates, coworkers, and the general public

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Activity 1	Homework
Unit 7 Activity 2	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Finding Employment in Criminal Justice

There are many job opportunities available in the criminal justice system for those who are interested in the field and willing to do what is required to earn the necessary qualifications. We’ll discuss the steps one needs to take in order to prepare for, locate, evaluate, and apply to job opportunities in this competitive job arena. But simply landing the job isn’t the end of this process. You’ll also need to think about what it takes to be a good employee and what to do if you decide to change career fields in the future.

What will you learn in this unit?

1. Identify sources of information for employment and training opportunities and career options in the field of criminal justice
2. Conduct a job search and identify the training, experience, and other qualifications required for different positions
3. Complete a job application, resume, and cover letter
4. Apply effective job interview techniques
5. Describe how to make job changes appropriately

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Activity 1	Homework
Unit 8 Activity 2	Homework
Unit 8 Activity 3	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Careers in Criminal Justice 1b Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the **second** half of the course (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



College Prep with ACT

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course will help the student navigate through the Shmoop ACT Exam Prep Web site, access two full ACT® practice tests, and learn the necessary skills in order to take the ACT test. This course also includes several lessons on other critical aspects of preparing for college, including developing a college resume, writing effective personal essays, and requesting letters of recommendation.

This course is intended to prepare the student to take the ACT test. As the student works through the course, he will focus on learning more about his strengths and weaknesses as well as learn test-taking strategies that are specific to the ACT test. That way, when the student takes the actual test, the scores will be a good representation of the student's abilities.

Finally, the student will submit a College Planning Portfolio, which will reflect the areas for improvement that the student has identified throughout this course.

Course Outline

1. **College Prep with ACT**
 1. Preparing for College: Follow Your Dreams
 - Begin to document your strengths, interests, talents, and goals
 - Begin researching colleges and universities
 2. Introduction to the ACT & Diagnostic Testing
 - Take diagnostic tests to assess current abilities
 - Research ACT test registration information
 3. Preparing for College: Official Transcripts
 - Examine the features of transcripts and fully understand what they mean
 - Relate transcript information to the college admissions process
 - Review academic coursework to determine college readiness
 4. College Readiness Standards
 - Document and analyze current areas of academic strength and weakness
 5. ACT Practice Test: English
 - Take practice test to assess current English knowledge and abilities

- Review ways to improve English content knowledge and abilities
6. Preparing for College: Resumes & Recommendations
 - Learn how to craft a résumé
 - Draft and revise your résumé
 - Begin documenting your achievements in résumé form
 - Learn how to obtain appropriate letters of recommendation
 7. ACT Practice Test: Math
 - Review practice test questions and answers to develop content knowledge and abilities
 - Review ways to improve mathematics skills
 8. ACT Practice Test: Reading
 - Review reading content areas and test-taking strategies
 - Analyze areas of academic strength and weakness
 9. ACT Practice Test: Writing
 - Take practice test to assess current writing abilities
 - Review ways to improve writing abilities
 10. ACT Practice Test: Science
 - Take practice test to assess current science knowledge and abilities
 - Review ways to improve science content and knowledge
 11. Preparing for College: The Application Essay
 - Become familiar with the essential components of the college application essay
 12. Take the Online Timed ACT Practice Test
 - Practice taking the ACT test under timed conditions
 - Review and analyze test results
 - Develop strategies for improving test scores
 13. Preparing for College: Face-to-Face Interviews
 - Learn about and practice interview techniques and strategies
 - Understand what a good "fit" for college means to you
 14. Preparing for College: Financial Aid
 - Become familiar with financial aid terminology and process
 - Start to research financial aid options
 15. Create Your College Planning Portfolio
 - Create a College Planning Portfolio to fully prepare for taking the ACT



College Prep with SAT

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course will help the student navigate through the Official SAT Practice on the Khan Academy website, access four full SAT practice tests and multiple practice quizzes, and learn the necessary skills in order to be well-prepared to take the SAT test. This course also includes several lessons on other critical aspects of preparing for college, including developing the college resume, writing effective personal essays, and requesting letters of recommendation.

This course is intended to prepare the student to take the SAT test. As the student works through the course, he will focus on learning more about his strengths and weaknesses as well as learn test-taking strategies that are specific to the SAT test. That way, when the student takes the actual test, the scores will be a good representation of the student's abilities.

Finally, the student will submit a College Planning Portfolio, which will reflect the areas for improvement that the student has identified throughout this course.

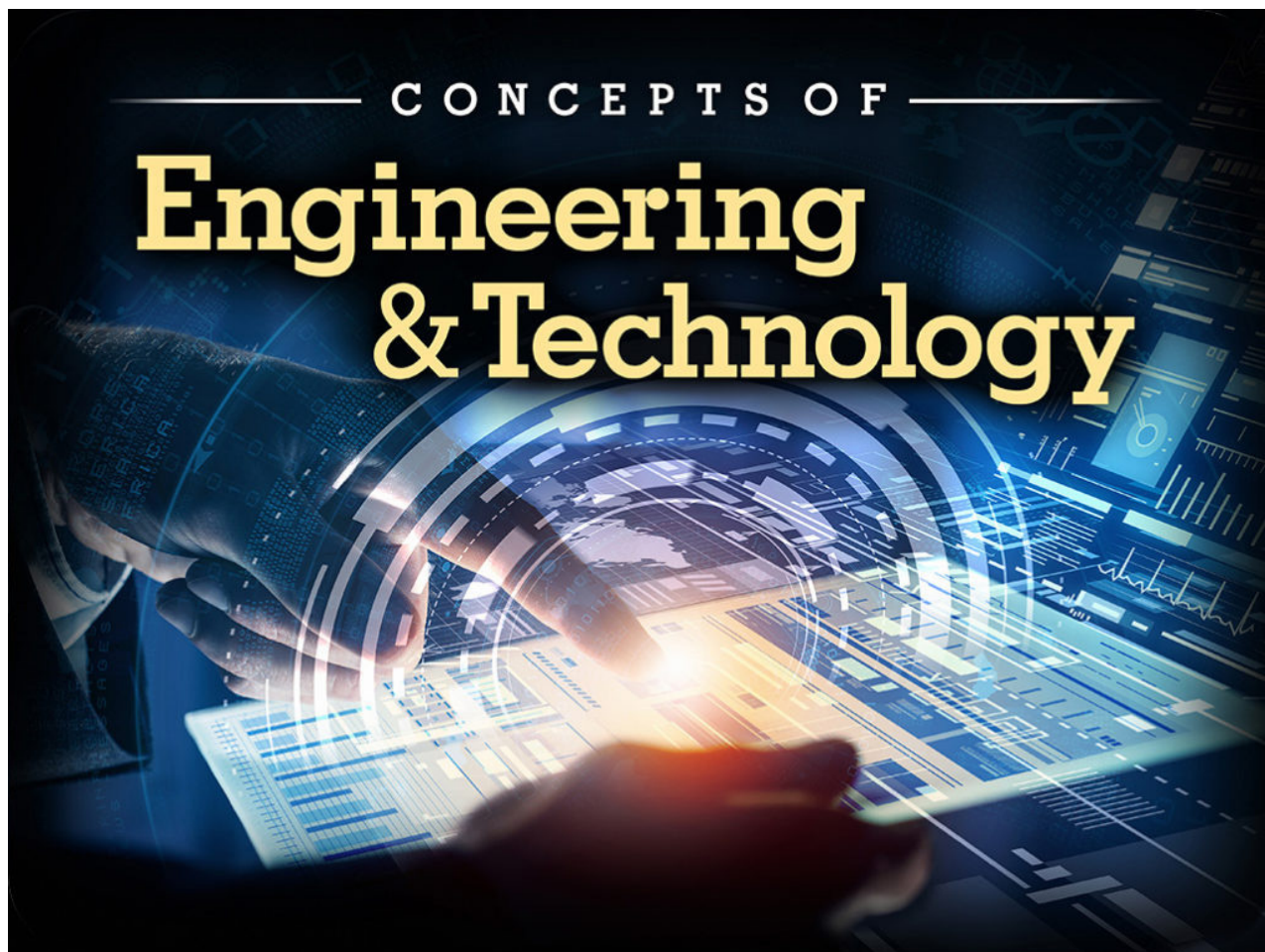
Course Outline

1. College Prep with SAT

1. Preparing for College: Follow Your Dreams
 - Begin to document your strengths, interests, talents, and goals
 - Begin researching colleges and universities
2. Introduction to the SAT & Pretest
 - Set up your access to the Official SAT Practice from the Khan Academy website
 - Assess your SAT test preparedness by taking the diagnostic quizzes
3. Preparing for College: Official Transcripts
 - Examine the features of transcripts and fully understand what they mean
 - Relate transcript information to the college admissions process
 - Review academic coursework to determine college readiness
4. About the SAT and How to Do Your Best
 - Increase your familiarity with the SAT test
 - Review your SAT pretest results to improve content area knowledge
5. SAT Critical Reading

- Improve your critical reading abilities through completion of SAT practice activities and personal reflection.
 - Make journal entries to focus learning
6. Preparing for College: Résumés & Recommendations
 - Learn how to craft a résumé
 - Draft and revise your résumé
 - Begin documenting your achievements in résumé form
 7. SAT Writing & Language
 - Improve writing and reading skills through completion of the Reading & Writing practice
 - Make journal entries to focus learning
 8. SAT Math
 - Improve your mathematical abilities by completing practice questions and reviewing answers
 - Make journal entries to focus learning
 9. SAT Full-Length Timed Practice Test 1
 - Take the full-length timed SAT test to be better prepared for taking the actual SAT test
 - Understand how the practice test is different from the actual SAT test
 10. SAT Practice Test 1: Review Answers
 - Improve content area knowledge by reviewing answers to the practice SAT test
 - Make journal entries to focus learning
 11. Preparing for College: The Application Essay
 - Become familiar with the essential components of the college application essay
 12. SAT Full-length Timed Practice Test 2
 - Take a second full-length timed SAT practice test to prepare for taking the actual SAT test
 - Analyze your progress by comparing scores
 - Make journal entries focused on college admissions planning
 13. Preparing for College: Face-to-Face Interviews
 - Learn about and practice interview techniques and strategies
 - Understand what a good "fit" for college means to you
 14. Preparing for College: Financial Aid
 - Become familiar with financial aid terminology and process
 - Start to research financial aid options
 15. Create Your Personal Improvement Plan
 - Create a College Planning Portfolio to fully prepare for taking the actual SAT test

What you will learn in this course



Concepts of Engineering and Technology

Each day, we are surrounded by technology and engineering projects. From our phones to the bridges we drive over, engineering and technology influence many parts of our lives. In Concepts of Engineering and Technology, you will learn more about engineering and technology careers and what skills and knowledge you'll need to succeed in these fields. You'll explore innovative and cutting-edge projects that are changing the world we live in and examine the design and prototype development process. Concepts of Engineering and Technology will also help you understand the emerging issues in this exciting career field.

Unit 1: Development and Understanding of Engineering

Have you ever wondered how civilization continues to design, build, and improve machines and structures around the world? Looking at the skyline of any major city, you can see a crazy number of tall buildings, lengthy bridges, and engines purring under endless equipment. We all know

these inventions are critical to our modern way of life, yet we don't always understand the knowledge required to create such innovation. Have you ever peered up at a towering skyscraper and marveled at the mere impossibility of it? It is, in fact, not only possible but also just part of a day's work for an engineer. In this course, you'll be exploring the various fields of this occupation, its history, the important role it plays in human life, and the ethical issues related to engineering. So buckle up; here we go!

What will you learn in this unit?

- Distinguish the differences between science, technology, and engineering
- Understand and use technical terms
- Discuss important technological developments from the past
- Identify the various technological ages and the rate of current development
- Discuss some of the ethical concerns around technology

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Making Problems into Ideas

It's easy to identify a problem but not always as easy to figure out a solution. An engineer's job is to take pesky things like problems and apply a functional process that will eventually result in a technological solution. That problem-solving process involves a series of important steps, steps that are imperative for success. Understanding these techniques is critical for an engineer, as is knowing the differences among the various technological systems that aid in the process. You could say that an engineer has a sizeable toolbox of strategies at his disposal. This unit will explain those tools and how they can best be used on the job. It will also help you to develop your own process through the development of an engineering notebook.

What will you learn in this unit?

- Discuss open and closed systems
- Identify how technological systems interact to achieve goals
- Find technological solutions through problem solving
- Design and maintain a computation engineering notebook

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: From Sketches to Products

As an engineer, you will likely find yourself in a situation where you know exactly what you want to build, but the only problem is your ideas are stuck in your head. Finding a way to express ideas and bring them to fruition is a challenge, even for an engineer, and understanding the design process is a critical part of the course of action. Obviously, designing something requires that you also have a firm grasp on the materials needed and how they are characterized within an experiment. Simply put, this means engineers must conceptualize their goals while remembering the pragmatic elements required to achieve them. *How can I get what I want with what I have?* Working out a design process is a balancing act between the creative and the scientific worlds. Having a vision is essential, but understanding the reality of how to achieve that vision is equally important. You can't have one without the other.

What will you learn in this unit?

- Describe the fundamental processes needed for a project, including design and prototype development
- Identify the chemical, mechanical, and physical properties of engineering materials

- Assess risks and benefits of a design solution
- Maintain a professional portfolio

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Civil Engineering

Are you a practical person? Do you like to see things running smoothly and efficiently? Do you worry about systems that break down and create problems? If the answers are yes, you may want to learn more about civil engineering, a field that focuses on precisely these issues in the real world. The world is filled with roads, buildings, airports, tunnels, dams, bridges, and water supply systems. The world needs a qualified person to design, build, supervise, operate, and maintain these things. And as we all know, these “things” are not negotiable. They must be supported with ideas and hard work to keep our society chugging along and, in some cases, sprinting along as we continue to evolve into an increasingly accelerated species. Civil engineering is arguably the oldest discipline in this field, dating back to 3000 BCE, and definitely one of the most pragmatic. I mean, if you don’t have a roof over your head, what do you have?

What will you learn in this unit?

- Work in teams to apply the design process
- Assume different roles within an engineering project
- Develop and test a project model
- Use time-management skills to meet project objectives
- Use criteria to meet project expectations
- Describe and demonstrate team functions, quality, and requirements

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Concepts of Engineering & Technology Midterm Exam

- 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.)

MIDTERM Assignments

Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Mechanical Engineering

Were you one of those kids who liked to take things apart or, more truthfully, break them to see what was inside? Did you pull the wings off your new mechanical toy butterfly to examine how they were attached? Maybe you even managed to put it back together. These preoccupations with machinery and its secrets are also the wonderings of a mechanical engineer. How does this broad field really function? And exactly what type of engineer does it require? A mechanical engineer has a large, albeit sometimes unusual, scope of interests and plays an integral part in the running of the modern world. So maybe the kid taking the remote control apart instead of watching the actual television is on her or his way to an exciting career as a mechanical engineer.

What will you learn in this unit?

- Define and describe the applications of physical and mechanical systems
- Describe various career opportunities and emerging issues within these fields
- Explain the history of mechanical engineering and its current trajectory
- Apply design concepts to problems in physical and mechanical systems

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Chemical Engineering

If there's one word to remember today, it's creation! Creation is everything; creation is life. It's awesome to study and understand the natural world through science or identify the makeup of different substances through the wonders of chemistry; however, what does it take to use both of the disciplines of chemistry and engineering to create something entirely new? Something that can improve human life, feed the planet, save lives, and change the face of reality? As you will soon find out, it takes a chemical engineer. Chemical engineering, an incredibly complex and challenging field of engineering, is particularly exciting because of its relationship to substances and conceptualizing how they can be used to form new ones. A chemical engineer not only has to understand science, mathematics, and chemistry but must also have the skills to funnel all that knowledge into the alchemy of any entirely new and innovative result. And voilà! Now you have creation, the essence of chemical engineering and the very essence of life.

What will you learn in this unit?

- Describe applications of process control and automation systems
- Describe career opportunities in process control and automation systems

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- Apply design concepts and identify fields related to process control and automation systems while identifying emerging issues
- Understand and follow safety tests and guidelines while recognizing how to classify and dispose of hazardous materials and waste

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Biological Engineering

If you consider healing the world a worthwhile endeavor, then you have the spirit of a bioengineer. Nature is filled with different materials under the ground, in the sky, and far down in the murky depths of the sea. Learning how to use these organisms is key to this evolving world of discovery. The natural world continues to provide many priceless resources that we are free to use at our discretion; however, we must remember to remain ethical and thoughtful in this process so as not to deplete the world and ourselves. Unlike chemical engineering, which creates synthetic materials through nature, bioengineers simply use the materials of the earth to generate what is needed to improve human life. Just remember: biology + engineering = bioengineering. Bioengineers are the naturalists of the engineering world and some of the most effective innovators of our time.

What will you learn in this unit?

- Describe the different fields of biotechnology
- Identify the underlying principles of bioengineering
- Understand career opportunities, related fields, and emerging trends in biotechnology
- Apply design concepts to problems in biotechnology

- Discuss inherent ethical dilemmas in bioengineering and technology

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity 1	Homework
Unit 7 Activity 2	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Impossible Engineering!

Thinking back on all the incredible challenges engineers have overcome in their profession, it's easy to be positively astonished by the amount of innovation the world has seen. Rarely do people have the ability to predict the future, yet engineers have proved time and time again that wild dreams can eventually become reality. Looking back at all the awe-inspiring engineering developments over the years and remembering that at one time they too seemed impossible, it's safe to say society is likely in store for a lot of surprising advancements in the next hundred years. What are the areas engineers hope to develop during the 21st century? How will society look as a result? Engineers may have a lot of tools in their toolboxes, but the word impossible is definitely not one of them.

What will you learn in this unit?

- Define impossible engineering
- Conduct and present research on emerging and innovative technology
- Describe ethical behavior and decision making through the use of examples
- Differentiate among discrimination, harassment, and equality

UNIT 8 Assignments

Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Concepts of Engineering & Technology Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



COSMETOLOGY 1: CUTTING EDGE STYLES

Interested in a career in cosmetology? This course provides an introduction to the basics of cosmetology. Students will explore career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist. Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology related businesses.

Unit 1: Introduction to Cosmetology

Students are introduced to the cosmetology field in this unit, including the specialization within the profession and current global trends in the industry. They will also learn the required training, licensing, and certifications for the various specializations and where to acquire them, as well as the kinds of careers and employment opportunities available in the field.

What will you learn in this unit?

- Explain current trends in the cosmetology industry
- Discuss various careers in the cosmetology field
- Define growth and trends within the cosmetology industry
- Identify employment opportunities, including entrepreneurship, and preparation requirements in the field of cosmetology services
- Investigate technical knowledge and skills required to be successful in careers in the personal care services area

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Project 1	Homework
Unit 1 Project 2	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Basic Biology for Cosmetologists

Cosmetology is all about the body, so it is time to learn basic anatomy. While providing an overview of the major systems of the human body, this unit details the parts of the body that cosmetologists spend the majority of their time grooming, including hair, skin, and nails. Understanding the components of tissue and cells helps cosmetologists tell the difference between healthy hair, skin, and nails and those that need further treatment or indicate health problems. There has always been a relationship between cosmetology and health, as will be explained in this unit. Finally, this unit will explore how some simple home beauty treatments have a noticeable effect on the body.

What will you learn in this unit?

- Recognize and identify the major systems in the human body
- Identify principles of biology, tissues, and cells to provide and select safe and effective personal care products and services

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- Recognize and identify principles of human anatomy to classify areas of potential problems in order to provide needed personal care services
- Discuss the relationship between cosmetology and medicine
- Prepare some healthy beauty treatments and understand why they work

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Project 1	Homework
Unit 2 Project 2	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Standards and Safety

Now that you understand some basic biology, this unit will identify the steps that cosmetologists need to take to keep their clients safe and healthy. Not only is this important for the clients, it is also the law. Salons need to maintain excellent health and safety records to stay in business, and cosmetologists are the ones who define these records. Students will know and understand the governing policies and the proper procedures for maintaining a safe and sanitary environment as well as the different levels of cleaning and their uses. This unit prepares students for a career in cosmetology by providing background on the hazards of the industry for both clients and employees and cosmetologists' responsibilities when it comes to health and safety.

What will you learn in this unit?

- Demonstrate knowledge of the rules and regulations established by the governing body and industry standards
- Identify and practice emergency policies and procedures regarding health and safety to achieve a safe and healthy environment at all times
- Recognize risks and potentially hazardous situations to maintain a clean safety record when providing personal care services

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- Differentiate among types of cleaning and their uses
- Identify appropriate agencies and sources for health and safety information in the cosmetology field

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Project 1	Homework
Unit 3 Project 2	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Legal and Ethical Standards

You have learned a lot about safety and how to keep yourself, clients, and coworkers healthy, and now it is time to consider ethical and legal responsibilities. Now it is time to explore professional standards and ethics, how they are defined in the workplace, and specific issues that are particularly relevant to those in the cosmetology field. This unit will also define the concept of legal liability and how that shapes job performance, especially when working with the public. Professionalism is an important part of success in this industry, and this unit defines what that looks like for those interested in a cosmetology career.

What will you learn in this unit?

- Explain the concepts and skills of the profession in simulated and actual work situations
- Define the elements of professional presentation
- Model ethical and legal conduct while working in the human services industry
- Recognize ethical violations in the workplace
- Demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Project 1	Homework
Unit 4 Project 2	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: Providing Services

Now that you have an understanding of the professional responsibilities that cosmetologists have, it is time to explore what they actually do for clients. This unit will introduce some of the most common procedures performed by cosmetologists, including those involving hair, skin, nails, and hair removal. Through exploring these treatments and the chemical reactions that enable them, you will begin to have a sense of which of the subfields in cosmetology most appeals to you should you decide to pursue this career. In addition, this unit explores beauty culture and how it relates to the work of professional cosmetologists.

What will you learn in this unit?

- Apply academic skills to the field of cosmetology
- Describe some of the basic services performed by cosmetologists
- Relate principles of chemistry by explaining the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services
- Define and explain beauty culture
- Analyze contemporary beauty standards as portrayed in advertising

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework

Unit 5 Project 1	Homework
Unit 5 Project 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Cosmetology 1 Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 6: Tools of the Trade

This unit will identify some of the tools used in the various branches of cosmetology. Students will come to understand how various implements are used and be able to provide details about their proper care and maintenance. These implements can be quite expensive and are really important for doing well, so it is essential that cosmetologists take good care of them. You will also understand some of the differences between commercial-grade products and those available to consumers. In addition, the unit explores the hairstyles of past decades, how ideas of beauty reflect the times that produce them, and the beauty products available.

What will you learn in this unit?

- Describe the function and application of the tools, equipment, technologies, and materials used in cosmetology
- Identify and choose techniques and principles and safely use tools and instruments to develop efficient and safe delivery of client services that enhance client satisfaction
- Explain basic requirements for maintaining cosmetology equipment

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- Understand and describe the ways in which hairstyles reflect the era in which they were popular
- Explain some of the techniques used in hairstyles of the past

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Project 1	Homework
Unit 6 Project 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: The Basis of the Business—The Client

Providing the kind of service that clients expect and attracting clients are important parts of a cosmetologist’s job. Students will learn about building and maintaining a client base. This includes not only providing clients with the services they require, but also ensuring that salons stay in touch with the clients they represent. It will also explore how technology can be used to monitor client preferences and services as well as maintain an updated client base. By understanding what clients expect from cosmetologists and what they are looking for, you will be better prepared to develop the kind of clients that can be the foundation of your business. Students will also look at what makes a good customer experience and explore the history of nail salons in North America.

What will you learn in this unit?

- Interpret patterns of current information and resources on personal care services to attract new clientele and satisfy and retain present clientele
- Investigate organizational policies, procedures, and regulations to establish personal care organization priorities to accomplish the mission and provide high-quality service to a diverse set of clients

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- Apply technology to analyze data and information in order to make appropriate recommendations for personal care services
- Identify the aspects of a good salon experience
- Explain the rise of the nail service industry

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Project 1	Homework
Unit 7 Project 2	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Creating a Thriving Cosmetology Business

Every business in cosmetology requires understanding customers. This unit will examine what brings customers into salons and what keeps them coming back so that cosmetologists can effectively create and manage a client base by defining what customers are looking for when building a relationship with a cosmetologist. It will also provide strategies for making the most out of a client base and explain the reasons clients choose to leave cosmetologists. Because not all interactions with customers will go well, strategies for dealing with difficult customers are discussed. The unit examines the ways technology can help cosmetologists anticipate client needs and identify trends in the beauty industry.

What will you learn in this unit?

- Interpret patterns of current information and resources on personal care services to attract new clientele and satisfy and retain present clientele
- Identify current trends in the cosmetology industry
- Define the expectations customers have when purchasing cosmetology services
- Employ strategies to deal with difficult clients
- Recognize the factors used to evaluate a client base

UNIT 8 Assignments

Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Project 1	Homework
Unit 8 Project 2	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Basic Business Skills and Skin Care

This unit will continue to explore the profession of cosmetology by detailing the ways in which cosmetologists are typically paid and the relationships they form with salons so that students can evaluate the positive and negative aspects of these arrangements. In addition, this unit focuses on the qualities of the skin, which include identifying the basic skin types, understanding skin color and tone, and making appropriate makeup choices. It also examines the basic elements of a healthy skin care routine.

What will you learn in this unit?

- Compare economic and accounting principles and practices when providing personal care services to promote business success and growth
- Evaluate the different pay structures within the cosmetology field
- Explain the different qualities of skin, including type, tone, and texture
- Demonstrate the core elements of a good skin care routine
- Choose appropriate cleansing products for different skin types

UNIT 9 Assignments

Assignment	Type
Unit 9 Critical Thinking Questions	Homework

Unit 9 Project 1	Homework
Unit 9 Project 2	Homework
Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Marketing Your Cosmetology Business

This unit will explore important elements of leaders in the cosmetology field and the qualities that not only develop leadership skills but also open the door to new professional opportunities. It will also examine elements of the business side of the cosmetology field, such as managing inventory and acquiring supplies. Marketing is another important element of cosmetology, and this unit covers the basics of a good marketing plan for a cosmetology business, including how to attract and retain clients using social media.

What will you learn in this unit?

- Interpret systems that manage various personal care resources required for business practice
- Research client information to attract new clientele and retain present clientele
- Explore administrative and clerical procedures and systems to provide client satisfaction
- Critique leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities
- Propose advertising principles when selecting and using media to attract and retain clientele

UNIT 10 Assignments	
Assignment	Type
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Project 1	Homework
Unit 10 Project 2	Homework
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion

Unit 10 Quiz	Quiz
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Cosmetology 1 Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



COSMETOLOGY 2: THE BUSINESS OF SKIN AND NAIL CARE

This vibrant industry needs skilled and personable professionals well-versed in the latest trends and technological advances. Explore what the day-to-day life of a cosmetologist is like, and discover that cosmetology is much more than knowing and applying techniques. Learn skin care and facials, how to give manicures and pedicures, how to apply artificial nails, and gain an understanding of different hair removal techniques. Discover the next steps towards launching a rewarding and creative career in cosmetology.

Unit 1: Working in a Salon

Everyone wants to feel beautiful. Wouldn't it be great to enter a profession where you can help people look their best? Cosmetology has many areas you can work in to achieve your dreams. Here we will look at some of the basics of becoming a salon professional, from communicating

well to keeping the workplace safe. Put your best foot forward as we start our journey behind the scenes in the beauty industry.

What will you learn in this unit?

- Begin building your professional image
- Communicate effectively using reflective listening
- Name the main types of skin disorders
- Employ infection control measures
- Identify the functions of Safety Data Sheets

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Nails: Basics of Fingers and Toes

Many women (and men!) want to have beautiful hands and feet. Think of all the celebrities who show off beautifully manicured fingernails and perfectly pedicured feet. Professional nail care is a huge market, as we all want to look as nice as the rich and famous. Learn the basics of professional nail care, products, and tools, and start on your way to beautifying those toes and fingers. Pick a color, and let's get started!

What will you learn in this unit?

- Distinguish the differences between the cuticle and the eponychium
- Assess the nails and skin for common problems
- Comply with safety and infection control measures for nail care
- Perform a basic manicure including hand massage

- File nails into the five basic shapes for women

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Nail Enhancements: From Tips to Wraps

The glamor of nail extensions used to be only for royalty or the extremely wealthy. Now, with newer and more accessible methods for applying long and sculpted nails, ordinary people can have outrageously attractive nails. From “acrylics” to gel and nail wraps, learn how to extend and shape nails for the modern and glamorous clients in your community!

What will you learn in this unit?

- Apply nail tips properly
- Explain the chemistry of acrylic nail enhancements
- Work with UV or LED cured gel nail products
- Maintain tips and acrylic, gel, and nail wraps
- Utilize proper safety procedures when applying nail enhancements

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework

Unit 3 Lab	Homework
Unit 3 Activity 1	Homework
Unit 3 Activity 2	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Specialty Treatments

Salons offer all kinds of great services to pamper their customers. But what are these mysterious specialty “spa” services? Extra massage time, paraffin treatments, French manicures, sculpted nails, and nail art, just to name a few! These glorious extras can be for added relaxation, treatment for rough skin, or to achieve extra beauty of the nails. About the ever-popular French manicure—we will teach you how to do that right here. The best part: these extras give you even more chances to not only wow your clients but make extra money too! And after you have pampered your clients, are you up for creating some magnificent nail art? Let your creativity run wild as we learn some more techniques that will dazzle your clients!

What will you learn in this unit?

- Distinguish the differences between express and spa services for nails
- Safely use paraffin treatments for hands and feet
- Perform a classic French manicure
- Apply nail forms and sculpt nails into different shapes
- Experiment with the tools to create nail art

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework

Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Cosmetology 2 Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Skin Care: Facials

A clear and clean complexion sparkles from a mile away. Learn how to perform facials, and clients will flock to you because you help them reveal their inner beauty on their faces! Facials are relaxing and help people put their best face forward—cleansed and treated, no matter what skin type they have. What are those mysterious products and machines that are used for facials? They are mysteries no longer—you will learn how and why to use the right products and techniques to give a terrific, rejuvenating facial.

What will you learn in this unit?

- Identify the major skin types and their features
- Name the different product types that are used in facials
- Describe the benefits of electrotherapy
- Record all important information in the client record
- Perform a basic facial, choosing the correct products for the skin type

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Skin Care: Hair Removal

Hair! It can be beautiful or it can be an unwelcome distraction. In a salon, you can have your tresses and locks clipped, curled, dyed, and styled, but most of us also have some stray facial hair we'd rather get rid of. Look no further: the secrets to safe, sanitary, and effective facial hair removal are at your fingertips. Shape those brows, remove stray chin hair, and safely remove that upper lip hair! Clients will love these services and you will be their beauty secret. Facial hair, what facial hair? I never saw a thing!

What will you learn in this unit?

- Recognize the major contraindications for hair removal
- Describe the differences between the many types of hair removal
- Shape the eyebrows to complement face shape
- Wax the eyebrows, upper lip, and chin using sanitary procedures
- Instruct clients on home care after a hair removal service

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework

Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Skin Care: Makeup for Every Face

Fresh, trendy, and dramatic! Professional makeup application takes practice, but here you will learn the basic techniques to start you on your way. Make any client look like a celebrity with your knowledge of face shapes, contouring, and special eye techniques. With a few colors, the right tools, and your creativity, help everyone feel like a star on the red carpet!

What will you learn in this unit?

- Identify face shapes and use contour to complement and conceal
- Use color theory to choose appropriate makeup colors for your clients
- Perform a professional makeup application
- Safely apply and remove artificial eyelashes
- Design variations on the smoky eye shadow style

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Expanding Your Skills

Ready, set, go! Are you ready to take the next step towards a career as a cosmetologist? Read on and you will find everything you need to know about getting the right training, studying for your

licensure exam, and working on getting your first job! Prepare to put your best foot—and hand, and face—forward to get ready for success in the beauty profession!

What will you learn in this unit?

- Compare the pros and cons of different beauty school programs
- Methodically prepare for your licensing exam
- Use the power of networking to expand your contacts
- Compile a professional portfolio and resume
- Evaluate whether salon entrepreneurship is a good choice for you

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity 1	Homework
Unit 8 Activity 2	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Cosmetology 2 Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam

Final Exam Discussion	Discussion
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What you will learn in this course

Culinary Arts 1a: Introduction

Thinking of a career in the foodservice industry or looking to develop your culinary skills? Explore basic cooking and knife skills while preparing you for entry into the culinary world. Discover the history of food culture, food service, and global cuisines while learning about food science principles and preservation. Prepare for your future by building the professional, communication, leadership, and teamwork skills that are crucial to a career in the culinary arts.

Unit 1: The Safe Kitchen

The culinary process of cooking, baking, and preparing food is the only edible art form in the world, which means it is a pretty unique field of study. This characteristic also makes it a particularly enjoyable and valuable skill to learn. Who doesn't want to eat their own creation? But before you even think of tying on an apron, there are a few kitchen safety rules you won't want to miss, especially if you hope to enjoy your delicious "art" free from cuts, burns, and other

cooking-related injuries. Once you understand how to handle any accidents or unexpected emergencies that might pop up in the kitchen, you will be one step closer to cooking up your own culinary masterpiece.

What will you learn in this unit?

- Discuss the dos and don'ts of basic cooking
- Describe standard procedures for chemical hazard control
- Explain the importance of safety procedures in the workplace
- Identify and use proper first aid procedures for kitchen-related accidents and injuries

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Knife Skills

There's a reason why the television show "Iron Chef" uses two giant knives as their symbol. Not only is it recognizable, it instantly tells the viewer what is most valuable and vital in the kitchen of the culinary gods—their chef's knives! From the massive cleaver to the delicate boning knife, there is a special cutting tool for every recipe in the cooking world. To use and maintain these sharp blades properly, free from injury and stress, certainly takes some talent, but it is well worth the effort. Because once you have the knowledge of knives under your apron straps, you're ready to start cooking with fire.

What will you learn in this unit?

- Discuss the importance of proper knife safety
- Explain and demonstrate basic knife techniques

- Identify and explain the four key knives in a professional kitchen
- Describe various cutting methods and the role they play in food preparation

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Food Safety

Food is a wonderful thing. It is delicious, nutritious, and enjoyable—but sadly, it can also be dangerous if not handled properly. And for individuals hoping to find success in the culinary world, understanding areas like sanitation, storage, and waste management in a kitchen environment is the only way to fight this danger. It is not possible to whip up edible masterpieces for people to enjoy until you recognize the many ways bacteria and foodborne illnesses can ruin your efforts, not to mention make people sick. That’s why all chefs, no matter how talented and famous they are, make all-around cleanliness and proper food handling their top priority.

What will you learn in this unit?

- Apply sanitation standards to the kitchen environment
- Identify the key elements of foodborne illnesses and how to prevent them
- Explain the process and importance of waste management in the food industry
- Describe the inventory process and how it affects food preparation and safety

UNIT 3 Assignments	

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Cuisine and Culture

Any time you want to really understand something, you need to start at the beginning. And in the case of food, the beginning extends back hundreds of thousands of years to a time when an open fire was the only method of cooking. But through centuries of culinary “trial and error,” we have finally arrived at a point where we understand food better than ever. Science and technology have contributed greatly to our knowledge of food, always building on the existing foundation of culture and tradition. Using both older approaches and beliefs along with new findings, chefs are now able to explore the world of edible ingredients like never before.

What will you learn in this unit?

- Explain food science and how it affects the culinary world
- Identify various cooking methods and how they affect food
- Describe different cuisines and their relationship to culture and history
- Differentiate between proteins and other food groups

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion

Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Culinary Arts 1a Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Garde Manger: The Cold Kitchen

If you are interested in finding a unique place in the culinary world where your artistry can shine, the cold kitchen environment of the garde manger might be the place for you. From classic mixed green salad to avocado crabmeat soup to seared cardamom duck with poached tangerine relish, this realm of food preparation is cool for many reasons. Not only is the history of the garde manger a long and fascinating one, it has set a foundation for artistry and culinary achievement that is second to none. Using skills and many tricks of the trade, these chefs are able to produce all sorts of chilled delights that are appealing to both the senses and the taste buds. Fresh, chilled, sweet, tangy, spicy, creamy, crunchy, the beauty of the garde manger proves fire isn't the only way to cook.

What will you learn in this unit?

- Explain the history and significance of the garde manger
- Describe the types of dishes prepared in the cold kitchen
- Identify proper preservation methods, both new and old
- Detail the basic equipment in the garde manger

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Principles of Food

There is a lot more to food than meets the eye—and the mouth. Every ingredient written up in a menu and served up on a plate has its own unique set of characteristics, mannerisms, and preferences, much like a person. Further, every ingredient, down to the last potato peel, is associated with a monetary cost of some kind, which is why chefs must learn to straddle the world of art and finance. On one side, they are engaging with food creatively, while on the other side, they must also look at the entire process with a practical eye. They must know how to craft a menu without losing sight of their budgetary goals, always shooting for the best value with the most yield. Striking this balance is critical in the food service industry, where things must be both delicious and affordable.

What will you learn in this unit?

- Describe a standardized recipe and its significance to the food industry
- Perform cost analysis on an original recipe
- Explain the application of weights and measures in a food service setting
- Discuss the principles of food preparation

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework

Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Professionalism

Entering the world of cuisine is about far more than just cooking. It has its own rich history, language, and professional hierarchy of positions—almost like a mini-kingdom. With the executive chef as the royal monarch, all the other roles unfold beneath to create a network of individuals collaborating as a team to deliver up the best possible food from their kitchen. And being part of this kingdom demands knowledge of its unique rules and expectations, many of which are unwritten and unspoken. But don't be fooled—the cultural climate of a professional kitchen is as real as fire, and it will burn you if don't learn how to get along, communicate, and most importantly, bring your personal best every single time you pick up a pan. For those who can handle the heat, it is one of the most exciting and fulfilling places on earth.

What will you learn in this unit?

- Discuss the history of food service and some of its contributing figures
- Describe the various roles of the kitchen hierarchy
- Define professionalism and its key tenets
- Explain the importance of oral and written communication in the workplace

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Leadership, Teamwork, and Ethics

No one said being a chef is a simple profession. It is a world filled with rules, challenges, and expectations, all of which have to be honored and met. Despite its history, the professional kitchen is not really a traditional workplace. It's dangerous and filled with fire and sharp objects. It's a place where tempers run high and performance is everything. It can be a tiring, stressful, and hectic environment. And these realities can sometimes heighten the professional drama and make certain challenges seem insurmountable. But what's important to remember is that life in the kitchen often mirrors the challenges of daily life. People yell, and things sometimes get intense. There are a diverse number of people, backgrounds, and ideas. Things get messed up, and then they get fixed. Just like life. That's why people in food service depend heavily on the strength of their leaders and their team to get the job done, no matter what. Working through personal and professional challenges in a fast-paced environment is an adrenaline rush like no other, and many of the best chefs in the world will tell you they wouldn't trade it for anything.

What will you learn in this unit?

- Describe effective leadership in the workplace
- Explain the role of teamwork in the kitchen
- Discuss the importance of team diversity
- Identify and exhibit professional work ethics

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Culinary Arts 1a Final Exam

- Review information acquired and mastered from this course up to this point.

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- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

Culinary Arts 1b: Finding Your Palate

Did you know that baking is considered a science? Discover how to elevate your culinary skills through the creation of stocks, soups, sauces, and learn baking techniques. Examine sustainable food practices and the benefits of nutrition while maintaining taste, plating, and presentation to truly wow your guests. Explore careers in the culinary arts for ways to channel your newfound passion!

Unit 1: The Healthy, Sustainable Kitchen

As an aspiring chef, the effort to embrace health and sustainability is important on many levels. Not only is the kitchen a culinary landscape where nutrition is created, it is also the scene of tremendous waste. That's why a firm understanding of nutritional principles must go hand in hand with a clear sense of how kitchen ingredients and processes can be maintained and supported over long periods of time. This combination of information gives chefs the power to

create delicious food while still keeping an awareness of other important factors, like the health and well-being of diners and the world.

What will you learn in this unit?

- Describe the six major food groups and how they affect dietary health
- Apply nutritional principles during food preparation and planning
- Discuss the strengths and weaknesses of nutritional guidelines
- Demonstrate healthy cooking techniques
- Explain the importance of sustainability in the kitchen and how it can be achieved

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Tools of the Trade

Setting up your workspace in busy professional kitchen is a lot like preparing for a scheduled natural disaster. You can never be fully prepared for it, and you never know what you are going to get—all you know is the rush is going to hit and it’s going to hit big. What you can do is be ready to make your workstation hum. The goal is to make it through the shift successfully, perhaps even enjoying the process of learning as you go. The kitchen is not always predictable and it’s not always pretty—but if you can master the use of your own tools and equipment, you will emerge from the madness in one piece. And along the way, the kitchen brigade will look out for you, help you, and hopefully share a few thoughts on how to improve your cooking game.

What will you learn in this unit?

- Describe the tools and equipment found in a commercial kitchen

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- Explain how to best select, use, and maintain kitchen equipment
- Develop and use an equipment checklist in the kitchen
- Discuss proper mise en place in a kitchen workstation

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Stocks, Sauces, and Soups

There's a secret to cooking that many people don't know. It's not all about the size of the pork chop or the heat of the fire. And success as a chef is not based solely on the sharpness of your knives or the creativity of your mind. While those aspects are certainly important, they don't rule the culinary world. Instead, the true talent of a chef relies on a much smaller detail—namely, cooking technique. This skillfulness in creating the most basic dishes is the foundation of all cooking, from haute cuisine to simple burgers. When your method or approach to simple foods is spot-on, it translates into larger masterpieces in the kitchen. That's why stocks, soups, and sauces are such a critical piece of your culinary education. As the foundation for flavor, these liquid delights are one of the first building blocks for new chefs who are looking to develop a strong skillset. And once they are mastered, the colorful, delicious landscape of food becomes even more accessible.

What will you learn in this unit?

- Define the four essential components of cooking stock
- Identify and describe the two classifications of soup
- Discuss the principles of thickening agents
- Explain the characteristics and derivatives of the five mother sauces

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Baking: Breads, Cakes, & Cookies

The world of baking may seem vast and complicated—and maybe it is a little—but it also has a some very clear ingredients and methods. Anyone new to baking can easily set up a full-service kitchen with just nine essential ingredients and a working knowledge of how these substances fit together to create all sorts of delicious treats. Once the basic science of baking is clear, everything else is just icing on the cake.

What will you learn in this unit?

- Describe various baking methods
- Identify the basic ingredients involved in baking
- Explain the principles of food science in baking techniques
- Discuss the ways baking is considered both a science and an art

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework

Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Culinary Arts 1b Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Culinary Business and Entrepreneurship

We've talked about food as science and art; now it is time to look at it as a business. If you choose to join the kitchen brigade, you are in for a fast-paced environment, but there are a lot of different ways to incorporate yourself into the food service world outside of cooking in a commercial kitchen. Remember, the culinary arts are about taking tradition and turning it into something innovative and delicious, which is why it's important to understand more about the current trends in food service and how they affect the industry as a whole.

What will you learn in this unit?

- Discuss the history and trends of the food service industry
- Explain the procedures of purchasing, receiving, and issuing
- Identify how entrepreneurs maximize opportunity
- Describe various marketing strategies in food service

UNIT 5 Assignments	

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Service, Style, and Satisfaction

When we think about the art of cooking, it's easy to stay focused on things like ingredients, methods, and nutrition, but it's also important to remember the culinary experience is precisely that—an *experience* comprised of many elements beside what's on the menu. For diners, eating in a restaurant, especially an upscale one, offers the chance to enjoy great service while also appreciating the flavors and overall presentation of the food itself. And as a food service professional, this experience is directly linked to personal pride, expert efforts, and a dedication to positive customer relations. When it comes to culinary artistry, the areas of service, style, and satisfaction are yet another place where creativity reigns.

What will you learn in this unit?

- Differentiate between different types and styles of food service
- Identify proper techniques for handling customer relations
- Describe some methods of effective food presentation
- Explain formal dining etiquette from the perspective of both a server and a customer

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion

Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Choosing Your Culinary Career

A professional opportunity is not worth much if you don't know how to take advantage of it. Seeking ways to maximize what's in front of you, both personally and professionally, is key to finding employment as well as staying happy at work. From self-assessment to networking to setting goals, choosing your culinary career demands a lot of skills and knowledge, but most of all, it requires confidence and the belief that you can achieve all of your dreams with the right moves.

What will you learn in this unit?

- Identify career and employment opportunities
- Explain various steps in the career decision-making process
- Discuss different levels of education and training required for food service
- Describe ways to manage multiple roles and responsibilities

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Networking for Success

With so much knowledge in your head about the tools, techniques, and etiquette of the culinary world, it's time to start thinking about how all this information can help you transform your foodie dreams and goals into real, tangible achievements. Learning how to map out your journey

through the food service industry is just as important as understanding the secrets to great soups and sauces; it just takes some motivation, a little inspiration, and a whole lot of self-confidence to visualize the career you want in food service, hospitality, and beyond. You are not alone in this journey; plenty of industry professionals and leadership organizations are there to help you reach your goal.

What will you learn in this unit?

- Explain the significance of professional organizations in hospitality and food service
- Create a personal leadership plan
- Identify leadership and teamwork opportunities to enhance your professional skills
- Name and define several prominent culinary associations

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Culinary Arts 1b Final Exam

- 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.)

FINAL Assignments	
Assignment	Type

Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

DIGITAL PHOTOGRAPHY 1A: INTRODUCTION

Have you wondered how professional photographers manage to capture that perfect image? Gain a better understanding of photography by exploring camera functions and the elements of composition while putting theory into practice by taking your own spectacular shots! Learn how to display your work for exhibitions and develop skills important for a career as a photographer.

Unit 1: Taking The First Shot

Welcome to the digital age of information *and* photography! This recent growth in technology has obviously changed our lives in many ways, and the realm of photography is no exception. While digital photography shares many characteristics with the traditional artform, digitization of the equipment, the process, and the products related to photography have been positively earth-shattering for expert and amateur photographers alike. With these rapidly advancing abilities,

photographers have drastically changed the way they document the many things they see, incorporating significantly more convenience, ease, and efficacy. So get ready! Now you, too, can be a part of the digital photography wave, changing the visual world in colorful, innovative ways.

What will you learn in this unit?

- Identify and explain basic camera anatomy and function
- Discuss the main subjects found in photography
- Explain how to care for and maintain camera equipment
- Describe how a camera is held and used

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Moving Into Manual

When you were a small child, you had to learn how to walk before you could run—and grasping the art of digital photography isn’t much different. At first, using automatic settings that allow you to explore without too much concern for control can be a great way to learn the ropes and get comfortable with your camera. But there will likely come a time when you, as an emerging visual artist, feel ready to “run” with your camera by taking on the challenge of manual settings. To prepare you for this next step, let’s explore the many ways basic camera functions are affected by certain manual modes and how you can use them to create exactly the right setting for your shot. Not only will this help you make informed photographic decisions, it will ensure you get the most out of your time behind the lens—and with the highest quality result.

What will you learn in this unit?

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- Explain the significance of file format
- Identify different types of camera lens and how they function
- Discuss the workings of a light meter.
- Discover the importance of exposure and overall lighting effects

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: A Snapshot of History

When you stop to consider how far the field of photography has come over the years, it's nothing short of amazing. As both a casual hobby and a profound form of creative expression, it has become an increasingly accessible practice that's now available to every one of us. Yet, simultaneously, it has also risen to find a legitimate place in the world of fine art. Not so sure? Simply look back at the tremendous legacy left behind by the various artists who have embraced photography as a way to enhance their lives and their art form. By taking even a brief peak through the lens of the past at the innovators, scientists, and creators who came before us in the field, we can often trace emerging trends still widely seen today. And interestingly enough, such an understanding can often be incredibly helpful in teaching us how to take our own visions to the next level. So, are you ready? Let's go!

What will you learn in this unit?

- Explain the difference between art and fine art photography
- Identify and discuss selected artists who have contributed to the development of photography
- Identify and discuss general themes and trends in different periods of photographic history
- Describe the mechanics of early photographic systems

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: The Nature of Light

Have you ever noticed the soft light that illuminates the sky as the sun rises each morning? Or maybe you've smiled while watching a child squeal in delight as they chase their own shadow? Maybe you've even considered trying to capture such moments and the different moods that the light and the shadows create? To do this effectively, you'll want to understand how the elements of light and control work together to create certain effects. For those who want to really, truly grasp the magic behind photography, this is a critical step and one that takes a working knowledge of where light comes from, how it is characterized, and what it can accomplish in a picture. But once you have this practical awareness in your mind, an entire world of creative possibility opens that you can both enjoy *and* control.

What will you learn in this unit?

- Identify light sources and describe how they differ
- Explain how to effectively use available light
- Describe safe and proper use of photographic tools and processes
- Discuss the characteristics of color and how they are affected by light

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework

Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Digital Photography 1a Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Creative Composition

Have you ever noticed how some things come so easily while others simply...don't? The world of digital photography is no exception—sometimes you manage to capture the perfect candid shot with no real effort, while other times you need to purposefully arrange and tweak various elements to achieve the desired effect. Because digital photography is often an artistic endeavor, there are no hard, fast “rules” for how to make this easier, but there are plenty of tried and true suggestions! Learning some of these visual organizational strategies, as well as how your camera can help you apply them, will give you the control and understanding you need to find just the right composition, no matter where or what you are shooting. And once you have these things under your belt, you will begin to see subjects and their placement in a whole new way—which means the emerging photographer in you can more easily communicate your vision to the world!

What will you learn in this unit?

- Explain various composition techniques and their effects
- Identify the appropriate lens for a subject

- Discuss how a camera lens relates to visual composition
- Describe the basic components of a tripod and other support equipment

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Producing Great Images

Have you ever wondered if it is possible to snap pictures and collaborate with other creatives but still make your own artistic visions a reality—all while actually making money? If you have, the answer is yes, yes, and yes. All of those things are fully achievable if you understand your options and what it takes to access them in the real world. Finding a job, or even a full-blown career, in digital photography is not only realistic, it’s entirely within your grasp with the right motivation and know-how. Learning more about the various roles in professional photography is just the first step in finding out how these visual artists use their love of imagery to carve out a life of art and work, bound together by a solid devotion to the craft and a path toward ongoing personal satisfaction and success.

What will you learn in this unit?

- Identify job titles associated with digital photography
- Discuss the interrelationship among artists
- Describe the various stages of production
- Explain photographic terms and jargon

UNIT 6 Assignments	

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Manipulation and Management

Some people would say the absolute best part of digital photography is not learning about lenses or how to zoom in on a great subject but what can actually be done with those images once they are captured in digital form. Image editing and the art of manipulation offer digital photographers a whole new canvas for visual art while also opening a vast world of technical design tools. Turns out the creativity doesn't actually end when the lens cap goes back on—but rather it continues *en force* as photographers turn to software, filters, and effects to bring out the best in their pictures while also harnessing the power of personal imagination. Learning how you can take advantage of these creative options is the first step in navigating the post-production world and understanding more about how to protect your own work while also enjoying the billions of images you see every day.

What will you learn in this unit?

- Explain how image editing and manipulation affects the craft
- Apply design skills to create original works of art
- Discuss the significance of image distortion in digital photography
- Define and discuss the boundaries of copyright protection

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework

Pennwood Cyber Charter School Application Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Presenting Your Work

After so much effort spent behind the camera lens, aren't you excited for the day when you are finally able to share your photographic talent with the world? This next step in your artistic journey is exciting because it offers you a chance to produce a real event while also channeling your inner artistic vision. And it might surprise you to learn that pulling off your very own photographic art exhibition is not only possible—it's tremendously satisfying. Once you learn how easy it is to plan and present your own work to the public, you'll be itching to get started on planning your first big event. A big dose of positivity, some creative vision, and genuine effort is all you really need.

What will you learn in this unit?

- Discuss the key components of a photographic exhibition
- Create an artistic statement
- Explain the various ways a print can be mounted and installed
- Identify the important factors in a budget

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Digital Photography 1a Final Exam

- Review information acquired and mastered from this course up to this point.

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- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

Digital Photography 1b: Creating Images with Impact!

Building on the prior prerequisite course, further develop your photography skills by learning more professional tips, tricks, and techniques to elevate your images. Explore various photographic styles, themes, genres, and artistic approaches. Learn more about photojournalism and how to bring you photos to life. Using this knowledge, build a portfolio of your work to pursue a career in this field!

Unit 1: Photojournalism: Real Life in Pictures

Who takes those photos that appear in the news every day? What about those in magazines or on television and the internet? The answer is photojournalists—they're the professionals charged with the challenging task of finding the best angle on every story they cover. Related to photojournalism, street photographers and documentary photographers also strive to tell the truth of the real world in arresting visual images. These days, anyone can be witness to a historic

event by snapping a cell phone photo that may even be featured around the world. So whether you want to be a citizen photojournalist and document the happenings in your town or a jet-setting war photographer, photographing real life can make headlines near and far.

What will you learn in this unit?

- Apply the ethical rules of photojournalism
- Create photos using the “decisive moment” idea of Cartier-Bresson
- Connect the history of photojournalism to the Pictorialist and straight photography movements
- Analyze the use of citizen journalists by professional news organizations

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Context is Everything: Style and Genre

Can you tell a stock photo from a propaganda photo? How about the difference between a glamour and a celebrity photo? All these photo genres have stylistic cues that might provide some clues, but many of them inspire each other so it’s entirely possible to find elements of one genre in another entirely different genre. How about a fashion wildlife shot? Or an ethnographic product shot? Read on to find out how context, aesthetics, cultural sensitivity, and ethics come together in the wide world of photography.

What will you learn in this unit?

- Discern the difference between creative and editorial photography genres
- Compare and contrast stylistic characteristics of different genres of photography

- Differentiate between ethnographic photography and authentic cultural expression
- Analyze photographs by using aesthetic, historical, and contextual cues

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: There’s an App for That

In the days before digital photography, people often spent a great deal of time printing and organizing their photographs. This process could be time consuming, potentially pricey, and often required a good amount of storage space and materials. Enter the era of digital photography—we’re going to dive into how you can be a far more efficient digital file clerk for your photos, keeping them safe, polishing them to make them perfect, and sharing them with the world. And the great part is that you don’t have to lug big boxes and risk paper cuts! Organization, of course, is a huge part of being a great photographer. Working with your digital files—which will multiply to the thousands before you know it—is what can make or break a professional career. But don’t stress! Together we’ll uncover how to best manage this beast, and when you need to find that perfect photo, you won’t have to search under every rock—you will have it all organized at your fingertips!

What will you learn in this unit?

- Choose an appropriate workflow and image editing software
- Describe and use three different types of photo metadata
- Experiment with post-processing tools like white balance, tone, and color settings
- Set up a photo gallery on a photo-sharing website that can function as a digital portfolio

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Words and Pictures: Composing Meaning

We have delved into how to organize your photographic process *technically*, but what about the creative side? What is your creative process? Perhaps you would benefit from developing a sketchbook to work on ideas. Or, dive into studying the elements of visual art and the principles of design so that you have tools to talk about your work. Together, we'll begin to find new ways to go deeper into your artwork by using your verbal skills along with your visual creativity and your technical skill. While we're at it, we'll also learn a bit from some famous artists who combined photography and text in their work.

What will you learn in this unit?

- Analyze the visual elements in a photograph or other work of art
- Apply the principles of design to the creation of photographs or analysis of composition
- Compare and contrast ways of thinking about visual perception in photography
- Implement an open-ended creative process in photography

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework

Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Digital Photography 1b Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Don't Listen to the Haters: Productive Critique

People are often all too glad to share their opinions. Everyone loves to pipe in with “I love it!” or “that stinks.” But uninformed or quick opinions are not likely to help you improve your photography skills and artistry. However, a solid critique (covering both objective and subjective points about your photos) can make you see your photos in a whole new light. Together, we’ll discover how to both critique other people’s work as well as how to request and respond to feedback we receive. Last, we’ll learn a bit about different styles of interpretation so that we can pull meaning from photos in different ways.

What will you learn in this unit?

- Define the term critique and differentiate it from criticism
- Critique photos and photo series with multiple tools
- Utilize constructive criticism to improve photographic artistry
- Interpret the meaning of photographs through multiple perspectives

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Finding Your Peeps: Photography and Community

We humans are social creatures. Getting together with other photographers is one way to find community, learn new things, get critiques, and share your photography. While online photo communities have a lot to offer, finding your peers in person is a great way to go deeper into developing a community to support you in your work. Plus, you need to learn how to collaborate if you want to work with a group to develop exhibits or projects. Photography can also be a tool to bring together other communities too, giving voice to those who are often unseen in the media. Community-based photography projects offer a way to collaborate or cooperate with community groups to bring new content to the public eye and give back with your developing photography skills. Let's take a deeper look at this, as well as how to develop your own artistic voice and recognize the voice and style of other photographers.

What will you learn in this unit?

- Discuss the importance of photography clubs, today and throughout photographic history
- Connect the changes in photography to the technological changes that have happened in the medium
- Distinguish between collaboration, cooperation, and teamwork and integrate the collaborative process into group projects
- Engage community members in photography projects
- Assess the artistic voice and style of famous photographers and peers

UNIT 6 Assignments	
Assignment	Type

Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Digital Video: Production and Post-Production

Digital photo overload! How do the professionals handle the thousands of photos they create? You know how to organize them in folders, but how do you pick which ones to show in your portfolio? As you'll quickly see, it's important to learn strategies for culling the masses of photos into a concise, organized portfolio with a theme. Putting together your portfolio with a theme, an audience in mind, and good formatting will allow you to apply for art schools or gallery shows, bringing your photography to the next level. Developing skills that will support your professional career, including soft skills and business skills for the budding photography entrepreneur, is also key. After all, by keeping your photography ideas organized you'll be better set to inspire new ones as you continue as a student, amateur, or even professional photographer.

What will you learn in this unit?

- Analyze and organize your process for choosing portfolio photos
- Tailor your portfolio to the intended audience, whether it is art school, a gallery show, or a client
- Apply soft skills like adaptability, interpersonal communication, and time management to support a photography career
- Develop a plan to continue to learn technical skills, business skills, and to grow as a creative photographer, whether amateur, student, or professional

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework

Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Presenting Your Portfolio

Ready, set, take a bow! It's time to reflect on your photography, linking it to other photographers both past and contemporary, and also contemplate how far you have come during this course. Remember to take inspiration from other photographers *and* your own progress and use it to propel you to finalize your portfolio, making it as polished and fabulous as you can. Finally, take a deep breath and look forward to the possible ways that you can incorporate your photography skills into your life—whether as a career, a useful addition to your job skills, or a satisfying hobby.

What will you learn in this unit?

- Connect your photographic work to that of famous photographers of yesterday and today
- Analyze your progress and creatively write and revise your artist's statement
- Sequence your portfolio in an aesthetically pleasing way
- Research, identify, and pursue job or avocational opportunities in photography

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Digital Photography 1b Final Exam

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- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



Driver's Education

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will learn the fundamental skills for responsible driving. This course emphasizes the mechanics of driving, execution of driving operations, and rules of safe driving. The student will identify and recognize traffic laws, signs and other markings, and basic checks on a vehicle. In addition, the student will learn the rules for sharing the roadway, responding to weather conditions, and other vehicle emergencies.

Course Outline

1. The Driving Task

1. Introduction to the Course

- Describe the three parts of the highway transportation system
- Explain how the National Highway Safety Act affects drivers
- Explain how the National Traffic and Motor Vehicle Safety Act helps keep drivers and passengers safe

2. You Are the Driver

- Describe mental, social, and physical factors that might affect your driving ability and how these skills help you be a low-risk driver
- Analyze the four steps in the IPDE process in relation to a fictitious driving situation
- Explain the legal, financial, environmental, and personal responsibilities that drivers have and give an example of each
- Describe the stages of a graduated driver license program and the purpose of each
- Explain the purpose of the organ donor program
- Express the implied consent law in two cause-and-effect statements

3. Signs, Signals, and Roadway Markings

- List the different categories of road signs by color and purpose
- Explain what to do at an intersection in these situations: green, yellow, or red light; arrows; flashing lights; lane signals; pedestrian in crosswalk; traffic-control officers' signaling
- Describe proper use of road and street markings, including center lines (solid, broken, yellow, and white); highway exit ramps; railroad and school crossings; and parking restrictions
- Explain the effect and purpose of rumble strips and raised roadway markers

4. Basic Vehicle Operation

- Describe how to use the operational controls in vehicles

- List communication and comfort devices that are available for use in vehicles
- Create a labeled diagram showing the purposes of the gauges and warning lights on a vehicle's instrument panel
- Identify steps you can take to reduce risk while walking to your vehicle and before getting into your vehicle
- Describe smooth acceleration and braking actions and why they are important
- Explain how, when, and why you should choose a driving target
- Compare the functions, advantages, and disadvantages of automatic and manual transmissions

5. Performing Basic Maneuvers

- Explain when and how to use vehicle mirrors, including rearview mirrors, outside mirrors, and convex mirrors
- Describe the steps and risks involved in backing up a vehicle
- Explain how to make left turns, right turns, and turnabouts, including lane positioning and use of signal lights
- Describe the different types of turnabouts and when to use each type
- Explain how to park a vehicle, including angle, perpendicular, and parallel parking methods
- Compare the reasons for choosing angle, perpendicular, or parallel parking

6. The Driving Task Unit Test

There are no objectives for this lesson.

2. Being a Responsible Driver

1. Managing Risk and the IPDE Process

- Outline the key components of the Identify part of IPDE
- Describe steps drivers can take to implement the Prediction part of IPDE
- List the options available to drivers when implementing the Decide part of IPDE
- Describe the differences between the three lane positions within a single lane
- Identify the three actions a driver has to choose from when carrying out the Execute part of IPDE
- List the options that a driver has for communicating with other drivers
- Explain why it is critical that drivers selectively use the IPDE Process

2. Effects of Driver Condition

- Describe how emotions can affect your ability to drive and how you can manage your emotions
- Describe the relationship between driving and different vision issues
- List ways that your senses can make you a safer driver
- Identify possible sensory distractions and ways to manage them
- List actions drivers can take to combat fatigue
- Describe ways that medicines, carbon monoxide, smoking, aging, and illnesses affect drivers
- Explain how adaptations can help drivers with permanent disabilities to compensate

3. Alcohol, Other Drugs, and Driving

- Describe the mental and physical effects alcohol has on people and the problems alcohol can cause for drivers
- Explain the significance of blood-alcohol concentration (BAC) and the factors that affect it
- Explain the relationship between driving and different drugs including over-the-counter medicine, prescription medicine, depressants, stimulants, hallucinogenic drugs, and the combination of alcohol and drugs
- Explain laws and choices that relate to a person who is driving under the influence
- Explain what peer pressure is, the problems it can cause, and how to say no to it so you can make responsible decisions on your own

4. Managing Distractions

- Compare distractive and inattentive driving including examples of each
- List the four distraction classifications with examples of each and how to avoid them
- Explain the dangers of using a mobile communications device while driving
- List the three categories of inside-the-vehicle distractions with examples of each and how to avoid each
- List the three categories of outside-the-vehicle distractions with examples of each and how to avoid each

5. Being a Responsible Driver Unit Test

There are no objectives for this lesson.

3. **Controlling Your Vehicle**

1. Natural Laws and Car Control

- Describe how inertia, momentum, energy of motion, and gravity affect a vehicle
- Explain traction in relation to car control, tread and proper inflation, driver actions, and traction reduction
- Explain vehicle control in relation to gravity, vehicle balance, speed, sharpness of curves, vehicle load, and road shape
- Explain factors that determine stopping distances and affect braking distances
- Identify factors that affect force of impact in a collision
- Describe the uses and benefits of safety belts and air bags
- Explain how to safely transport children in vehicles

2. Negotiating Intersections

- Explain how to recognize and maneuver an intersection
- Explain how to know who has the right of way and how to handle it
- Describe how to both turn and go straight at intersections with traffic lights or signs
- Describe an uncontrolled intersection and how to both turn and go straight at uncontrolled intersections
- Describe passive and active railroad crossings and actions drivers should take at them
- Describe the benefits of roundabouts, how traffic flow compares between roundabouts and intersections with signals, and procedures for driving through roundabouts

3. Sharing the Roadway

- Explain steps pedestrians and drivers can take to keep pedestrians safe
- Explain how drivers can search for and help protect cyclists
- Explain why riders of bicycles and mopeds are vulnerable on the roadway and guidelines they should follow
- Explain why and how drivers need to look out for motorcyclists
- Describe procedures and gear that can help keep motorcyclists and scooter riders safe
- Describe risks and procedures for following, passing, and meeting both large and low-speed vehicles
- Explain the rules regarding driving near school buses and emergency vehicles

4. Driving in Adverse Conditions

- Describe how drivers can best deal with low-visibility situations
- Explain how drivers can make their vehicles more visible at dawn and dusk
- Explain how drivers can deal both with night driving and with bright headlights at night
- Explain how to drive safely in rain and snow
- Describe precautions for driving in windy conditions, hot weather, and cold weather

5. Handling Emergencies

- List actions to handle each of these situations: tire failure, brake failure, engine or steering failure, loss of forward vision, vehicle fires
- Explain how to safely continue driving down the road if one or more wheels goes off the road or if you have to make an emergency swerve
- Explain how to handle these driving risks: potholes, too-fast curves, and a vehicle sinking in water
- Describe ways to avoid or minimize collisions
- List steps to take if a collision occurs
- Explain financial responsibility law and how it relates to insurance
- List types of vehicle insurance and factors that affect the cost of insurance

6. Controlling Your Vehicle Unit Test

There are no objectives for this lesson.

4. Driving in Different Environments

1. Driving in City Traffic and Rural Areas

- Identify difficulties with city driving and tips for safe city driving
- Describe how to use a 3-second following distance and how to safely manage a tailgater
- Explain how to cover the brake and why you would do so
- Identify difficulties with driving on rural roadways and tips for safe rural driving
- Explain safe handling of curves, hills, intersections, two-lane roads, multilane rural highways, following distances, passing, and being passed
- Explain how to safely deal with slow-moving vehicles, animals, and railroad crossings

2. Driving on Highways

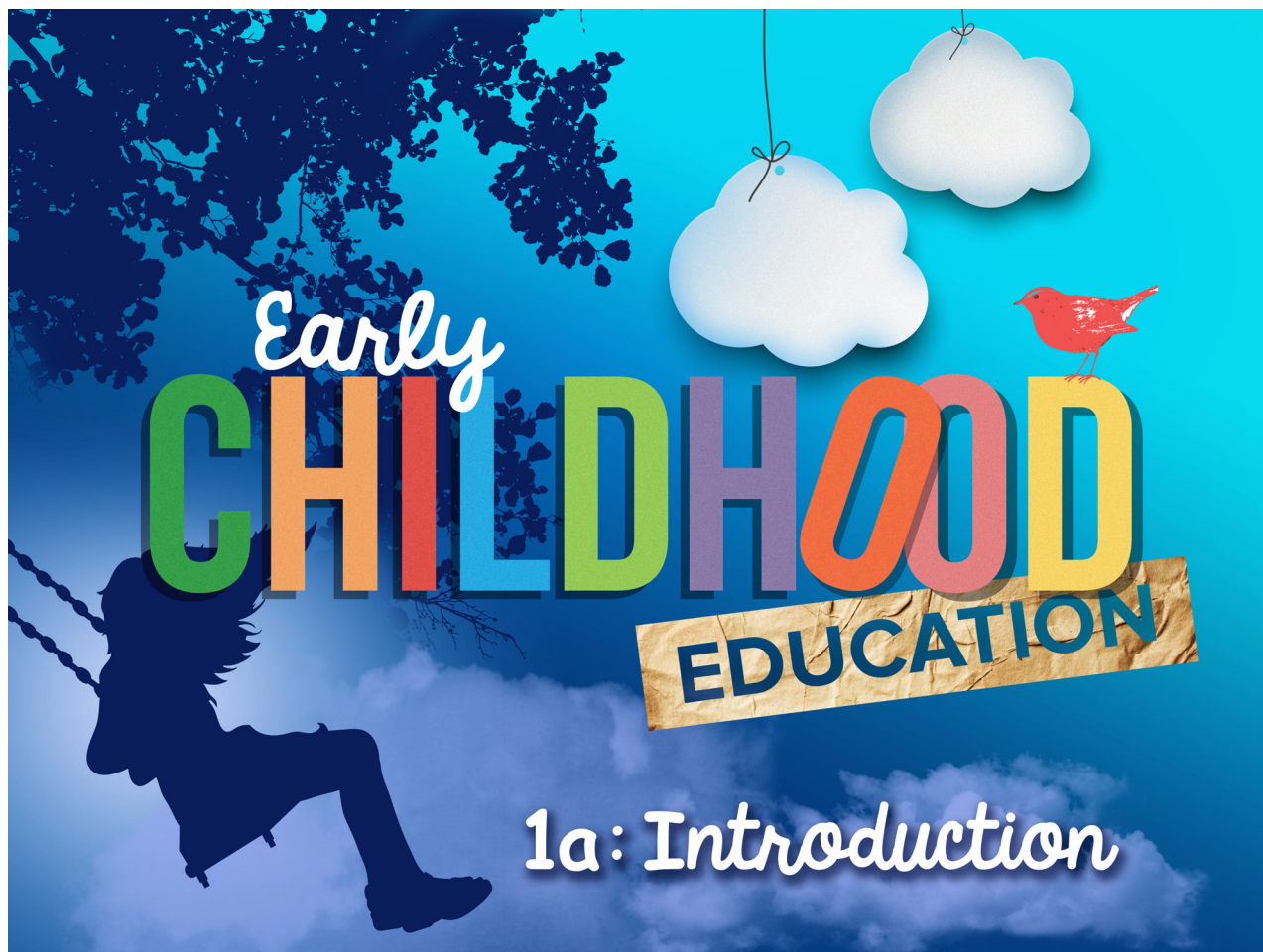
- Describe the different types of highways and interchanges
- Explain procedures and possible problems when using entrance ramps, acceleration lanes, and merge lanes
- Describe how to use the IPDE Process on the Interstate Highway System and when exiting a freeway
- Identify the steps and possible problems when exiting a freeway
- Describe the risks drivers face due to highway hypnosis and velocitation
- Explain the procedures to follow if you need to pull your car over to the shoulder
- Describe toll plazas, the risks associated with them, and how drivers can reduce the risks

3. Driving in Different Environments Unit Test

5. Final Exam

1. Final Exam

What you will learn in this course



Early Childhood Education 1a: Introduction

Are you curious to see what it takes to educate and nurture early learners? Use your curiosity to explore the fundamentals of childcare, like nutrition and safety, but also the complex relationships caregivers have with parents and their children. Examine the various life stages of child development and the best educational practices to enrich their minds while thinking about a possible future as a childcare provider!

Unit 1: Childcare Roles and Obligations

Understanding the differing roles and responsibilities of parents and caregivers is essential for students considering a career in child care. Both parents and childcare providers provide love and nurturing and model appropriate behavior for children. Parents and caregivers work as a team, with the parent as the primary authority and the caregiver as an essential support to the

parent. Caregivers have a responsibility to maintain an environment that is safe, healthy, and respectful for the children in their care.

What will you learn in this unit?

- Explain why early childhood education matters.
- Describe different types of families and parenting arrangements.
- Describe the legal responsibilities of parenthood.
- Discuss the moral or ethical responsibilities of parenthood.
- Describe the basic responsibilities of childcare providers.
- Explain how culture and diversity impact the childcare environment.

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: A Clean, Safe and Healthy Childcare Environment

Childcare homes and facilities, regardless of size, have a responsibility to provide a clean and safe environment for children in their care. Understanding cleanliness standards and child safety is essential for all childcare providers, whether employees or owners. Appropriate hygiene in the childcare environment will reduce illness, prevent pests, and keep children healthy. Child proofing and other child-safety measures reduce risks for children in care. Together, these measures create a clean, safe, and healthy environment for both children and caregivers.

What will you learn in this unit?

- Demonstrate how to sanitize and disinfect the childcare environment.
- Demonstrate proper hand-washing technique and practices.

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- Describe safe infant sleep habits.
- Describe appropriate security for the childcare home or center.

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Food and Nutrition

Children in care typically consume a significant portion of their daily food at the childcare center or facility. Many children eat breakfast, lunch, and snacks away from home. Providing healthy, tasty meals is an essential part of caring for children, from infants through school-age kids. Good nutrition provides children with a healthy start in life that will remain with them throughout their lives.

What will you learn in this unit?

- Describe and explain the USDA and state requirements for meals in a childcare facility.
- Explain what is required for participation in the Child and Adult Food Care Program.
- Explain how to plan meals and menus for children.
- Describe positive mealtime strategies.

UNIT 3 Assignments	
Assignment	Type

Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Rules and Regulations

Laws regulate the standards and operation of childcare facilities. These laws cover both small and large childcare facilities and providers, including small-scale registered childcare homes, somewhat larger licensed childcare homes, and fully staffed childcare centers. Understanding the laws controlling childcare facilities is essential for any potential childcare provider.

What will you learn in this unit?

- Describe the types of childcare facilities.
- Explain how childcare facilities are regulated.
- Describe the rules that apply to childcare facilities.
- Describe the signs and symptoms of child abuse.
- Explain how to speak to a child disclosing abuse.

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Early Childhood Education 1a Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Pregnancy and Childbirth

Many of the families that you work with may be experiencing pregnancy and childbirth as you care for their children. As a childcare provider, studying the dynamics surrounding pregnancy and childbirth will help you relate to families and develop an understanding of early child development as well.

What will you learn in this unit?

- Describe the signs and stages of pregnancy
- Explain the characteristics of each trimester of pregnancy
- Discuss best practices for a healthy pregnancy and how prenatal medical care commonly proceeds
- Analyze the stages of birth from onset of contractions to delivery of the placenta
- Consider the benefits of breastfeeding

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework

Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Early Childhood Development

Understanding child development enables the childcare provider to maintain appropriate expectations regarding skills and behavior for children from infancy through the early school years. A thorough understanding of typical child development also allows the provider to recognize developmental delays and serve as an essential part of the care team for special needs children.

What will you learn in this unit?

- Define and discuss physical, cognitive, language, and social development.
- Describe the typical stages of development from infancy through the school years.
- Describe how to recognize typical developmental milestones.
- Explain when to talk to parents about possible developmental delays.

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Special Needs and Inclusivity

It is important for early childhood professionals to understand not just typical child development but also the needs of children with disabilities. From birth to school-age, all

children need affection, stimulation, attention, and care—and they all want to have fun! This is no different for children with special needs; they just often need some assistance to participate in activities happily and safely. In this unit, we’ll explore the evolution of special education as a whole, with a focus on inclusive classrooms, and walk through some of the most prominent special needs you may encounter when working as an early childhood educator.

What will you learn in this unit?

- Review the history of and landmark turning points in special education
- Discuss how disabilities like Down syndrome and cleft palate affect infants’ needs
- Describe how toddlers cope with disabilities like autism or muscular dystrophy
- Explain the way inclusive classrooms function for pre-school and school-aged children

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Spotlight on Administration: Setting Up Your Childcare Program

There are many roles to fill in the early childhood sector, but none of these jobs would exist without the hard work of entrepreneurs who start businesses and create jobs. Making the transition from early childhood educator to business owner will require you to consider some the legal, financial, and logistic aspects of running a business. You may not feel you’re ready for this yet, so we’ll start by walking through a day in the life of a business owner. Along the way, you’ll grow in responsibility and business know-how, learning to attract your ideal customers to book your special services, and grow your business through various stages of development.

What will you learn in this unit?

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- Understand the daily life and responsibilities of an early childhood entrepreneur
- Decide on a legal business structure that meets your needs
- Plan for business finances, including budgets, expenses, and taxes
- Discuss how marketing, advertising, and sales generate income for a business
- Discern growth strategies to increase business revenue

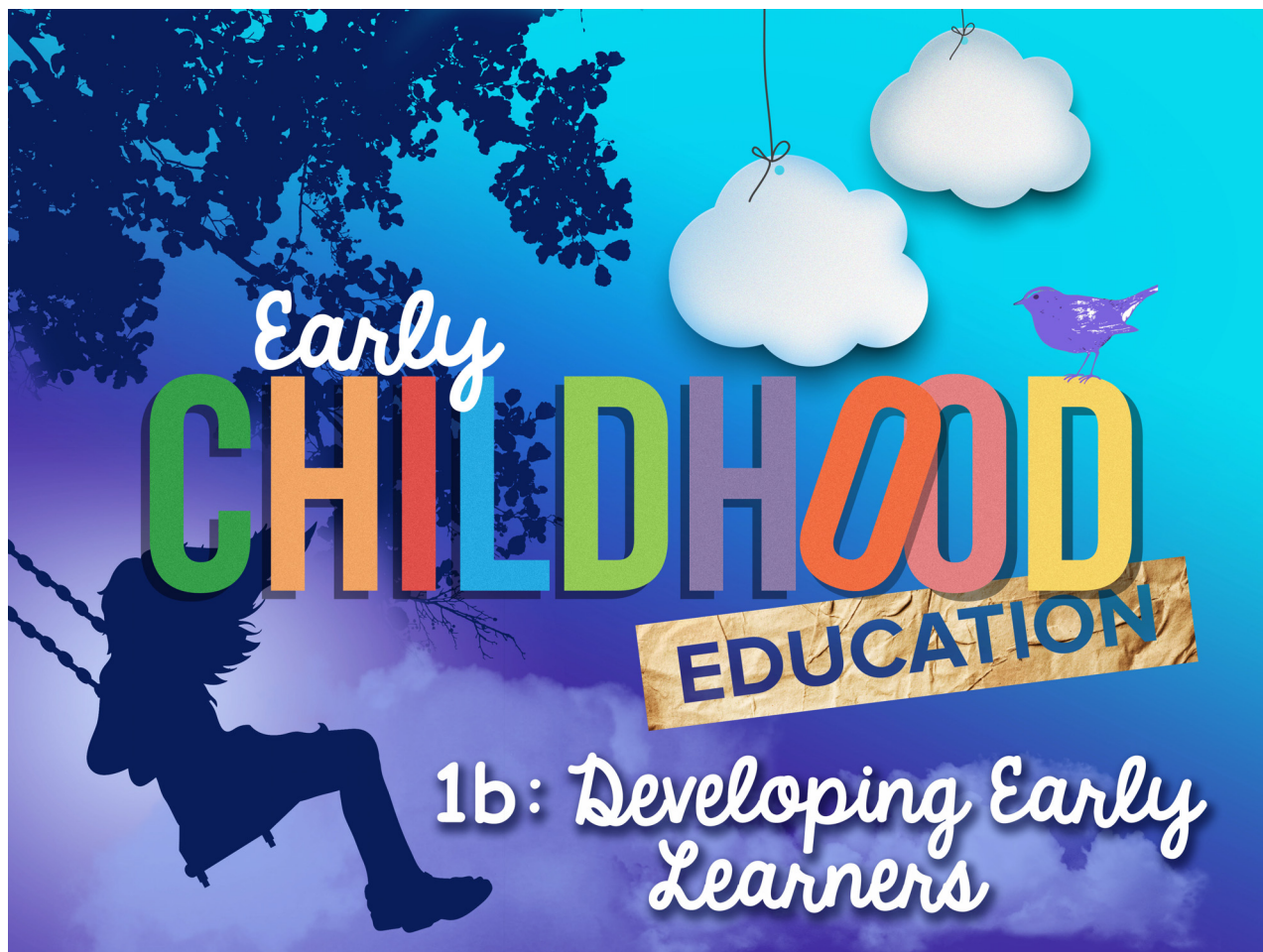
UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Early Childhood Education 1a Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



Early Childhood Education 1b: Developing Early Learners

Building on the previous prerequisite course, discover the joys of providing exceptional childcare and helping to develop future generations. Learn the importance of play and use it to build engaging educational activities that build literacy and math skills through each stage of childhood and special need. Use this knowledge to develop your professional skills well suited to a career in childcare!

Unit 1: Play: A Child's Work

Early childcare workers and caregivers serve a key role in facilitating play for young children. From birth to age six, play is essential for the child's growth and development, providing a vast array of learning opportunities. Understanding the value of play, its role in the childcare home or center, and how adults can encourage and support children's play is an essential part of understanding early childhood development and early childhood education.

What will you learn in this unit?

- Describe how children develop and grow cognitively during early childhood
- Describe when play behaviors develop and how children play at different ages
- Explain what the types of play are and how they benefit children
- Explain how to integrate play into children’s activities in a childcare setting

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Guidance and Discipline

Creating a positive, loving, and enriching environment for children requires not only an understanding of child development, nutrition, and safety but also the ability to discipline and guide children. Maintaining a well-controlled classroom and teaching children appropriate behavior are essential responsibilities of any childcare provider. With additional knowledge about discipline and guidance, you will be prepared to work together with children, parents, and coworkers to create a positive and nurturing space.

What will you learn in this unit?

- Describe the three basic types of child discipline
- Explain how to effectively communicate with children
- Explain how to use positive language to create good behavior and self-esteem
- Describe when to intervene and help children manage their own interactions
- Explain how to discipline children at different ages

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Communication, Observation and Recording

While caring for children is the childcare provider's primary responsibility, care providers also must communicate with parents, observe children, and record those observations. By maintaining open and positive communication with parents, you can work as a team, acting in the best interest of the children in your care. Observation and recording are two essential tools that can provide parents with information about their children and provide care providers with additional insights about both individual children and the functions of the classroom or daycare home.

What will you learn in this unit?

- Demonstrate developmentally appropriate communication with children
- Demonstrate how to talk with parents and maintain open communication
- Describe what observation is and how to observe children
- Explain screenings, assessments, evaluations, and proper record keeping in a childcare setting
- Describe and discuss how to use your observations to improve the care of children

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework

Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Early Literacy Skills

Building language and literacy skills is essential in early childhood. Childcare providers can help children develop a broad vocabulary, language skills, and letter recognition in preparation for kindergarten. While childcare facilities may opt for a more or less academic perspective, creating a rich environment with ample access to language and books will help children be ready to learn to read.

What will you learn in this unit?

- Describe how to encourage language development in young children
- Identify ways young children use language
- Explain what a literacy-rich environment looks like and how to create one
- List the six essential pre-literacy skills
- Explain how to support children in learning pre-literacy skills

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Early Childhood Education 1b Midterm Exam

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- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Early Math Skills

Early math skills build upon and are informed by early literacy skills! Think about it—we use words to describe mathematical patterns and phenomena like “more” and “less,” so the more a child’s verbal ability grows, the more they can manipulate complex mathematical concepts. Childcare providers can encourage children to develop early pre-math skills through play and everyday interactions.

What will you learn in this unit?

- Explain pre-math skills that children should know before entering kindergarten
- Understand how math skills develop from birth to age two
- Discuss building math skills during the toddler years
- Define math skills children should learn in pre-school
- Reflect on how personal math experiences may impact teaching and discuss creating a math-rich learning environment

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework

Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Planning Appropriate Curriculum and Activities

Children need the opportunity to engage in self-directed and teacher-directed activities each day. The good news is that there are almost endless curriculum planning resources available to help you develop engaging and enriching lessons for your students. We'll go over some of the most common and effective curriculum models and some fun ideas for children of all ages in the extracurricular subjects of physical activity, outdoor play, and arts and music.

What will you learn in this unit?

- Understand the components of pedagogy, including curriculum, teaching methodology, and child socialization
- Explore some popular curriculum models
- Create your own curriculum through thematic and lesson planning
- Consider activities to foster physical exercise, outdoor play, and music and arts exploration in children of all ages

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Using Technology in Early Childhood Education

So much of cognitive and social development occurs during the first few years of life. But how does technology (and, more specifically, screen use) impact that growth? We all likely have memories of favorite childhood TV shows or movies that taught us letters, shapes, or how to be a good friend, so we know that technology can be a useful tool in building important early childhood skills. We'll explore appropriate use of technology in the early childhood setting and experiment with some of the newest trends and tools the media world has to offer young learners.

What will you learn in this unit?

- Explain best practices when using media and technology with young children
- Describe how to choose quality and age-appropriate media for infants, toddlers, and preschoolers
- Discuss administrative concerns around educational technology, including technology policies and technology tools for teachers
- Consider contemporary issues in educational technology

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Personal Goals and Development

The study of early childhood education and child development may provide the basis for a career in child care, early childhood education, or other fields strongly related to child care and children's welfare and well-being. During this course, you may have discovered subjects of strong personal interest and feel drawn to a particular aspect of early childhood education, from nutrition to children with special needs. Regardless of your personal interests, if you opt to

pursue a career working with children, you need to consider your educational goals, your personal dreams, and the best way to build a successful and rewarding career.

What will you learn in this unit?

- Explain how to develop an educational plan that will help you to meet your goals
- Describe good work habits
- Describe where to find and how to use professional-development opportunities
- Explain what personality traits will help you succeed
- Explain how to care for yourself while caring for children

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Early Childhood Education 1b Final Exam

- 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)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



Educational Technology and Online Learning K

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students will explore the features of a draw and paint program as a tool to support emerging reading, writing, and mathematics skills. They will locate letters and numbers on the keyboard. A study skills unit will introduce them to listening and visualization skills that will support learning across the school day. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens.

Course Outline

1. Internet Safety

1. Cyber Community
 - Identify the concept of community and apply it to knowledge of the Internet
 - Identify and discuss vocabulary words related to the Internet
 - Relate and connect the physical community to the abstract concept of a cyber community
 - Complete a hands-on activity to reinforce vocabulary and concepts introduced
2. Cyber Citizenship
 - Identify the qualities of being a good friend
 - Understand that a bully is mean to people on purpose
 - Understand that bullying can be online and offline
3. Cyber Security
 - Examine the concept that computers can become infected with viruses
 - Explain why it is important to use caution and to seek help when opening e-mail
 - Discuss the concept of the computer virus
 - Engage in a discussion with the Learning Coach to learn about computer viruses
4. Personal Safety
 - Develop an understanding of the term identity
 - Describe how an identity is formed online
 - Explain why a trusted adult can help create and keep a student's online identity safe

2. Tux Paint

1. Beginning Consonant C
 - Academic: Identify and write an uppercase and a lowercase letter c and pronounce the correct consonant sound
 - Academic: Illustrate the difference between an uppercase and a lowercase letter c

- Academic: Interpret pictures in order to identify words that begin with the letter c
 - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter c
 - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
2. Beginning Consonant D
- Academic: Identify and write an uppercase and a lowercase letter d and pronounce the correct consonant sound
 - Academic: Interpret pictures in order to identify words that begin with the letter d
 - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter d
 - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
 - Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate words that begin with the letter d
3. Beginning Consonant J
- Academic: Identify and write an uppercase and a lowercase letter j and pronounce the correct consonant sound
 - Academic: Interpret pictures in order to identify words that begin with the letter j
 - Technology: Demonstrate how to use the Paint tool and Rainbow effect button in Tux Paint to illustrate an uppercase and a lowercase letter j
 - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
 - Technology: Apply a background image to a Tux Paint project
4. Beginning Consonant K
- Academic: Identify and write an uppercase and a lowercase letter k and pronounce the correct consonant sound
 - Academic: Illustrate the difference between an uppercase and a lowercase letter k
 - Academic: Interpret pictures in order to identify words that begin with the letter k
 - Technology: Demonstrate how to use features of the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter k using different sizes, strokes, and colors
 - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
5. Beginning Consonant L
- Academic: Identify and write an uppercase and a lowercase letter l and pronounce the correct consonant sound
 - Academic: Interpret pictures in order to identify words that begin with the letter l
 - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter l using different sizes, strokes, and colors
 - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
 - Technology: Demonstrate how to use the Stamp tool in Tux Paint to locate and integrate sign language symbols into Tux Paint pictures
6. Beginning Consonant M
- Academic: Identify and write an uppercase and a lowercase letter m and pronounce the correct consonant sound
 - Academic: Interpret pictures in order to identify words that begin with the letter m
 - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter m using different sizes, strokes, and colors
 - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
 - Technology: Demonstrate how to use the Calligraphy effect button in Tux Paint to illustrate key words beginning with the letter m
7. Beginning Consonant N

- Academic: Identify and write an uppercase and a lowercase letter n and pronounce the correct consonant sound
 - Academic: Illustrate the difference between an uppercase and a lowercase letter n
 - Academic: Interpret pictures in order to identify words that begin with the letter n
 - Technology: Demonstrate how to use the Text tool and Shift key in Tux Paint to type key words in both uppercase and lowercase letters
 - Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes
8. Beginning Consonant Q
- Academic: Identify and write an uppercase and a lowercase letter q and pronounce the correct consonant sound
 - Academic: Interpret pictures in order to identify words that begin with the letter q
 - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter q
 - Technology: Demonstrate how to use the Text tool and Shift key in Tux Paint to type key words in both uppercase and lowercase letters and format text in different colors
 - Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes
9. Beginning Consonant S
- Academic: Identify and write an uppercase and a lowercase letter s and pronounce the correct consonant sound
 - Technology: Demonstrate how to use the Text tool and Shift key in Tux Paint to type key words in both uppercase and lowercase letters
 - Technology: Demonstrate how to use the Letters selector to format text in different font styles
 - Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes
 - Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate words that begin with the letter s
10. Beginning Consonant T
- Academic: Identify and write an uppercase and a lowercase letter t and pronounce the correct consonant sound
 - Technology: Demonstrate how to use the Text, Magic, and Paint tools to type and illustrate key words
 - Technology: Demonstrate how to use the Text tool and format text in different colors, font styles, and sizes
 - Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes
 - Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate words that begin with the letter t
11. Frequent Words: all, are, at, but, and who
- Academic: Identify and pronounce high frequency words all, are, at, but, and who
 - Academic: Define high frequency words all, are, at, but, and who
 - Academic: Compose meaningful sentences using high frequency words all, are, at, but, and who
 - Technology: Demonstrate how to use the Paint tool and Text tool in Tux Paint to write and type high frequency words all, are, at, but, and who
 - Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate the meaning of high frequency words all, are, at, but, and who
12. Frequent Words: did, do, eat, get, good, and have
- Academic: Identify and pronounce high frequency words did, do, eat, get, good, and have
 - Academic: Define high frequency words did, do, eat, get, good, and have
 - Academic: Compose meaningful sentences using high frequency words did, do, eat, get, good, and have

- Technology: Demonstrate how to use the Paint tool and Text tool in Tux Paint to write and type high frequency words did, do, eat, get, good, and have
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate the meaning of high frequency words did, do, eat, get, good, and have

13. Frequent Words: he, like, new, no, on, and will

- Academic: Identify and pronounce high frequency words he, like, new, no, on, and will
- Academic: Define high frequency words he, like, new, no, on, and will
- Academic: Compose meaningful sentences using high frequency words he, like, new, no, on, and will
- Technology: Demonstrate how to use the Paint tool and Text tool in Tux Paint to write and type high frequency words he, like, new, no, on, and will
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate the meaning of high frequency words he, like, new, no, on, and will

14. Recognizing Shapes

- Academic: Identify and name squares, circles, triangles, and rectangles
- Academic: Illustrate different shapes at various sizes
- Technology: Demonstrate how to use the Shapes tool and Color palette in Tux Paint in order to draw two-dimensional shapes in various colors
- Technology: Demonstrate how to use the Text tool in Tux Paint and label individual shapes

15. Naming Shapes

- Academic: Identify, name, and draw squares, circles, triangles, and rectangles
- Academic: Classify polygons based on number of sides
- Technology: Demonstrate how to use the Shapes tool and Color palette in Tux Paint and draw two-dimensional shapes in various colors
- Technology: Demonstrate how to use the Text tool and Color palette in Tux Paint and label polygons in various colors
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to compile real-world pictures that represent polygons

3. Keyboarding

1. Keyboarding A–M

- Identify and type the letters A–M on the keyboard

2. Keyboarding N–Z

- Identify and type the letters N–Z on the keyboard

3. Keyboarding Numbers and Letters

- Identify and type the letters A–Z on the keyboard
- Identify and type the numbers 0–9 on the keyboard

4. Study Skills

1. Online Learning and a Proper Work Environment

- Academic: Identify familiar environments and compare them to the online learning environment
- Academic: Identify tips for successful online learning
- Technology: Apply digital tools and resources to address a variety of tasks and problems

2. Listening and Speaking

- Academic: Discuss the importance of having good listening skills
- Academic: Describe ways that effective speakers help listeners
- Technology: Illustrate and communicate original ideas and stories using digital tools and resources

- Technology: Demonstrate the ability to navigate virtual environments
3. Visualization
- Academic: Describe how pictures and other visuals enhance reading and writing
 - Academic: Explain how visuals help demonstrate understanding
 - Academic: Create a visual in Tux Paint to share information
 - Technology: Demonstrate how to use simulations and graphic organizers to explore and depict patterns of growth, such as the life cycles of plants and animals



Educational Technology and Online Learning 1

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students build on foundational skills while using software to draw, type, and format text, and create presentations to support academic skills. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Course Outline

1. **Keyboarding**

1. Keyboarding Numbers and Letters
 - Identify and type the letters A–Z on the keyboard
 - Identify and type the numbers 0–9 on the keyboard
2. Keyboarding Rows
 - Identify the home row of the keyboard
 - Identify the rows above and below the home row
 - Demonstrate how to use the keyboard to type the home row keys and the rows above and below the home row
3. J, F, Space Bar
 - Apply proper touch typing skills to type the letters J and F and the space bar
 - Demonstrate correct posture and finger position while typing
4. D and K
 - Apply proper touch typing skills to type the letters D and K
 - Demonstrate correct posture and finger position while typing
5. S and L
 - Apply proper touch typing skills to type the letters S and L
 - Demonstrate correct posture and finger position while typing
6. A and ;
 - Apply proper touch typing skills to type the letter A and ; (semicolon)
 - Demonstrate correct posture and finger position while typing
7. G and H
 - Apply proper touch typing skills to type the letters G and H

- Demonstrate correct posture and finger position while typing

2. Microsoft® Word

1. High Frequency Words

- Academic: Identify and read high frequency words
- Academic: Compose sentences using high frequency words
- Technology: Demonstrate how to type text and use the Enter key to begin new lines in a document
- Technology: Demonstrate how to italicize, bold, and underline text using font formatting buttons in the Home ribbon
- Technology: Demonstrate how to apply a different font face, color, and size using the Font Face, Font Color, and Font Size drop-down menus

2. How Is the Character Feeling?

- Academic: Describe how a character in a story feels
- Academic: Analyze how a character in a story feels using key words
- Technology: Demonstrate how to type words in meaningful sentences
- Technology: Demonstrate how to adjust and apply formatting to font using menus and buttons within the Home ribbon

3. Descriptive Words

- Academic: Describe pictures using descriptive words
- Academic: Compose sentences using descriptive words
- Technology: Demonstrate how to type words in meaningful sentences
- Technology: Demonstrate how to change the font face and font color using the Font Face and Font Size drop-down menus
- Technology: Demonstrate how to insert clip art to illustrate key words

4. Counting the Sides of Shapes

- Academic: Identify and classify shapes based on their attributes
- Technology: Demonstrate how to insert and format shapes in a document using the Shapes drop-down menu
- Technology: Demonstrate how to insert a text box using the Text Box drop-down menu, and type numbers within a text box
- Technology: Demonstrate how to insert a table using the Text Box drop-down menu, add the correct number of rows and columns, and format the table in a document

5. Highlighting Main Idea

- Academic: Identify the main idea in informational text
- Technology: Demonstrate how to highlight the main idea of an article using the Highlighter tool
- Technology: Demonstrate how to use Word Art to create titles in a document
- Technology: Demonstrate how to add meaningful clip art to an article to express the main idea

6. Navigating Text Features

- Academic: Identify text features in informational text
- Academic: Analyze and assess the use of text features in informational text
- Technology: Demonstrate how to insert text boxes to add labels or captions to pictures
- Technology: Demonstrate how to change the style of text
- Technology: Demonstrate how to highlight main ideas using the Highlighter tool

7. Creating a Poster

- Academic: Plan and design an informational poster
- Academic: Create an informational poster using text features
- Technology: Demonstrate how to insert pictures from the computer into a document

- Technology: Demonstrate how to use font formatting features, insert shapes, clip art, and add text boxes in a document

3. Microsoft® PowerPoint

1. Classifying Information

- Academic: Identify similarities among objects
- Academic: Classify and categorize objects based on their similarities
- Technology: Demonstrate how to build a presentation by inserting new slides using the New Slide drop-down menu
- Technology: Demonstrate how to incorporate titles within text boxes on each slide to name a category
- Technology: Illustrate classified objects using clip art

2. The Food Chain

- Academic: Identify and sequence plants and animals in a food chain
- Academic: Create a food chain to illustrate how animals satisfy their need for food
- Technology: Demonstrate how to incorporate new slides in order to build a presentation
- Technology: Demonstrate typing text and adding clip art to illustrate the food chain
- Technology: Demonstrate how to select and move slides in order to create a food chain

4. Microsoft® Excel

1. Skip Counting by 5s and 10s

- Academic: Identify number patterns for multiples of 5 and 10
- Academic: Demonstrate skip counting in increments of 5 and 10 utilizing a hundreds chart
- Technology: Demonstrate navigating between cells using the mouse
- Technology: Demonstrate changing the cell fill color using the Fill drop-down menu

2. Parts of 10

- Academic: Identify and illustrate parts of 10 using a ten-frame
- Technology: Demonstrate typing numbers in cells and navigating between worksheets
- Technology: Demonstrate changing the cell fill color using the Fill drop-down menu to illustrate parts of 10

3. Finding the Missing Part

- Academic: Demonstrate counting on a hundreds chart
- Academic: Identify the missing part of 10
- Academic: Complete a part-part-whole table
- Technology: Demonstrate typing numbers in cells and navigating between worksheets
- Technology: Demonstrate changing the cell fill color using the Fill drop-down menu

4. Graphing Data

- Academic: Collect data in order to generate graphs and charts in Microsoft® Excel
- Academic: Analyze graphs to identify and compare the amount in each category
- Academic: Identify the similarities and differences between a bar graph and a pie chart
- Technology: Demonstrate how to type in cells to add data
- Technology: Analyze graphs to compare data

5. Internet Safety

1. Cyber Community

- Demonstrate an understanding of cyberspace as a community of real people
- Demonstrate an understanding that children need to have the help of an adult when exploring the cyber community

2. Cyber Citizenship
 - Explain that bullying is intentionally hurting or being mean to someone
 - Identify the differences between offline and online bullying
3. Cybersecurity
 - Explore e-mail as a means of communication
 - Identify when an e-mail or communication on the Internet can make a person feel uncomfortable
 - Create a strategy for responding to communication that is inappropriate
 - Demonstrate safe and cooperative use of technology
4. Personal Safety, Part 1
 - Describe how computers can become infected with viruses
 - Discuss the concept of what a computer virus is, how a virus spreads, the damage a virus can cause, and virus prevention techniques
 - Demonstrate safe and cooperative use of technology
5. Personal Safety, Part 2
 - Explain the basic danger of revealing personal information online
 - Explain that there are strangers in the cyber community, just as there are strangers in the physical community
 - Apply learning by making informed choices about revealing information online
 - Demonstrate safe and cooperative use of technology

6. Study Skills

1. Creating a Proper Work Environment
 - Describe the importance of having a special work environment
 - Identify ways to develop a work environment
 - Identify good study habits
 - Apply digital tools and resources to address a variety of tasks and problems
2. Listening and Following Directions
 - Recognize the importance of understanding and following directions
 - Identify skills in listening and following directions
 - Apply digital tools and resources to illustrate skills in listening and following directions
3. Using Visuals
 - Identify how maps offer ways to understand new information about places
 - Explain how maps demonstrate what is known about places
 - Communicate about technology using developmentally appropriate and accurate terminology
 - Apply digital tools and resources to address a variety of tasks and problems
 - Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites
4. Organization
 - Learn the importance of managing your time and activities
 - List steps to prepare for daily study and activities
 - Communicate about technology using developmentally appropriate and accurate terminology
 - Independently apply digital tools and resources to address a variety of tasks and problems
 - Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites
5. Online Learning

- Compare and contrast online learning with a bricks-and-mortar school
 - Describe how an online student may use a computer
 - Apply digital tools and resources to address a variety of tasks and problems
 - Communicate about technology using developmentally appropriate and accurate terminology
6. Goal Setting
- Explain what goals are
 - Create a personal goal and a learning goal
 - Discuss technology using developmentally appropriate and accurate terminology



Education Technology and Online Learning 2

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students use appropriate technology tools and resources to complete projects, and solve problems. Students use software to draw, write, organize, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Course Outline

1. **Keyboarding**

1. Keyboarding Numbers and Letters
 - Identify and type the letters A–Z on the keyboard
 - Identify and type the numbers 0–9 on the keyboard
2. Keyboarding Rows
 - Identify the home row of the keyboard
 - Identify the rows above and below the home row
 - Demonstrate how to type letters above and below the home row
3. Keyboarding Practice Animals
 - Identify and type the letters A–Z on the keyboard
 - Identify and demonstrate how to type words relating to four animals
4. Keyboarding Review
 - Identify the home row keys
 - Apply proper touch typing skills to type the letters J, F, D, K, and the space bar
 - Demonstrate correct posture and finger position while typing
5. Y and T
 - Apply proper touch typing skills to type the letters Y and T
 - Demonstrate proper touch typing posture and finger position while typing
6. B and N
 - Apply proper touch typing skills to type the letters B and N
 - Demonstrate proper touch typing posture and finger position while typing
7. U and R
 - Apply proper touch typing skills to type the letters U and R
 - Demonstrate proper touch typing posture and finger position while typing
8. V and M

- Apply proper touch typing skills to type the letters V and M
 - Demonstrate proper touch typing posture and finger position while typing
9. E and I
- Apply proper touch typing skills to type the letters E and I
 - Demonstrate proper touch typing posture and finger position while typing
10. Review
- Apply proper touch typing skills to type simple words using the keys learned in Lessons 1–10
 - Demonstrate proper touch typing posture and finger position while typing

2. Microsoft® Word

1. Words with Consonant Blends: -ng and -nk
 - Academic: Identify the correct sounds for -ng and -nk consonant blends
 - Academic: Demonstrate how to read words with -ng and -nk consonant blends
 - Academic: Relate knowledge of -ng and -nk consonant blends to identify other words with -ng and -nk consonant blends
 - Technology: Demonstrate how to insert and format tables in a document, including typing and changing the size of text, and change cell fill color using the Fill drop-down menu
 - Technology: Demonstrate how to highlight consonant blends using the Highlighter drop-down menu
2. Identifying Common and Proper Nouns
 - Academic: Identify common and proper nouns and recognize each in a sentence
 - Academic: Compose sentences using common and proper nouns
 - Technology: Demonstrate how to type words and sentences in a document
 - Technology: Demonstrate how to use the Shift key to type capital letters
 - Technology: Demonstrate how to type common and proper nouns into the correct column within a table
3. Rhyming Words
 - Academic: Identify word families to create rhyming words
 - Academic: Identify words that rhyme with one another
 - Technology: Demonstrate how to type words and sentences within a document
 - Technology: Demonstrate how to highlight word families using the Highlighter tool
 - Technology: Demonstrate how to create and insert WordArt to label a word family
4. Reading and Writing Poetry
 - Academic: Discuss and create a poem using rhyming words
 - Academic: Identify and describe rhyming words in a poem
 - Technology: Demonstrate how to type words and begin separate lines in a poem using the Enter key
 - Technology: Demonstrate how to properly use the Center Align button to align the poem in the center of a page
5. Writing an Acrostic Poem
 - Academic: Identify the structure of an acrostic poem
 - Academic: Create a named acrostic poem
 - Technology: Demonstrate how to select text using the select all keyboard shortcut Ctrl + A
 - Technology: Demonstrate how to format text using the Font Face and Font Color drop-down menus
6. Writing a Haiku
 - Academic: Identify a haiku poem and describe its structure
 - Academic: Compose a haiku poem

- Technology: Demonstrate how to center align text using the Center Align button
- Technology: Demonstrate how to format text, change font face, and change font size using the Font Size drop-down menu
- Technology: Demonstrate how to insert clip art using the Clip Art button in the Insert ribbon

7. Identifying Characters in Dialogue

- Academic: Identify the different characters speaking within a story and a poem
- Academic: Analyze character interactions and view points within a story dialogue
- Technology: Identify different characters within a story dialogue, and color code them using the Highlighter tool
- Technology: Demonstrate how to insert quotation marks when typing a sentence in a document

8. Compare and Contrast

- Academic: Create, analyze, compare, and contrast still life artwork
- Academic: Describe patterns or themes found in artwork
- Technology: Demonstrate how to create a table to compare and contrast
- Technology: Demonstrate how to format text within a table
- Technology: Demonstrate inserting an image from the computer into a document using the Picture button

9. Writing a Book Report

- Academic: Compose a book report
- Academic: Paraphrase text and identify the main idea and supporting details
- Technology: Demonstrate how to type words, sentences, and numbers to create a book report
- Technology: Demonstrate how to use the Spelling and Grammar tool to make corrections

3. **Microsoft® PowerPoint**

1. Sequencing Events

- Academic: Identify and explain sequence words
- Technology: Demonstrate how to use the Slide Sorter View to move slides within a presentation
- Technology: Identify the main idea and create a title slide using the New Slide drop-down menu
- Technology: Demonstrate how to incorporate appropriate clip art in a presentation to illustrate the main idea
- Technology: Demonstrate how to add text to individual slides within a presentation

2. Sequencing Events II

- Academic: Identify sequencing words and explain the order of events
- Technology: Demonstrate how to use the Slide Sorter View to sequence slides within a presentation
- Technology: Create a new title slide and add text to individual slides within a presentation
- Technology: Demonstrate how to incorporate appropriate clip art for a presentation
- Technology: Apply a different font color using the Font color drop-down menu to identify sequencing words

4. **Microsoft® Excel**

1. Identifying Compound Words

- Academic: Identify and explain the two words that make up a compound word
- Academic: Identify compound words
- Technology: Demonstrate how to select and type in cells and navigate between worksheets
- Technology: Apply borders to cells using the Borders drop-down menu in the Home ribbon

2. Identifying Prefixes and Suffixes

- Academic: Identify and understand the meaning of prefixes and suffixes

- Academic: Demonstrate how to break down words into root words, prefixes, and suffixes
 - Technology: Apply and change the color of borders using the Borders drop-down menu in the Home ribbon
 - Technology: Explain how to type in cells and demonstrate individual cell navigation
3. Place Value
- Academic: Identify how many ones, tens, and hundreds are in a number
 - Academic: Demonstrate how to write a number in standard form
 - Technology: Explain how to type in cells and demonstrate individual cell navigation
 - Technology: Apply cell borders using the Borders drop-down menu
 - Technology: Format and apply a cell fill color using the Fill drop-down menu
4. Making 10 to Add 9
- Academic: Demonstrate how to use ten-frames to help make groups of 10 in order to add 9
 - Academic: Solve addition facts to gain fluency and demonstrate an increased sense of number awareness and relationships
 - Technology: Demonstrate how use the Fill drop-down menu to change the cell fill color in order to practice addition facts and make groups of 10
 - Technology: Demonstrate how to type numbers in cells
5. Making 10 to Add 8
- Academic: Demonstrate how to use ten-frames to help make groups of 10 in order to add 8
 - Academic: Solve addition facts to gain fluency and demonstrate an increased sense of number awareness and relationships
 - Technology: Demonstrate how to use the Fill drop-down menu to change the fill color of cells in order to practice addition facts and make groups of 10
 - Technology: Demonstrate how to type numbers within cells
6. Adding with Regrouping
- Academic: Explain and use math vocabulary: addend and sum
 - Academic: Solve addition problems involving regrouping
 - Academic: Evaluate addition strategies, including drawing the addition problem and using virtual manipulatives
 - Technology: Demonstrate and evaluate how Microsoft® Excel can be helpful in checking answers
 - Technology: Demonstrate how to navigate individual cells in a workbook
7. Thinking Addition to 10 to Subtract
- Academic: Demonstrate how to subtract using the concept of addition
 - Academic: Explain how addition and subtraction strategies work
 - Academic: Investigate fact families in order to understand the relationship between subtraction and addition
 - Technology: Demonstrate how to use the Fill drop-down menu to change the cell fill color
 - Technology: Demonstrate how to type numbers within cells

5. Study Skills

1. Creating a Proper Work Environment
 - Identify characteristics of a study space
 - Evaluate an environment to determine what makes it a good study space
2. Listening and Following Directions
 - Identify attributes of a good listener
 - Explain why it is important to have good listening skills
3. Visualization

- Identify how timelines and pictures make new information easier to understand
 - Explain how timelines and pictures provide a way to show what is known about events
4. Organization
 - Explain why a schedule is an important organizational tool for learning
 - Create a study schedule
 5. Online Learning
 - Compare online learning with bricks-and-mortar schools
 - Analyze feelings about new aspects of online learning
 6. Goal Setting
 - Identify the difference between short-term and long-term goals
 - Create one long-term goal and two short-term goals

6. Internet Safety

1. Cyber Citizenship: Part 1
 - Distinguish between the community and the cyber community
 - Demonstrate an understanding that children need to have the help of an adult when exploring the cyber community
2. Cyber Citizenship: Part 2
 - Describe cyberspace as a community of real people
 - Discuss how unkind communication in cyberspace is the same as unkind communication in the physical world
 - Identify appropriate online behavior as netiquette
 - Explain that children need to have the help of an adult when exploring the cyber community
 - Distinguish between bullying in the community and in cyberspace
3. Cybersecurity
 - Describe e-mail as a means for communication
 - Explain that computers can be damaged by e-mails containing computer viruses
 - Explain safe procedures for using e-mail
4. Personal Safety: Part 1
 - Explain the need to make responsible choices to ensure personal safety when using the Internet
 - Identify ways to ensure personal safety in cyberspace
5. Personal Safety: Part 2
 - Explain the need to make responsible choices to ensure personal safety when using the Internet
 - Identify ways to ensure personal safety in cyberspace
6. Acceptable Use Policy
 - Create usable and age-appropriate guidelines for safe and responsible technology use
 - Discuss consequences for unacceptable use
 - Develop procedures for responding to unsafe or inappropriate online situations



Educational Technology and Online Learning 3

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Course Outline

1. Keyboarding

1. Keyboarding Rows: Part 1

- Demonstrate how to type the home row and the rows above and below the home row
- Demonstrate proper touch typing posture and finger position while typing
- Identify the home row of the keyboard
- Identify the rows above and below the home row

2. Keyboarding Rows: Part 2

- Apply proper touch typing skills and finger position while typing
- Demonstrate how to type the home row and the rows above and below the home row
- Identify the home row of the keyboard
- Identify the rows above and below the home row

3. Letter C and the Comma Key

- Apply proper touch typing skills and finger position to type the letter C and the comma key
- Demonstrate how to type the home row and the rows above and below the home row
- Identify the home row of the keyboard
- Identify the rows above and below the home row

4. Letters W and O

- Apply proper touch typing skills and finger position to type the letters W and O
- Demonstrate how to type the home row and the rows above and below the home row
- Identify the home row of the keyboard
- Identify the rows above and below the home row

5. Letter X and the Period Key

- Identify the home row of the keyboard
 - Identify the rows above and below the home row
 - Demonstrate how to type the home row and the rows above and below the home row
 - Apply proper touch typing skills and finger position to type the letter X and the period key
6. Letters Q and P
- Identify the home row of the keyboard
 - Identify the rows above and below the home row
 - Demonstrate how to type the home row and the rows above and below the home row
 - Apply proper touch typing skills and finger position to type the letters Q and P
7. Letter Z and the Forward Slash Key
- Identify the home row of the keyboard
 - Identify the rows above and below the home row
 - Demonstrate how to type the home row and the rows above and below the home row
 - Apply proper touch typing skills and finger position to type the letter Z and the forward slash key
8. Review
- Identify the home row of the keyboard
 - Identify the rows above and below the home row
 - Demonstrate how to type the home row and the rows above and below the home row
 - Apply proper touch typing skills and finger position to type simple words
- 2. Online/Internet Safety**
1. Cyber Community
- Demonstrate an understanding of rules to follow to stay safe when online
 - Distinguish between the physical community and the cyber community
 - Describe the concept of cyber citizenship
2. Citizenship and Safety
- Distinguish between appropriate and inappropriate websites
 - Demonstrate an understanding of rules to follow to stay safe when online
 - Explain the concept of cyber citizenship
3. Cyberbullying
- Compare and contrast bullying in the physical community to cyberbullying
 - Describe kindness and how it relates to Internet behavior
 - Demonstrate how to use appropriate resources if confronted with an online bully
 - Explain how netiquette relates to cyber citizenship
4. Cybersecurity and E-mail Attachments
- Describe how computers can be damaged by e-mails containing computer viruses
 - Demonstrate prevention techniques to avoid computer viruses
 - Explain safe procedures for using e-mail
5. Intellectual Property: Part 1
- Describe different types of media that are intellectual property, such as writings, music, videos, and computer games
 - Explain how property on the Internet can be owned just like physical property
 - Demonstrate an understanding of the copyright laws that protect intellectual property
6. Intellectual Property: Part 2
- Explain the meaning of the copyright symbol
 - Demonstrate use of the copyright symbol to indicates one's ownership of intellectual property
 - Create a project to demonstrate and share knowledge about use of the copyright symbol
7. Personal Safety: Part 1
- Demonstrate an understanding of the term identity

- Compare how an identity is formed offline to how it is formed online
 - Demonstrate why a positive online identity is important
 - Explain how a person who communicates online can demonstrate his or her identity
8. Personal Safety: Part 2
- Explain the terms tag, post, share, blog, upload, download, and social network as they apply to online activities
 - Describe how personal information can be made public when taking part in online activities that seem safe
 - Demonstrate techniques to maintain personal information privacy while taking part in online activities
9. Safe Interaction
- Demonstrate making responsible choices to be sure of personal safety when using the Internet
 - Create a Microsoft® PowerPoint presentation that lists safety tips when using the Internet and appropriate websites for children

3. Study Skills

1. Listening Skills
- Explain the importance of active listening
 - Describe characteristics of an active listener
2. Organization and Time Management
- Explain the importance of being organized and having a study schedule
 - Create a study schedule
3. Note Taking
- Use note-taking strategies to make sense of information
4. Using Timelines
- Use visual organizers to improve writing and organize information
 - Use a CE-created Timeline to analyze information provided
5. Online Learning
- Compare online and bricks-and-mortar schools
 - Describe the benefits and challenges of being an online learner
6. Goal Setting
- Distinguish between short- and long-term goals
 - Set short- and long-term goals for learning

4. Microsoft® Word

1. Consonant Blends
- Academic: Demonstrate how to read and write words with the beginning consonant blends cr-, fr-, pl-, pr-, and sm-
 - Technology: Use the Enter key to start a new line of text in a document
 - Technology: Demonstrate how to insert a table in a document to sort and organize words
 - Technology: Demonstrate how to highlight consonant blends using the Highlighter drop-down menu
2. Contractions
- Academic: Demonstrate how to read and write contractions
 - Academic: Evaluate and revise writing using the Spelling and Grammar tool
 - Technology: Use the Enter key to start a new line of text in a document
 - Technology: Demonstrate how to insert a table in a document to organize words
 - Technology: Demonstrate how to format text by changing the font face, font size, and font style to bold, italics, or underline in order to identify contractions
3. Reference Tools

- Academic: Use an online dictionary to define words
 - Technology: Use the Research button to access the online dictionary
 - Technology: Minimize and maximize a window to organize documents
4. Multiple-Meaning Words
- Academic: Clarify the meaning of multiple-meaning words
 - Academic: Use the words that come before and after an unknown word in a sentence to understand its meaning
 - Technology: Use the Enter key to start a new line of text in a document
 - Technology: Demonstrate how to type sentences with multiple-meaning words within a document
 - Technology: Change the font color of clue words in a sentence that help you figure out the correct meaning of multiple meaning words
5. Connecting Adjectives to the Real World
- Academic: Use adjectives in sentences to improve descriptive writing skills
 - Technology: Use the Enter key to start a new line of text in a document
 - Technology: Demonstrate how to type sentences with adjectives within a document
 - Technology: Demonstrate how to change the font face, font size, and font style in order to bold, italicize, or underline adjectives
 - Technology: Insert clip art in a document and write sentences with adjectives describing the picture
6. Adverbs
- Academic: Use adverbs in sentences to improve writing skills
 - Technology: Demonstrate how to properly use the Center Align button to align a title in the center of a page
 - Technology: Demonstrate how to type words and sentences within a document and wrap text around a picture
 - Technology: Demonstrate how to change the font face, font size, and font style to bold, italicize, or underline adverbs
 - Technology: Insert clip art in a document and write sentences with adverbs describing the picture
7. Choose the Best Title - Main Idea
- Academic: Create a title for a story based on the main idea
 - Technology: Type words and sentences within a document to explain how you chose a new title for the story
 - Technology: Demonstrate how to use the keyboard shortcuts Ctrl + C and Ctrl + V to copy and paste the best titles for stories from one document to another document quickly
 - Technology: Demonstrate how to create and insert WordArt for a title of a story
8. Pictures Supporting Stories
- Academic: Explain how illustrations contribute to a story
 - Technology: Demonstrate how to type words and sentences within a document
 - Technology: Demonstrate how to change the font face, font size, and font style to bold, italics, or underline to draw attention to important ideas
 - Technology: Demonstrate how to properly use the Left, Right, or Center Align buttons to align text on a page
9. Characters Influencing a Story
- Academic: Describe how a character's actions in a story contribute to the sequence of events
 - Technology: Demonstrate how to format text, change font face, and change font size to draw attention to important text

10. Compare and Contrast

- Academic: Compare and contrast the plots of two stories written by the same author
- Technology: Demonstrate how to format text using the Bold button in the Home Ribbon
- Technology: Demonstrate how properly use the Center align button

11. Pollution

- Academic: Research information on pollution to identify the harmful effects on the environment and how to reduce air, water, and land pollution
- Academic: Organize information into an outline with headings and subtopics
- Technology: Use the outline view to organize research on actions to reduce pollution

5. Microsoft® PowerPoint

1. Ordering Numbers

- Academic: Demonstrate how to order three-digit numbers in standard and expanded form
- Technology: Demonstrate how to insert and format a text box within slides in a presentation in order to compare numbers
- Technology: Use the Slide Sorter view to change the order of the slides to show your understanding of ordering numbers

2. Adding Three-Digit Numbers

- Academic: Demonstrate how to add three-digit numbers
- Technology: Demonstrate how to use the Annotation tool in Slide Show view
- Technology: Demonstrate how to save a final copy of the annotated presentation that shows how you solved the math problem

3. Fractions

- Academic: Identify the numerator and denominator of fractions
- Academic: Utilize pictures in order to compare fractions
- Technology: Demonstrate how to insert and add a table using the Table drop-down menu to organize information on fractions
- Technology: Demonstrate knowledge of comparing fractions by using the Shape Fill drop-down menu to change the cell fill color within a table

4. Quadrilaterals

- Academic: Identify and illustrate examples of quadrilaterals, such as a rectangle, square, or rhombus
- Technology: Demonstrate how to insert and format a text box
- Technology: Demonstrate how to insert and format shapes

5. Scientific Method

- Academic: Explain and sequence the steps of the scientific method
- Academic: Plan and conduct an experiment using the scientific method
- Technology: Explain how to insert WordArt to illustrate concepts in a presentation
- Technology: Demonstrate how to type text within a table to display collected information

6. Natural Disasters

- Academic: Describe different types of natural disasters and their impact on the environment and society
- Academic: Create an action plan by researching information about a variety of natural disasters to determine societal and environmental impacts
- Technology: Create a Microsoft® PowerPoint presentation that describes an action plan to respond to natural disasters
- Technology: Demonstrate how to insert a new slide and add a text box to add information about natural disasters

- Technology: Demonstrate how to insert WordArt and clip art to illustrate concepts about natural disasters

6. Microsoft® Excel

1. Place Value

- Academic: Demonstrate how to compare three-digit numbers from least to greatest
- Academic: Demonstrate how to write a number in standard and expanded form
- Academic: Explain that a three-digit number represents hundreds, tens, and ones
- Technology: Demonstrate how to type numbers in a cell and format the cells to appear in a table using the Borders drop-down menu
- Technology: Demonstrate how to apply a cell fill color using the Fill drop-down menu to show which number is greater

2. Multiplication and Repeated Addition

- Academic: Solve multiplication and addition problems
- Academic: Identify the relationship between multiplication and repeated addition
- Technology: Demonstrate how to use the AutoSum function to find the sum of an addition problem
- Technology: Demonstrate how to create and type formulas in Microsoft® Excel to solve multiplication problems
- Technology: Explain how to create a table and type data into cells

3. Commutative Property

- Academic: Demonstrate how to add three addends using the commutative property
- Academic: Solve a word problem by adding three addends together
- Technology: Demonstrate how to create and type a formula to solve an addition problem
- Technology: Utilize the AutoSum and AutoFill features to add and apply an addition formula to other cells in the workbook

4. How Many More, How Many Less

- Academic: Apply subtraction concepts to solve one- and two-step problems to determine “how many more” or “how many less”
- Academic: Apply knowledge of bar graphs to interpret data
- Technology: Identify and label parts of a bar graph in order understand the data
- Technology: Utilize the subtraction formula in Microsoft® Excel to solve problems

5. Measuring Liquids: Capacity

- Academic: Apply multiplication concepts in order to convert units of capacity
- Academic: Identify units of capacity: gallons, quarts, pints, and cups
- Technology: Demonstrate how to type and apply a multiplication formula to convert liquid measurements

6. Area

- Academic: Apply addition concepts to find the area of a rectangle by adding the square units
- Academic: Demonstrate how to calculate the area of a rectangle by multiplying the length and width
- Technology: Demonstrate how to type and apply a multiplication formula in a spreadsheet to calculate area of a rectangle
- Technology: Add data to a table to organize length and width measurements

7. Perimeter

- Academic: Apply addition concepts to calculate the perimeter of a shape when given the length of sides

- Academic: Demonstrate how to find the length of an unknown side when given the perimeter of a shape
 - Technology: Use Geoboard software to design shapes and calculate perimeter
 - Technology: Demonstrate how to type and apply an addition formula in a Microsoft® Excel spreadsheet to calculate perimeter
 - Technology: Add data to a table to organize the lengths of each side of a shape
8. Sorting Data
- Academic: Describe how to interpret data in a bar graph
 - Technology: Demonstrate how to order numbers from least to greatest using the Sort button
 - Technology: Demonstrate how to create a bar graph using provided data and label it accordingly



Educational Technology and Online Learning 4

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about internet safety, appropriate online behavior, and effective search and website evaluation strategies.

Course Outline

1. **Keyboarding**

1. Keyboarding Review
 - Apply proper touch typing techniques to enter words and phrases
 - Demonstrate correct finger positions while typing
 - Understand digital input, digital output, and processing
2. Speed and Accuracy: Lesson 1
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct finger positions while typing
3. Speed and Accuracy: Lesson 2
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct finger positions while typing
4. Speed and Accuracy: Lesson 3
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct finger positions while typing
5. Speed and Accuracy: Lesson 4
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct typing posture and finger positions while typing
6. Speed and Accuracy: Lesson 5
 - Develop speed and accuracy while copying provided text

- Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct typing posture and finger positions while typing
7. Speed and Accuracy: Lesson 6
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct typing posture and finger positions while typing
 8. Speed and Accuracy: Lesson 7
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct typing posture and finger positions while typing
 9. Keyboarding Review 2
 - Develop speed and accuracy while copying provided text
 - Apply proper touch typing techniques to enter words, phrases, and numbers
 - Demonstrate correct typing posture and finger positions while typing

2. Internet Safety

1. Netiquette in the Cyber Community
 - Describe cyberspace as a community of real people
 - Compare characteristics of communication in the physical world with communication in cyberspace
 - Demonstrate an understanding that unkind communication in cyberspace is the same as unkind communication in the physical world
 - Demonstrate how to respond appropriately if faced with unkind communication in cyberspace
 - Create a table comparing communication in the physical world with cyberspace
2. Cyber Predator Awareness
 - Define and discuss the terms predator, prey, inappropriate, and anonymous as they relate to online communication
 - Identify and describe basic components of a predator's grooming process
 - Create examples of safe responses and/or actions for each step of the grooming process
3. Cyberbullying
 - Identify general key attributes of kindness and being considerate online
 - Identify and describe the key attributes of bullying
 - Compare and contrast bullying in the physical community and the cyber community
 - Analyze the relationship between netiquette and cybercitizenship
 - Identify and utilize appropriate resources if confronted with an online bully
4. Malicious Code in E-mail
 - Identify and describe the security risks associated with e-mail
 - Define and discuss the term malicious code and other vocabulary related to cybersecurity risks
5. Spam, Scams, and Phishing
 - Describe the basic way phishing, spam, and scam e-mails solicit personal information
 - Explain age-appropriate ways to deal with phishing, spam, and scam e-mails
6. Goldy Locks and IP
 - Explain the rights of intellectual property on the Internet and the rights copyright provide for creative material
 - Explain the potential consequences associated with plagiarism and other forms of intellectual property theft
 - Create a story to entertain and teach about copyright in Microsoft® Word
7. Keeping it Personal
 - Discuss that posted personal information on the Internet is public

- Discuss why it can be unsafe to post personal information on the Internet
 - Describe why it is necessary to inform an adult before filling out information online
8. Inappropriate Websites
 - Explain the concept of the Internet as an online community comparable to the physical community
 - Discuss the concept that there are inappropriate places online
 - Demonstrate an understanding of how to avoid or exit inappropriate places
 - Discuss family policy on inappropriate website access
 9. Acceptable Use Policy
 - Demonstrate an understanding of acceptable use, identify the consequences of unacceptable use, and describe procedures for responding to unsafe or inappropriate online situation

3. Study Skills

1. Listening Skills
 - Identify the importance and attributes of active listening
 - Create a goal for active listening
 - Generate a table stating goals for active listening in different settings
2. Organization and Time Management
 - Understand the importance of being organized and having a study schedule
 - Create a study schedule that incorporates flexibility
3. Note Taking and Summarizing
 - Utilize note taking strategies to learn, think about, and remember important information
 - Adapt a note taking template that can be adjusted for various assignments
4. Using Graphic Organizers
 - Evaluate and validate information on the World Wide Web
 - Collect information in a graphic organizer
5. Online Learning
 - Review the similarities and differences of online learning and bricks-and-mortar learning
 - Create a presentation that describes the synthesis of a new school combining the advantages of both online learning and bricks-and-mortar learning
6. Goal Setting
 - Distinguish between short- and long-term goals
 - Develop short- and long-term academic goals
 - Generate a spreadsheet organizer to track progress toward accomplishing goals

4. Microsoft® Word

1. There, Their, They're To, Too, Two
 - Academic: Compose and define a list of homophones
 - Technology: Develop a digital homophone book using homophones correctly in sentences
 - Technology: Demonstrate formatting the font size, font face, and font color using the Font Size, Font Face, and Font Color drop-down menus
 - Technology: Arrange and highlight text using the text alignment buttons and the Highlighter tool in the Home ribbon
 - Technology: Select and insert clip art to illustrate homophones
2. Nouns and Pronouns
 - Academic: Identify and categorize nouns and pronouns
 - Academic: Compose a piece of writing using nouns and pronouns correctly in sentences
 - Technology: Demonstrate typing, and indent a paragraph using the Tab key, and Indentation buttons
 - Technology: Format and adjust line spacing within the Paragraph menu

- Technology: Apply an underline to nouns and pronouns using the Underline button
3. Synonyms
 - Academic: Select words with similar but not identical meanings using the Microsoft Word thesaurus
 - Academic: Identify synonyms for common words
 - Technology: Formulate a table with multiple rows and columns
 - Technology: Identify, select, and type synonyms in the correct cells of a table using the thesaurus in Microsoft Word
 - Technology: Demonstrate formatting text alignment using buttons in Home ribbon
 4. Making Inferences
 - Academic: Analyze clues from text to make inferences
 - Technology: Insert SmartArt graphics into a document
 - Technology: Organize text clues and inferences in SmartArt graphics
 - Technology: Demonstrate the skill of dragging and dropping text boxes
 5. Points of View
 - Academic: Generate two pieces of writing correctly implementing first-person and third-person point of view
 - Academic: Identify points of view within a text
 - Technology: Demonstrate formatting the font size and font face using the Font Size and Font Face drop-down menus
 - Technology: Demonstrate using the Spelling and Grammar tool to correct spelling errors in document
 6. Vivid Language: Similes
 - Academic: Identify similes within poems
 - Academic: Interpret and create similes
 - Technology: Create and insert a table with multiple rows and columns
 - Technology: Demonstrate formatting a table by inserting new rows
 7. Vivid Language: Metaphors
 - Academic: Analyze metaphors to understand the underlying meaning
 - Academic: Generate original metaphors
 - Academic: Differentiate between similes and metaphors
 - Technology: Illustrate metaphors using WordArt and clip art
 8. Summarizing Poetry
 - Academic: Construct a summary of a poem
 - Technology: Demonstrate typing and indenting using the Tab key
 - Technology: Examine and correct spelling errors using the Spelling and Grammar tool
 9. Folktales
 - Academic: Describe and create a folktale
 - Academic: Understand that all folktales have a central theme or message
 - Technology: Design a graphic organizer by inserting text boxes from the Insert ribbon
 - Technology: Demonstrate knowledge of Microsoft Word formatting: font color, font style, font size, Spelling and Grammar tool, and Tab key
5. **Microsoft® PowerPoint**
1. Story Map
 - Academic: Understand story elements and identify them within a story
 - Technology: Formulate a presentation about story elements

- Technology: Demonstrate selecting and inserting clip art and action buttons from the Insert ribbon
 - Technology: Apply a theme using the Design ribbon to enhance the presentation
2. Compare and Contrast
- Academic: Compare and contrast concepts from text
 - Technology: Construct a presentation comparing and contrasting alternative forms of energy and animals
 - Technology: Implement and apply slide transitions using the Transition to This Slide drop-down menu in the Transitions ribbon
 - Technology: Demonstrate selecting and inserting clip art and action buttons in the Insert ribbon
3. Life Cycles
- Academic: Analyze the life cycle of a plant or animal
 - Academic: Evaluate the ability to create a presentation using a rubric
 - Technology: Develop a presentation analyzing the life cycle of a plant or animal
 - Technology: Demonstrate the ability to apply slide transitions and slide designs to a presentation
 - Technology: Insert hyperlinks and clip art in a presentation to create an interactive life cycle

6. Microsoft® Excel

1. Word Problems: Addition and Subtraction
- Academic: Recognize key words to solve addition and subtraction word problems
 - Technology: Calculate sums and differences using a formula
 - Technology: Demonstrate formatting font color of mathematical key words using the Font Color drop-down menu in the Mini toolbar
 - Technology: Insert borders around the sums and differences from the Border drop-down menu in the Home ribbon
2. Word Problems: Multiplication and Division
- Academic: Recognize key words to solve multiplication and division word problems
 - Technology: Calculate products and quotients using a formula
 - Technology: Demonstrate formatting font color of mathematical key words using the Font Color drop-down menu in the Mini toolbar
 - Technology: Insert borders around the products and quotients from the Border drop-down menu in the Home ribbon
3. Rounding
- Academic: Identify and round numbers to the ones place
 - Technology: Insert and apply the ROUND function to round numbers to the nearest ones place
 - Technology: Apply the AutoSum feature to add multiple numbers together
 - Technology: Adjust the cell alignment using the Center Align button in the Home ribbon
4. Graphing Expenses
- Academic: Analyze net profits from a lemonade stand over a 5 day period
 - Technology: Organize data into cells of a workbook
 - Technology: Formulate a line graph based on lemonade net profits and cups sold
5. Investigating Bar Graphs
- Academic: Calculate the mean, median, and mode of a set of data
 - Technology: Construct a bar graph using the Bar drop-down menu in the Insert ribbon
 - Technology: Demonstrate formatting by inserting titles and labels for the bar graph
6. Root Words from Science

- Academic: Identify and interpret the meaning of words with prefixes and suffixes
- Technology: Segregate and arrange word parts (prefixes, suffixes, and root/base words) into individual cells of a workbook
- Technology: Demonstrate formatting the font size, font face, and font color of word parts (prefixes, suffixes, and root/base words) using the Font Size, Font Face, and Font Color drop-down menus



Educational Technology and Online Learning 5

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible communicators and users of technology as they learn about intellectual property, Internet safety, and effective search and evaluation strategies.

Course Outline

1. **Keyboarding**

1. Speed and Accuracy: Lesson 8
 - Demonstrate proper touch typing posture and finger position while typing
 - Apply proper touch typing techniques to type sentences from a text
 - Develop speed and accuracy while copying provided text
2. Speed and Accuracy: Lesson 9
 - Demonstrate proper touch typing posture and finger position while typing sentences
 - Apply proper touch typing techniques to type text from a story
 - Develop speed and accuracy while copying provided text
3. Speed and Accuracy: Lesson 10
 - Demonstrate proper touch typing posture and finger position while typing sentences from stories
 - Apply proper touch typing techniques to type sentences from stories
 - Develop speed and accuracy while copying provided text
4. Speed and Accuracy: Lesson 11
 - Demonstrate proper touch typing posture and finger position while typing sentences from stories
 - Apply proper touch typing techniques to type sentences from stories
 - Develop speed and accuracy while copying provided text
5. Speed and Accuracy: Lesson 12
 - Demonstrate proper touch typing posture and finger position while typing
 - Apply proper touch typing techniques to type sentences from stories and random text

- Develop speed and accuracy while copying provided text
- 6. Speed and Accuracy: Lesson 13
 - Demonstrate proper touch typing posture and finger position while typing
 - Apply proper touch typing techniques to type words and phrases
 - Develop speed and accuracy while copying provided text
- 7. Speed and Accuracy: Lesson 14
 - Demonstrate proper touch typing posture and finger position while typing
 - Apply proper touch typing techniques to type sentences from a story
 - Develop speed and accuracy while copying provided text
- 8. Keyboarding Review
 - Demonstrate proper touch typing posture and finger position while typing
 - Apply proper touch typing techniques to type numbers, words, and phrases
 - Develop speed and accuracy while copying a paragraph

2. Internet Safety

1. Cybersecurity
 - Identify viruses, worms, Trojan horses, and spyware as programs that can make a computer work improperly
 - Summarize basic techniques to prevent viruses, worms, Trojan horses, and spyware infection
 - Discuss information with parents to check on personal computer security
2. Digital Literacy
 - Define the term media literacy
 - Identify types of media
 - Explain the importance of media literacy
3. Blogging
 - Explain security risks associated with blogging
 - Identify specific risky behaviors associated with blogging
 - Describe positive techniques for safe blogging
4. Cyberbullying
 - Identify and describe elements of cyberbullying
 - Explain the moral in a contemporary fairy tale
5. Text Messaging Safety
 - Describe text and instant messaging and their associated vocabulary
 - Explain the need to follow basic safety rules and netiquette when text or instant messaging
6. Predator Identification
 - List safety rules for behavior toward strangers in the physical community that also apply to behavior toward strangers in cyberspace
 - Explain the importance of refusing inappropriate online relationships
 - Describe how to interact appropriately and safely online
7. Intellectual Property, Fair Use, and Copyright I
 - Demonstrate an understanding that property on the Internet can be owned just like physical property
 - Relate the term intellectual property to something that is created in a person's mind
 - Understand different types of media as intellectual property: writings, music, videos, games, etc.
 - Explain that piracy is stealing from real people
8. Intellectual Property, Fair Use, and Copyright II
 - Identify unauthorized uses of copyrighted materials as acts of piracy and plagiarism
 - Define fair use and copyright law
9. Cyber Citizenship

- Explain safe and appropriate behavior in cyberspace
- Identify ways to be a good cyber citizen
- Plan the components of an educational story for a younger audience

3. Study Skills

1. Listening Skills
 - Identify and apply the qualities of an active listener
 - Summarize how to use active listening strategies
 - Explain the importance of being a good listener by recording active listening strategies using the audio recording tool
2. Organization and Time Management
 - Demonstrate how to use organizational strategies to track, plan, and manage a schedule
 - Create a weeklong calendar to organize tasks
3. Note Taking
 - Identify different learning styles and different ways to take notes
 - Demonstrate how to take notes
 - Discuss the purpose of note taking
4. Virtual Tours
 - Demonstrate the ability to complete an online virtual tour to learn about places without traveling to them
 - Evaluate the usefulness of a virtual tour in enhancing learning
5. Online Learning
 - Describe online learning
 - Discuss the pros and cons of online learning
6. Goal Setting
 - Distinguish between short- and long-term goals
 - Plan short- and long-term goals for a possible career
 - Create a short- and long-term career goals brochure to track progress toward reaching these goals

4. Microsoft® Word

1. Fact Versus Opinion
 - Academic: Identify and distinguish the differences between facts and opinions in text
 - Technology: Demonstrate selecting text in a document using the mouse
 - Technology: Demonstrate using keyboard shortcuts, Ctrl+ C and Ctrl + V in order to copy and paste text in a document and table
2. Greek Roots
 - Academic: Identify and define the Greek roots photo-, geo-, demo-, and -ology used in context
 - Academic: Examine words with Greek roots to compare meanings of words with common roots
 - Technology: Demonstrate how to type words and sentences and move to the next line using the Enter key
 - Technology: Incorporate and format a table with the correct number of rows and columns using the Table drop-down menu
 - Technology: Illustrate Greek roots in context using different colors within the Highlighter drop-down menu
3. Subjects and Predicates
 - Academic: Identify subjects and predicates within existing sentences
 - Academic: Create original sentences containing both a simple subject and predicate
 - Technology: Insert a table with the correct number of columns and rows, adjust the table settings within the Insert Table window, and format text within a table

- Technology: Illustrate subjects and predicates in context using different highlighting colors
4. Verb Tenses
 - Academic: Identify the difference between past, present, and future tense
 - Academic: Modify inappropriate use of verb tense within existing sentences
 - Technology: Format the font color of text using the Font Color drop-down menu to identify incorrect verb tenses
 - Technology: Demonstrate aligning text using the alignment buttons in the Home ribbon
 5. Editing a Friendly Letter
 - Academic: Identify and write the components of a friendly letter, such as heading, greeting, body, and closing
 - Technology: Generate changes in a document using Track Changes
 - Technology: Apply alignment and font formatting using menus and buttons in the Home ribbon
 - Technology: Revise a document using the Spelling and Grammar tool
 6. Drafting an Outline
 - Academic: Identify the main idea within a text
 - Academic: Differentiate between the main idea and the supporting details within a text
 - Academic: Apply knowledge of text outlines to real-life applications
 - Technology: Construct an outline using Outline View in Microsoft® Word
 - Technology: Develop multiple levels within the outline using the Promote and Demote arrow buttons
 7. Similes and Metaphors
 - Academic: Interpret figurative language and include it in a poem
 - Academic: Define and identify similes and metaphors
 - Technology: Generate and type a poem with multiple lines using the Enter key
 - Technology: Arrange a poem on the center of a page using the Center Align button
 - Technology: Apply bold and underline formatting to the title of a poem using the Bold and Italics buttons available in the Mini Toolbar
 8. Poetry
 - Academic: Identify the speaker and analyze voice within poetry
 - Academic: Create original poetry
 - Technology: Arrange a poem on the center of a page using the Center Align button
 - Technology: Generate and type a poem with multiple lines using the Enter key
 9. Coordinate Grids
 - Academic: Identify and label the axes of a coordinate grid
 - Academic: Identify and define ordered pairs on a coordinate grid
 - Technology: Demonstrate inserting a text box and formatting text within the textbox
 - Technology: Illustrate ordered pairs on a coordinate grid by inserting shapes using the Shapes drop-down menu
 10. Number Prefixes
 - Academic: Identify number prefixes and define words that begin with number prefixes
 - Academic: Categorize words with similar meanings within a table
 - Technology: Demonstrate inserting shapes to illustrate number prefixes
 - Technology: Construct and insert a table and type within it
5. **Microsoft® PowerPoint**
1. Antonyms and Synonyms
 - Academic: Identify and define antonyms and synonyms using a thesaurus

- Academic: Explain the difference between synonyms and antonyms
 - Technology: Demonstrate inserting and typing synonyms and antonyms in new text boxes
 - Technology: Demonstrate inserting a new slide using the New Slide drop-down menu
 - Technology: Illustrate the definitions of synonyms and antonyms using clip art
2. Reflections, Translations, and Rotations
- Academic: Describe how to reflect, translate, and rotate a shape
 - Academic: Create patterns with translations, reflections, and rotations using shapes
 - Technology: Apply animations and motion paths to shapes to simulate transformations
3. Sequence Ideas for Writing
- Academic: Demonstrate knowledge of main idea and supporting details to sequence ideas during writing
 - Technology: Arrange the correct slide sequence using the Slide Sorter view
 - Technology: Create a themed presentation with various slide layouts, clip art, text and animations
 - Technology: Apply animated entrance effects to sequence text and clip art on a slide
4. Compare and Contrast Fables
- Academic: Identify and define a fable
 - Academic: Compare and contrast the similarities and differences between fables
 - Academic: Relate similarities in the theme, topic, and main idea between various fables
 - Technology: Demonstrate how to insert and format SmartArt graphics to compare and contrast fables
 - Technology: Demonstrate how to insert clip art and shapes to illustrate the characteristics of a fable
5. How a Bill Becomes a Law
- Academic: Explain the process used to make a bill a law
 - Academic: Identify and define key vocabulary used during the bill creation process
 - Technology: Design a presentation using various slide layouts, clip art, and images to explain the bill process
6. Food Chains
- Academic: Construct and define organisms in a food chain
 - Academic: Examine the interrelationship between plants, animals, and fungi
 - Academic: Define an herbivore, omnivore, and carnivore
 - Technology: Demonstrate how to insert and format SmartArt to illustrate various stages of a food chain
 - Technology: Construct an interactive food chain by adding action buttons and hyperlinks to different slides within a presentation

6. Microsoft® Excel

1. Place Value
- Academic: Identify place value of digits
 - Academic: Relate groups of 10 to 100 and 1,000
 - Technology: Navigate and type within cells
 - Technology: Insert shapes into a workbook to represent place values
 - Technology: Apply a fill color to shapes to help sort different place values
2. Identifying Patterns
- Academic: Identify odd and even numbers in patterns
 - Technology: Apply a fill color to cells to illustrate odd and even number patterns
 - Technology: Insert an addition formula to build numbers and develop patterns

3. Comparing Decimals
 - Academic: Demonstrate how to compare decimals using the less than $<$, greater than $>$, and equal to $=$ symbols
 - Academic: Compare decimals to the hundredths place
 - Technology: Apply a fill color to cells to illustrate decimals
 - Technology: Apply borders to cells to illustrate a hundredths grid
4. Multiplying by Powers of Ten
 - Academic: Explain movement of a decimal point when a number is multiplied by 10, 100, or 1,000
 - Academic: Apply powers of ten to multiplication problems
 - Technology: Demonstrate how to insert a multiplication formula to multiply a decimal by 10, 100, or 1,000
 - Technology: Navigate and type within cells
5. Area
 - Academic: Apply variables to replace numerals in mathematical equations
 - Academic: Calculate the area of squares and rectangles
 - Technology: Create uniform cells by applying a set column width
 - Technology: Illustrate a square and rectangle by applying borders to groups of cells
 - Technology: Compute the area of a square and rectangle by inserting a multiplication formula
6. Area of Irregular Shapes
 - Academic: Demonstrate how to compute the areas of irregular shapes
 - Academic: Apply formulas to find the area of irregular shapes
 - Technology: Apply borders to groups of cells to illustrate regular shapes within an irregular shape
 - Technology: Demonstrate how to insert a fill color to identify rectangles within irregular shapes
7. Converting Customary Units of Length
 - Academic: Identify the customary units of length: feet and miles
 - Academic: Demonstrate how to convert customary units of length using multiplication and division formulas
 - Technology: Insert multiplication and division formulas to convert feet to miles and miles to feet
8. Bodies of Water on Earth
 - Academic: Identify, collect, and categorize data on the major bodies of water on Earth
 - Technology: Identify and create a major type of graph (line, pie, or bar graph)
 - Technology: Generate graphs to illustrate variations in surface area



Educational Technology and Online Learning 6

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate and synthesize research emphasizing current issues with technology.

Course Outline

1. Introduction

1. Keyboarding Rows
 - Apply proper keyboarding techniques to improve accuracy, speed, and overall efficiency in computer operation
2. History of Technology
 - Examine how computer technology has evolved over time
 - Distinguish how changes in technology throughout history have impacted different aspects of the world
3. Hardware, Components, and Operating Systems
 - Distinguish the difference between hardware and software, and input and output devices
 - Identify hardware, software, components and the operating system of a computer and other technology devices
4. File Management and Organization
 - Identify different file extensions, and demonstrate proper naming conventions of files
 - Evaluate course folder structure to ensure that it is effective for the specified purpose
 - Create a course folder structure using subfolders to organize and manage files
5. Troubleshooting Computer Issues
 - Develop and apply strategies for identifying and solving routine hardware and software problems

2. Microsoft® Word

1. Verbs: Past, Present, and Future
 - Academic: Use correct verb tense (past, present, and future) when writing or editing text
 - Technology: Distinguish correct and incorrect verb tense in sentences, and then demonstrate necessary corrections using the Track Changes feature
 - Technology: Select text in a variety of ways and utilize keyboard shortcuts to cut and paste verbs according to past, present, and future tense
2. Context Clues
 - Academic: Analyze context clues in order to determine the meaning of a word
 - Technology: Demonstrate highlighting and modifying text to identify the context clues of an unknown word using a macro
 - Technology: Examine sentences to determine which type of context clue is employed in the sentence and label the clue using heading styles available in the Home ribbon
3. Analyzing Literature
 - Academic: Analyze the effect of figurative language on the tone or meaning of a poem
 - Academic: Explore how the author's choice of words shapes the meaning of a poem
 - Technology: Insert and modify a quick table in order to compare and contrast poems
 - Technology: Add headings to a table and merge cells to allocate more space to analyze poetry
4. Greek Mythology
 - Academic: Identify and explain the purpose or social message of ancient myths
 - Technology: Publish a plan for an original myth, and enhance the document by inserting clip art with text wrapped around it and adding a title using WordArt
 - Technology: Determine the theme of a story and then format text using the Mini toolbar to identify what parts of the story support the theme
5. Personification
 - Academic: Define personification
 - Academic: Identify examples of personification
 - Academic: Describe the impact that personification has on the imagery in poetry
 - Technology: Develop a SmartArt graphic that uses images and text
 - Technology: Evaluate and incorporate clip art to illustrate the meaning of personified text
6. Drawing Inferences
 - Academic: Draw inferences about the main character in a text
 - Technology: Utilize the comment feature to answer questions requiring a literature analysis to draw conclusions and inferences
 - Technology: Modify text using the Font window to indicate the answers explicitly stated in the text
7. Technology for Searching
 - Academic: Conduct a scholarly search using Boolean operators
 - Academic: Locate information about Alexander the Great that supports a research topic
 - Technology: Conduct an Internet search about Alexander the Great using filters to narrow results in EBSCO
 - Technology: Modify a table to include a hyperlink to the site, proper citation, and brief notes about each resource
8. Writing an Outline: Alexander the Great
 - Academic: Develop an outline based on research
 - Technology: Generate an outline based on notes to plan an expository essay about Alexander the Great
9. Writing an Expository Essay

- Academic: Construct an expository essay which includes an introduction, thesis, body, and conclusion
- Technology: Utilize multimedia sources to insert images and captions
- Technology: Demonstrate inserting an endnote to cite sources
- Technology: Demonstrate correcting grammatical and punctuation errors using the Spelling and Grammar tool

3. Microsoft® PowerPoint

1. Technology for Publishing
 - Academic: Develop the storyline for a personal narrative
 - Technology: Demonstrate using the Record Audio Tool to record a personal narrative story varying the tone of voice, pace, and volume of speech
2. Analyzing Plots
 - Academic: Order the key events of a plot in the correct sequence
 - Academic: Describe the elements of plot and analyze how they impact the readability of a story
 - Technology: Use Slide Sorter View to put key events of a story in order to show how the plot of a story unfolds in a series of episodes
 - Technology: Insert text boxes to identify the elements of plot in a story
 - Technology: Insert a Title slide to add a title to the story
3. Narrative Writing
 - Academic: Alter the character's decision at a crucial point in the story and analyze how that change will impact the plot resolution
 - Academic: Propose a new ending for a known story
 - Technology: Create a nonlinear presentation using the Action tool to create a story with alternate endings
 - Technology: Apply transitions to slides to make the presentation engaging to the audience
4. Values Portrayed in Literature
 - Academic: Adopt the values portrayed in an old story and recreate and apply them in current setting
 - Technology: Apply slide timings to publish a short story
 - Technology: Hide and unhide slides to create a cohesive story when the presentation is published
 - Technology: Publish a short story created in Microsoft® PowerPoint as a movie
5. Food Chains
 - Academic: Explain how the food chain works
 - Academic: Create a simple food chain
 - Academic: Formulate a hypothesis predicting what would happen if an organism was removed from the food chain
 - Technology: Demonstrate the food chain by inserting shapes and connecting provided images
 - Technology: Construct a complex nonlinear interactive presentation using action buttons to demonstrate the interactions between organisms in a food chain

4. Microsoft® Excel

1. Ordering Positive and Negative Numbers
 - Academic: Sort integers from greatest to least and from least to greatest
 - Technology: Demonstrate keyboard shortcuts to copy and paste and cut and paste data in a spreadsheet
 - Technology: Sort integers from greatest to least and least to greatest using the Sort feature

2. Estimating by Rounding
 - Academic: Identify parts of an equation using mathematical terms
 - Academic: Round two-digit numbers involving three addends in an equation
 - Technology: Utilize the MROUND function to round two-digit numbers involving three addends in an equation
 - Technology: Employ the AutoSum feature to check mental addition of a list of numbers
3. Graphing Data
 - Academic: Select the type of graph that is most appropriate for the data to be displayed
 - Academic: Evaluate advantages and disadvantages of various types of graphs
 - Technology: Graph two data series in multiple formats in order to evaluate the graphs' advantages and disadvantages
4. Interpreting Histograms
 - Academic: Display provided numerical data in a histogram
 - Academic: Explain the difference between a bar graph and a histogram
 - Technology: Build a histogram using the Microsoft® Excel add-in with provided data
5. Creating a Database
 - Academic: Analyze a set of data to answer statistical questions
 - Technology: Build a database to analyze data and solve problems
6. Filtering a Database
 - Academic: Identify and describe patterns in provided data
 - Academic: Given specific database formats, determine filter criteria
 - Technology: Apply filters and use the Sort feature in a database to identify and describe patterns in data
7. Technology for Data Analysis
 - Academic: Collect and interpret data using filtering options and graphs in Microsoft® Excel
 - Technology: Build a database based on data collected in a survey
 - Technology: Analyze collected data using the Filter and Sort functions
 - Technology: Chart numeric data using appropriate graph

5. Study Skills

1. Organization and Time Management
 - Create and follow a study schedule
 - Organize a work/study area
 - Describe benefits of developing good study skills
2. Using Graphic Organizers
 - Use a process and organizer to evaluate and validate information from the World Wide Web
3. Memory Aids
 - Devise ways to remember important facts and information
4. Study Strategies
 - Explain the importance of good note taking as a test preparation strategy
 - Use one new note-taking strategy while completing homework
5. Test-Taking Strategies
 - Identify test-taking strategies that you will use when taking the next test in each of your current courses
6. Goal Setting
 - Describe the importance of goal setting in education

- Develop SMART long-term and short-term goals for middle school

7. Learning Through Games and Simulations

- Utilize and evaluate educational interactive games and simulations in order to demonstrate understanding

6. Internet Safety

1. Acceptable Use Policy

- Explain the purpose of rules and define Acceptable Use Policy (AUP)
- Evaluate an AUP and create an AUP for your learning environment

2. Cybersecurity

- Define spyware and virus
- Describe security risks associated with downloading items online
- Evaluate personal activity on the Internet with regard to putting your computer or information at risk

3. Cyber Community

- Compare social roles in the online community to social roles in the physical community
- Identify features of inappropriate websites and how to avoid them
- Discuss how cybercitizenship is a necessary component for online communities

4. Text Messaging and Netiquette

- Identify the safety risks associated with cell phones and texting
- Define netiquette and describe how it can help you effectively communicate when texting

5. Cyberbullying

- Define cyberbullying and describe ways to prevent it
- Analyze how student actions impact others
- Describe how netiquette can be used to prevent cyberbullying

6. Safeguarding Identity

- Describe how to safely engage in online relationships
- Explain risks of providing too much personal information in online profiles, forms, and forums

7. Protecting Yourself from Online Predators

- List safety rules for behavior toward strangers in the physical community that also apply to behavior toward strangers in cyberspace
- Explain the importance of refusing inappropriate online relationships
- Describe how to interact appropriately and safely online

8. Digital Literacy I: Successful Searches

- Compare different types of search engines
- Write search engine queries that will get quality results and select the most appropriate search string results

9. Digital Literacy II: Website Validity

- Explain the importance of using sites that are valid and reliable
- Evaluate online resources for validity and reliability

10. Intellectual Property Basics

- Distinguish between tangible property and intellectual property
- Define copyright and identify copyrighted materials

11. Plagiarism and Fair Use

- Define plagiarism and identify how plagiarism occurs

- Explain the basic guidelines for fair use of intellectual property

7. **Digital Publishing**

1. Exploring a Topic
 - Research the impact of technology on the workplace or a career of choice using Boolean search strategies
 - Apply questioning and research skills to narrow down a topic for investigation
2. Investigating Design
 - Describe basic elements of design and how they apply to multimedia
3. Selecting an Application and Publishing Work
 - Analyze applications focusing on advantages and disadvantages of each
 - Evaluate an application's usefulness for various purposes
 - Select methods for publishing research
 - Create a multimedia presentation to reflect your research investigation
4. Collaborating Online
 - Utilize technology to share ideas and collaborate with peers
 - Evaluate others' works using provided criteria
5. Evaluating Your Product
 - Revise and edit a project based on provided criteria



Educational Technology and Online Learning 7

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyber bullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Course Outline

1. Introduction

1. Keyboarding
 - Recognize the home row keys on the keyboard
 - Recognize the keys in rows above and below the home row
 - Utilize keys from the home row and the rows above and below the home row to type words, phrases, and sentences
 - Demonstrate appropriate posture and positioning for keyboarding
2. History of Technology
 - Identify how changes in technology throughout history have impacted different aspects of the world
3. Hardware, Components, and Operating Systems
 - Distinguish the difference between hardware and software, and input and output devices
 - Identify and define types of hardware, software, operating systems, and components of a computer and other technology devices
4. File Management and Organization
 - Identify different file extensions, and demonstrate proper naming conventions of files
 - Practice saving a document as different files types in Microsoft® Word
 - Create a course folder structure using subfolders to organize and manage files
 - Organize files into appropriate folders and analyze a folder hierarchy
5. Computer Troubleshooting
 - Apply troubleshooting techniques in preparation for minor computer problems that may occur

2. Microsoft® Word

1. Fact vs. Opinion in Publications
 - Academic: Evaluate text to determine whether it is a fact or opinion
 - Academic: Provide support of ideas from information in the text that verifies it is fact or opinion
 - Technology: Apply an underline to words using the Underline button and the Underline Style drop-down menu available in the Font window
 - Technology: Create and insert SmartArt to organize facts and opinions
2. Using a Thesaurus
 - Academic: Compare similar writings that use synonyms for overused words
 - Academic: Utilize different types of thesaurus sources to obtain synonyms and integrate them in previously written sentences
 - Technology: Utilize thesaurus.com and the Thesaurus feature in Microsoft® Word to search for synonyms
 - Technology: Demonstrate how to highlight text using the Highlighter drop-down menu in order to color code adjectives and adverbs
 - Technology: Apply edits to two documents using the View Side by Side feature
 - Technology: Construct and insert a table in a document with a specified number of columns and rows and format text within the table
3. Idioms
 - Academic: Evaluate the use of figurative language in general with the characteristics of idioms
 - Academic: Implement idioms within personal writing and research the meaning of idioms
 - Technology: Create a document containing two columns and headings at the top of each column
 - Technology: Format and edit a SmartArt graphic in order explain an idiom
 - Technology: Insert a clip art image into a SmartArt graphic illustrating an idiom
4. Organizing Writing
 - Academic: Analyze a story to discover the importance of order and organization in narrative writing
 - Academic: Evaluate different types of graphic organizers that can be used to organize different types of writing including timelines, personal narratives, and fictional story
 - Academic: Utilize different graphic organizers to help with organizing writing ideas
 - Technology: Utilize SmartArt to format and create a graphic organizer
 - Technology: Insert and format shapes in a document in order to construct a graphic organizer
5. Reading Textual, Functional, and Recreational Text
 - Academic: Analyze different types of text and determine attributes associated with factual, textual, and recreational text
 - Academic: Identify characteristics of different types of text
 - Academic: Determine uses for each type of text in real-life settings
 - Technology: Utilize and format a table in a document to identify text characteristics
 - Technology: Format a checklist to use as a personal resource when writing
6. Points of View
 - Academic: Establish point of view by writing from a literal visual point of view
 - Academic: Enhance writing by utilizing different points of view for different narratives
 - Academic: Analyze points of view and associate different characteristics with each type of view
 - Technology: Edit images embedded in a document and create captions using the Insert Caption button
 - Technology: Utilize the Highlighter tool to highlight words in captions
7. History: Personal Narratives

- Academic: Distinguish between the attributes of spoken speech and written text
 - Academic: Recognize both point of view and voice in writing
 - Technology: Utilize, insert and format a SmartArt graphic to create a Venn diagram comparing written and spoken word
 - Technology: Change orientation of the document from portrait to landscape
8. Writing a Personal Narrative
- Academic: Utilize prewriting organizers in order to write a personal narrative
 - Academic: Incorporate figurative language into writing
 - Technology: Develop and type a rough draft personal narrative in a Microsoft® Word document
 - Technology: Insert and format text boxes to separate parts of the story
9. Revising and Editing Writing
- Academic: Evaluate the process of revising and editing to understand the meaning of each
 - Academic: Analyze personal writing through the revision and editing process
 - Technology: Use the revising and editing features in Microsoft® Word including the Spelling and Grammar tool and the Thesaurus

3. Microsoft® PowerPoint

1. Technology for Publishing
- Academic: Publish a final copy of a personal narrative
 - Technology: Record a personal narrative using the Record Audio tool in Microsoft® PowerPoint
 - Technology: Insert images and sound within the presentation
2. Using Context Clues
- Academic: Read and analyze historical text
 - Academic: Identify unknown or unfamiliar words and use context clues to determine their meaning
 - Technology: Utilize the Thesaurus feature to infer the meaning of the unfamiliar word
 - Technology: Demonstrate adding additional slides to a presentation using the New Slide drop-down menu
 - Technology: Create a presentation and apply a different font color to text to illustrate the context clues and define unfamiliar words
3. Graphing Probability
- Academic: Explore basic probability
 - Academic: Observe frequencies of an event by collecting and tallying data
 - Academic: Investigate relationships of the event by creating a table to analyze data
 - Technology: Demonstrate inserting a graph or chart using the Microsoft® Excel charting function within Microsoft® PowerPoint
4. Graphing Probability Part 2
- Academic: Determine probability of events and analyze the relationships
 - Academic: Analyze the probability of an event using the terms greater or lesser likelihood
 - Technology: Demonstrate inserting a graph or chart using the Microsoft® Excel charting function within Microsoft® PowerPoint
 - Technology: Adjust and format graphs in a presentation using the Design, Layout, and Format ribbons
 - Technology: Use the Record tool to share information within the presentation
5. Technology for Searching
- Academic: Search, examine, and assess research articles to determine authenticity and sound reasoning
 - Technology: Create a presentation to share information from research

- Technology: Modify a table and insert hyperlinks to maintain a record of reliable sources and websites
6. Technology for Inquiry
 - Academic: Conduct an Internet search for information and evaluate the text for authenticity
 - Academic: Organize resources from Internet research
 - Technology: Conduct a scholarly search using Boolean operators within the EBSCO and Grolier™ databases to find information about Earth's history
 - Technology: Create a bulleted list in Microsoft® PowerPoint
 7. Technology for Communication Geologic Time Scale
 - Academic: Outline geological research and illustrate the time scale sequence logically
 - Technology: Insert and format SmartArt to organize and sequences events
 - Technology: Create a presentation to sequence events of the geological time scale
4. **Microsoft® Excel**
1. Estimate by Rounding
 - Academic: Determine when it is appropriate to round decimal numbers up or down to the nearest whole number
 - Academic: Solve multi-step problems by rounding decimals
 - Technology: Round numbers with decimals to practice estimation using the ROUND function
 - Technology: Apply formulas to multiple cells in a workbook using the AutoFill feature
 2. Function Tables
 - Academic: Create input/output tables from expressions
 - Academic: Solve word problems and equations using an input/output table
 - Technology: Create an input/output table in Excel to show answers to equations
 - Technology: Insert and apply multiplication and addition formulas to an input/output table
 3. Real-World Data
 - Academic: Balance a checkbook within a provided resource
 - Technology: Insert formulas into an Excel workbook to determine the balance of the checkbook
 - Technology: Insert and apply the SUM function to add multiple cells together
 4. Finding the Mean and Range of Data
 - Academic: Organize data to enable easier comparison
 - Academic: Compute the range and mean for a list of numbers
 - Technology: Apply formulas in a workbook to find the mean and range of data
 5. Sorting and Filtering Data
 - Academic: Analyze data in a database to identify similarities and differences
 - Technology: Organize, sort and filter data in a database to identify trends
 - Technology: Define and identify fields, field names and records in a database
 6. Graphing Data
 - Academic: Evaluate different types of graphs and determine appropriate graphs for certain types of data
 - Technology: Graph two data series in multiple formats and evaluate the graphs' advantages and disadvantages
 7. Survey and Graphing Analysis
 - Academic: Evaluate a random sample for fair and unbiased questions
 - Academic: Compare and analyze collected data
 - Technology: Organize information into a data table in Excel
 - Technology: Create a graph from the data table in Excel to compare data

5. Study Skills

1. Organization and Time Management
 - Identify characteristics of time management
 - Identify time management skills that need improving
 - Design a weekly schedule to improve time management skills
2. Using Graphic Organizers: Timelines
 - Evaluate a timeline as a tool to support learning
 - Create a timeline
3. Memory Aids
 - Identify key elements in creating memory tools, acronyms, and acrostics
 - Construct original acronyms and acrostics using information from current academic courses
4. Study Strategies
 - Identify different study skills
 - Formulate a method of studying that works best for you
5. Test-Taking Strategies
 - Distinguish between characteristics of objective questions and essay questions
 - Evaluate personal test-taking strategies
 - Utilize test-taking strategies
6. Goal Setting
 - Express the characteristics of successful and well-thought-out goals
 - Apply study skills while developing short- and long-term goals
7. Learning through Games and Simulations
 - Research examples of simulations and interactive games for education online
 - Analyze trends that occur when repeating simulations with different data
 - Predict outcomes when data in a simulation is changed

6. Internet Safety

1. Acceptable Use Policy
 - Identify necessary components of an acceptable use policy (AUP)
 - Review the school's AUP
 - Develop AUP guidelines
2. Cybersecurity
 - Identify key general attributes of the threats to the security of computers and information via the Internet, such as viruses, worms, and Trojan horses
 - Understand how to protect computers from viruses, worms, Trojan horses, and spyware
 - Understand basic prevention and maintenance that can be done to protect the computer, such as operating system updates, firewalls, spyware checks, virus protection, etc.
3. Cyber Community
 - Describe different ways to communicate
 - Differentiate between appropriate and inappropriate websites
 - Describe different ways to handle inappropriate websites
4. Social Networks
 - Identify media that is commonly shared online
 - Define the relevance of intellectual property rights to online sharing in an age appropriate way
 - Compare the relationship of intellectual property rights to linking on personal social networking pages

5. Cyberbullying
 - Identify bystanders who may be involved in a cyberbullying incident
 - Use a variety of resources to explore the characteristics and behaviors of bystanders and upstanders
 - Draw conclusions about the actions of various participants in bullying incidents
6. Safety in Online Gaming
 - Evaluate the concept of online gaming
 - Understand the safety and security risks associated with online gaming
 - Develop an action plan for informing others of how to play online safely
7. Safeguarding Identity
 - Evaluate the concept of identity theft
 - Critique the security risks associated with revealing private information online
 - Develop an action plan for dealing with identity theft that can be shared with parents
8. Online Shopping
 - Evaluate the safety risks associated with online shopping
 - Take preventative measures when shopping online to help ensure personal safety and computer security
9. Blogging
 - Evaluate the security risks associated with online journaling and blogging
 - Identify specific risky behaviors associated with online journaling
 - Determine positive techniques to blog online
10. Cyber Predators
 - Evaluate risks involved in engaging in online friendships
 - Discuss basic strategies for interacting online
 - Demonstrate understanding of risky online interaction through a selected project/activity
11. Safety in Online Relationships
 - Apply the concept of willing participation
 - Evaluate risk-taking in the context of a cyber predator case
 - Make conclusions about who is most at risk for potentially dangerous online relationships
 - Make conclusions about how to maintain safe and healthy online relationships
12. Digital Literacy
 - Compare how the Internet and media publications can be used in positive ways, as well as in negative or unethical ways
 - Create a code of conduct governing Internet use
 - Consider the consequences of various means of online publication
13. Understanding Intellectual Property
 - Make a distinction between tangible property and intellectual property
 - Define intellectual property that has been created in the mind before it is turned into a material item
 - Identify copyrighted materials as tangible works that are protected from being copied, distributed, performed, or changed without the creator's or owner's permission
 - Identify the impact made when intellectual property rights are not respected
 - Relate the concepts of intellectual property to reveal available online materials: music, videos, software, etc.
14. Music Copyright Basics
 - Apply copyright laws to online usage of music

- Determine legal alternatives when using copyrighted music for school assignments and/or personal use

15. Plagiarism and the World Wide Web

- Define plagiarism
- Identify how plagiarism occurs
- Follow the basic guidelines for fair use of intellectual property

16. Peer-to-Peer Networks

- Define and understand the concept of peer-to-peer networks
- Identify the safety and security risks, as well as legal issues, surrounding peer-to-peer networks
- Understand and correct misconceptions about the use of peer-to-peer networks

7. **Digital Publishing**

1. Exploring a Topic

- Utilize Boolean search strategies to research ethical implications of technology
- Develop a research plan, and identify stakeholders involved
- Apply questioning and research skills to narrow down a topic for investigation

2. Investigating Design

- Define the elements of design including line, shape, texture, color, value, and space
- Understand the uses for line, shape, texture, color, value, and space in design
- Apply the basic elements of design to edit work
- Utilize the GNU Image Manipulation Program to edit images

3. Creating a Multimedia Presentation

- Create a multimedia presentation to communicate the ethical implications of technology and artificial intelligence

4. Collaborating Online

- Utilize technology to share ideas and collaborate with peers
- Evaluate others' works using provided criteria

5. Evaluating the Product

- Self-evaluate a product in regard to audience, purpose, design, and content delivery



Educational Technology and Online Learning 8

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Course Outline

1. Introduction

1. Typing Skills

- Utilize keys from the home row, and rows above and below the home row to type individual letters and words
- Identify spelling errors with the opportunity to self-correct

2. Hardware, Components, and Operating Systems

- Compare and contrast input, output, processing, and data storage devices
- Describe computer hardware, components, and system
- Identify personal software programs
- Create a course folder structure using subfolders to organize and manage files

3. Computer Troubleshooting

- Examine troubleshooting techniques related to everyday computer use
- Recommend solutions to various computer problems
- Identify appropriate resolutions to common computer problems

2. Microsoft® Word

1. Verbs in the Active and Passive Voice

- Academic: Apply both active and passive voice in writing
- Academic: Construct a news article with proper paragraph alignment and indentation
- Technology: Compose a typed news article using the Tab key to indent text or apply double spacing between paragraphs using the Enter key

2. Verbs Expressing Mood

- Academic: Identify and analyze indicative, imperative, and subjunctive verb moods in context
 - Technology: Demonstrate how to bold, italicize, and underline text using buttons and menus available in the Home ribbon
 - Technology: Apply the same font face throughout a document
3. Characters, Setting, and Plot
- Academic: Identify parts of a story
 - Academic: Outline and summarize the characters, setting, and plot of a story
 - Technology: Organize the structure of a story within a document by inserting columns and column breaks to add headings
4. Thematic Poetry
- Academic: Illustrate the rhyme scheme of a favorite song
 - Academic: Identify and explain the theme and rhyme scheme of poetry
 - Technology: Demonstrate inserting a table to construct and display the rhyme scheme of poetry
5. Technology for Searching: Cyberbullying
- Academic: Locate articles in a database using specific search parameters
 - Technology: Construct a search log to cite works by inserting a table and hyperlinks
 - Technology: Apply font formatting to identify key information gained in research
 - Technology: Conduct online database searches using Boolean operators
6. Technology for Publishing: Cyberbullying
- Academic: Design an informative or explanatory text about cyberbullying
 - Academic: Identify important information to educate others about cyberbullying
 - Technology: Utilize multimedia sources to insert images and captions
 - Technology: Demonstrate inserting a footnote to cite sources
 - Technology: Demonstrate correcting grammatical and punctuation errors using the Spelling and Grammar tool

3. Microsoft® PowerPoint

1. Natural Disasters
- Academic: Identify several types of natural disasters
 - Academic: Conduct in-depth research into one natural disaster
 - Technology: Utilize Microsoft® PowerPoint to create an informative presentation about a natural disaster
 - Technology: Integrate Action buttons, images, and text boxes to create multidimensional slides in a presentation about a natural disaster
2. Today in History
- Academic: Outline historical events in chronological order
 - Academic: Utilize visual aids to enhance presentations
 - Technology: Create a historical timeline, utilizing transitions between slides in Microsoft® PowerPoint
 - Technology: Incorporate animations into a timeline
3. Historical Points of View
- Academic: Explore the history of the women’s suffrage movement in the United States of America
 - Academic: Examine political cartoons to understand differences in opinion
 - Technology: Create a Microsoft® PowerPoint presentation of the women’s suffrage movement using the Photo Album feature
 - Technology: Provide analysis of images from the women’s suffrage era in a digital presentation

4. Progressive Era
 - Academic: Identify key issues and themes of the Progressive Era
 - Academic: Describe aspects of the Progressive Era utilizing a concept map
 - Technology: Create a concept map by inserting and formatting a SmartArt graphic in a Microsoft® PowerPoint presentation
5. Technology for Publishing: Progressive Era
 - Academic: Analyze and research reforms of the Progressive Era
 - Academic: Create a concept map based on research about a Progressive Era topic
 - Technology: Search for historical prints and photographs using the Library of Congress database
 - Technology: Construct a presentation about the Progressive Era incorporating slide transitions and animations

4. Microsoft® Excel

1. Scatter Plots
 - Academic: Create a scatter plot in order to visualize relationships within data
 - Academic: Identify and name ordered pairs on a scatter plot using the x- and y-axes
 - Technology: Examine data organized in columns and rows in Microsoft Excel
 - Technology: Build a scatter plot diagram in Microsoft Excel using given coordinates
 - Technology: Interchange the x- and y-axes of a scatter plot in Microsoft Excel
2. Scatter Plots: Comparing Variables
 - Academic: Create and analyze data in scatter plot diagrams
 - Academic: Investigate common trends within scatter plot diagrams
 - Technology: Analyze a scatter plot diagram
 - Technology: Utilize Microsoft® Excel to create a data table
3. Scatter Plots: Trend Lines
 - Academic: Explore the relationship between a country's land area and population
 - Academic: Identify and describe reasons for outliers along a trend line
 - Technology: Create a digital scatter plot to analyze trends
 - Technology: Insert a trend line into a scatter plot to determine negative or positive correlation
4. Creating a Database
 - Academic: Collect data in order to create a digital database
 - Technology: Construct a database in Microsoft® Excel by entering data into fields and records
 - Technology: Define and understand the purpose of fields (cells) and records (rows) in a database
 - Technology: Reorganize and analyze data in a database using the sorting and filtering options
5. Creating a Pivot Table
 - Academic: Utilize an existing database to support further data analysis
 - Technology: Create and modify a pivot table to analyze data
 - Technology: Format data to display percentages and currency using the Format Cells window
6. Frequencies
 - Academic: Calculate frequencies within a set of data
 - Academic: Interpret data trends using a histogram
 - Technology: Create a histogram using the column chart option in Microsoft® Excel
7. Data Analysis
 - Academic: Create and conduct an original survey
 - Academic: Interpret survey data using tools in Microsoft® Excel
 - Technology: Create and analyze a scatter plot using original data
 - Technology: Enter original data into a worksheet in Microsoft Excel

5. Study Strategies

1. Tools for Organization and Time Management
 - Identify time management skills
 - Create a planning tool to manage time
 - Identify time management areas of improvement
2. Idea Organization Using Graphic Organizers
 - Evaluate the usefulness of a digital graphic organizer
3. Idea Organization Using Memory Aids
 - Generate memory aids for academic concepts
 - Differentiate between various types of memory aids
4. Learning Through Games and Simulations
 - Examine personal learning gain through an online science game
 - Assess the value of online games and simulations for learning
5. Study Strategies
 - Identify current study habits
 - Construct a presentation on study strategies
6. Test-Taking Strategies
 - Examine test-taking strategies for five types of tests
 - Prepare concise summaries of test-taking strategies
7. Goal Setting
 - Identify objectives to reach educational or career goals
 - Devise a goal-planning presentation based on academic study skills

6. Internet Safety

1. Acceptable Use Policy
 - Identify important features of an Acceptable Use Policy
 - Review the school's Acceptable Use Policy
2. Proactive Protection Online
 - Identify the basic risks associated with Internet use
 - Illustrate knowledge of a chosen Internet security topic
 - Create a presentation conveying an Internet security topic
 - Develop an understanding that those met online are strangers
3. Cybersafety and Photo Management
 - Identify appropriate behavior for photo management on the Internet
 - Recommend alternative actions for cybersafety scenarios
4. Your Digital Footprint
 - Differentiate between active and passive digital footprints
 - Identify reasons why digital footprints matter
 - Create an informative brochure about digital footprints
5. Cyberbullying
 - Gain a basic understanding of cyberbullying through reading and discussion
 - Summarize theme and key learning points from a story in a Microsoft® PowerPoint presentation
 - Discuss strategies for coping with an online bullying situation
6. Computer and Internet Health Issues
 - Explore health issues that result from prolonged computer usage

- Identify strategies to maintain health and body while using digital technologies
7. Media Literacy
 - Define media literacy
 - Identify sources of bias in media
 - Create a media product to promote media literacy
 8. The Power of Media
 - Identify media sources
 - Define and assess public service announcements (PSAs)
 - Understand the power the media have in changing perceptions and behavior
 - Utilize media to put a message out
 9. Predator Awareness
 - Identify online behavior that is unsafe, demonstrating an understanding of how to avoid online predators
 - Understand the grooming process as it relates to online predators
 - Promote Internet usage related to predator awareness
 10. Cyber Community Citizenship
 - Define communities in both the physical and virtual worlds
 - Evaluate website safety and appropriateness
 11. Creation and Copyright
 - Categorize tangible and intellectual property
 - Develop an understanding of online piracy
 - Explain the importance of obeying copyright laws
 12. Music Makers: Scripts
 - Recognize terminology related to copyrights in the music industry
 - Describe the effects of copyright laws on a group of people
 13. Plagiarism
 - Define plagiarism and paraphrase
 - Illustrate ways to avoid plagiarism
 14. Fair Use
 - Identify fair use and recommend actions for its application
 - Create a poster of tips for copyright rules and fair-use exceptions
 15. Integrated Literacy
 - Review security concepts related to the online community
 - Plan and prepare the components of an educational story
 - Write a story relating online safety measures to a younger audience
- 7. Digital Publishing**
1. Exploring a Topic
 - Investigate the impact that technology has had on education
 - Utilize Boolean search operators to conduct research
 2. Investigating Design
 - Identify and define elements of design
 - Analyze how the design element was used to create a logo
 - Apply various design elements within a digital project
 3. Creating a Movie

- Design an informative presentation using movie software to communicate the impact of technology on education
4. Collaborating Online
 - Evaluate and provide feedback on student work
 5. Evaluating the Product
 - Conduct a self-assessment of a project based on the criteria presented in a rubric



Freshman Success

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

The Freshman Success course aids students in a successful transition to high school. The courses units include Resources, Integrity, High School 101, Strategies for Success, and College and Career Readiness.

The following are the course objectives:

- Get to know available high school resources and support system
- Realize the importance of conducting oneself with integrity
- Understand why it is important to graduate from high school
- Identify and practice some general strategies that will contribute to success
- Learn about next steps after high school
- Get started on the right foot

Course Outline

1. Freshman Success Course Overview

1. Introduction

- Get to know your high school resources and support system
- Realize the importance of conducting yourself with integrity
- Understand why it is important to graduate from high school
- Identify and practice some general strategies that will contribute to your success
- Learn about next steps after high school in just a few short years
- Get started on the right foot

2. Resources

1. You Are Not Alone
2. About You
3. Navigating Connexus®
4. Getting Organized
5. Tips and Tricks
6. Social Opportunities

3. Integrity

1. Academic Integrity

- Describe academic dishonesty.
- Identify examples of academic dishonesty.

- Develop strategies to protect your personal academic integrity.
- 2. How to Avoid Plagiarism and Cheating
 - Learn ways to avoid plagiarism and cheating when you are completing your assignments and tests.
- 3. Communications Etiquette
- 4. Bullying Stops with Me
 - Identify different types of bullying.
 - Explain how to help if faced with a bullying situation, either as a victim or a bystander.
 - Understand how to build healthy relationships with others.
- 5. Grade Check #1
 - Identify at least one action you have taken as a result of your reflection to bring up one or more of your grades.

4. High School 101

1. Graduation Requirements
2. Grade Point Average (GPA)
3. High School Grade Book
 - Learn how to use your Grade Book.
4. High School Transcript and Four-Year Plan
5. State Testing

5. Strategies for Success

1. Learning Preferences
 - Explore different kinds of learning preferences
2. Note Taking
 - Learn various tips that will help make your note-taking more efficient and more effective.
3. Research Tools
 - Learn to identify qualities of a credible source as well as learn search methods for finding sources.
4. Time Management
 - Explore different strategies to help manage your time effectively.
5. Study Habits
 - Identify a particular habit that you can improve upon
6. Test-Taking Strategies
 - Learn, practice, and utilize some common test-taking strategies to improve your performance.
7. Managing Stress
 - Review some of the topics covered in this course to help you manage your stress
8. Goal Setting
9. Growth Mindset
 - Learn what a growth mindset is, as opposed to a fixed one
10. Math! We've Got This!
 - Explore different strategies to help manage your attitude towards math and improve your math study skills
11. Grade Check # 2
 - Identify at least one action you have taken as a result of your reflection to bring up one or more of your grades.

6. College and Career Readiness

1. Options After High School
2. Interests, Abilities, and Values
 - Learn about yourself and what careers may be a good fit for you

3. College Majors and Job Market
4. College Entrance Exams
5. College Exploration
 - Choose 2–3 colleges that you are particularly interested in and do some research to learn more about them
6. Grade Check # 3
 - Identify at least one action you have taken as a result of your reflection to bring up one or more of your grades.

What you will learn in this course



Health Sciences: The Whole Individual

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and the measles identified and diagnosed? Health sciences provide the answers to questions such as these. In this course, students will be introduced to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. They will explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Unit 1: The World of Health Sciences

Since ancient times, people have tried to gain a better understanding of diseases and health. They have studied, experimented, and observed in an effort to learn what causes disease, what

treatments work best, and how best to promote health. Although the methods of doing so may differ today, we are still applying scientific methods to learn more about health and wellness. In this unit, we will learn more about the field of health science, including some of the history of health sciences and trends in the field.

What will you learn in this unit?

- Discuss the history of health sciences.
- Explain the different areas of the healthcare system.
- Examine different types of healthcare sites.
- Consider different payment options in the healthcare system.
- Discuss some of the trends affecting the health sciences.

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Careers in Health Science

The health sciences include a wide range of career options. Many people are attracted to health science careers in order to help others and to prevent disease and illness. In this unit, we will learn more about some of the career options available in the field of health sciences. We will also consider some of the different levels of patient care in the field and some of the common characteristics shared by health science professionals.

What will you learn in this unit?

- Discuss the different levels of service in the healthcare field.
- Learn about some of the common characteristics shared by healthcare professionals.
- Examine different health science professions and their contributions to the field.
- Discuss some of the responsibilities within health science professions.

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- Learn more about licensing, certification, and educational requirements in health science careers.

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: The Life Span

Throughout our lives, we experience a number of changes physically, mentally, emotionally, and socially. These changes can have an impact on our overall health and wellness. In this unit, we will learn more about the different stages of the human life span and the development that occurs during each stage. In doing so, we will also learn more about health issues that may be related to people's development at each stage of the life span.

What will you learn in this unit?

- Define and discuss human development and the different aspects of development.
- Identify the different stages of the human life span.
- Examine some of the physical development and changes that occur during each stage of the life span.
- Discuss some of the cognitive development and changes that occur during each stage of the life span.
- Consider some of the health issues that may affect people at each stage of the life span.

UNIT 3 Assignments	
Assignment	Type

Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Technical Skills

Health science careers often require specialized knowledge and skills. These are important so that health science professionals can effectively help individuals care for their health. In this unit, we will learn more about some of these skills, including checking vital signs, converting measurements, and performing emergency CPR and other actions.

What will you learn in this unit?

- Identify vital signs and how vital signs are measured.
- Review the different systems of measurement that affect health science professions.
- Discuss the steps in performing CPR.
- Examine AEDs and how they are used.
- Discuss some common first aid practices.

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: Health and Wellness

Cancer, diabetes, HIV/AIDS, heart disease, stroke; our world sometimes seems like it is full of illness and disease. We spend billions of dollars each year in medical treatments and research into treating these diseases. However, we are not necessarily at the mercy of disease and illness. We can make choices in our lives that lower our risk of illness and disease and make us healthier. In this unit, we will learn more about the area of health and wellness. We'll discuss preventative medicine and examine some of the alternative and complementary practices that people use to stay healthier and treat conditions that they may encounter.

What will you learn in this unit?

- Examine the different dimensions of health.
- Define preventative medicine.
- Discuss aspects of preventative medicine.
- Examine some alternative medical systems.
- Consider some alternative and complementary medical practices.

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Health Science 1 Midterm Exam

- 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.)

MIDTERM Assignments	

Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 6: Leadership and Teamwork

For the health sciences to work effectively and efficiently, strong leadership and teamwork needs to be present. In this unit, we will learn more about these two areas, including discussing what makes a person a good leader and what characteristics are shared by effective teams. We'll also learn more about some of the theories and explanations for why certain people become leaders and the ways in which they lead others.

What will you learn in this unit?

- Discuss some theories of leadership and leadership styles.
- Identify some of the characteristics that leaders often have.
- Discuss the characteristics of effective healthcare teams.
- Examine steps in building an effective healthcare team.
- Consider some conflict styles and approaches to conflict resolution that people often use.

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Health Communication

Communication is a vital aspect of the health sciences. By communicating, health science professionals exchange ideas, discuss treatments with patients, and give instructions to other healthcare professionals. In this unit, we will explore health communication and how to make

this communication more effective. We'll learn more about barriers to communication and techniques that healthcare professionals can use to improve communication with patients and other healthcare professionals.

What will you learn in this unit?

- Define communication and health communication.
- Discuss some of the characteristics of health communication.
- Examine barriers to effective communication.
- Learn about active listening techniques.
- Explore aspects of body language in healthcare settings.

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Ethics and Legal Issues

The health science field often involves complex situations and decisions. It is also a field where simple mistakes can have devastating consequences. As such, the health sciences intersect with both legal and ethical issues on a regular basis. In this unit, we'll learn more about some of the legal responsibilities that healthcare professionals have and some of the ethical issues that exist in the health sciences today.

What will you learn in this unit?

- Define medical legal terms such as medical malpractice and negligence.
- Discuss the legal responsibilities of health science professionals.
- Identify laws and practices that protect patients in the healthcare system.
- Consider how medical ethics affect the health sciences.
- Explore the legal and ethical issues of medical confidentiality and end-of-life care.

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Safety

What would you do if a fire started in a hospital? What if you were exposed to bloodborne pathogens? In this unit, we will learn about some of the common risks in the health sciences and how health science professionals can reduce their risks when dealing with these potential dangers. In particular, we will discuss common healthcare risks such as bloodborne pathogens, fires, falls and trips, injuries, infections, and stress.

What will you learn in this unit?

- Discuss bloodborne pathogens and how the risk of exposure can be reduced.
- Understand the actions that a healthcare professional should take if a fire breaks out in a setting with patients.
- Examine how ergonomics help to reduce the risk of pain and injuries for healthcare workers.
- Discuss how to reduce the risk of infections.
- Consider the effects of stress and how stress can be reduced for healthcare professionals.

UNIT 9 Assignments	
Assignment	Type
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab	Homework

Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Informatics and Technology

Technology is having a great impact on the world today, including in the health sciences. In this unit, we will consider some of the ways that technology impacts health informatics. We will discuss some of the advantages and disadvantages of electronic health data and records and learn about some of the ways in which technology is changing health communication. We will also discuss the effects that intercultural communication can have on communication and informatics.

What will you learn in this unit?

- Define medical technology and informatics.
- Examine the advantages and disadvantages of electronic data records.
- Consider some of the ways that technology is affecting health communication and informatics.
- Discuss how to write an effective health e-mail.
- Examine how intercultural differences can affect health communication.

UNIT 10 Assignments	
Assignment	Type
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Activity	Homework
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Health Science 1 Final Exam

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- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

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- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



Health Science 2: Patient Care & Medical Services

Challenging. Variable. Rewarding. These three words can be used to describe many careers in the health sciences. In this course, you will learn more about what it takes to be a successful health science professional, including how to communicate with patients. You'll explore the rights and responsibilities of both patients and health science professionals in patient care and learn more about how to promote wellness among patients and health care staffs. Finally, you'll learn more about safety in health science settings and the challenges and procedures of emergency care, infection control, and blood-borne pathogens.

Health Science 2 Certification Project

Learning Objectives:

- Receive training in cardio pulmonary respiration (CPR)

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- Receive training for using an automated external defibrillator (AED)
- Receive training in removing foreign body airway obstructions (FBOA)
- Receive training in basic first aid

CERTIFICATION PROJECT Assignments	
Assignment	Type
Health Science 2 Certification Project	Homework

Unit 1: Healthcare Systems

Health services is one of the fastest-growing industries in the United States, and this unit explores the ways in which these services are delivered. Health insurance is an important part of the industry, and there are several types to meet patients' needs. Taking care of patients is not just up to doctors; it requires a team of healthcare professionals to ensure patients' needs are met. For this team to be effective, the patient needs to work with the team and do their part to help the team deliver the most effective care. As with all industries, health science adapts with the times, including responding to new legislation, using technology to improve services, and responding to pressing health issues.

What will you learn in this unit?

- Identify the basic components of the health care delivery system, including public, private, government, and nonprofit sectors
- Discuss common methods of payment for health care services
- Describe the composition and functions of a health care team
- Explain factors that influence the current delivery system of health care
- Interpret the impact of emerging issues—including technology, epidemiology, bioethics, and socioeconomics—on health care delivery systems

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework

Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Communication in Healthcare

This unit explores the importance of communication skills in health science. One of the first steps is using the specific language of the medical profession. This shared language helps health care workers communicate with each other. Furthermore, many professionals will spend a lot of time communicating with patients. Understanding the basics of effective communication can help health care professionals get the information they need to best serve their patients. In addition, recognizing some of the reasons that communication breaks down lets health science professionals avoid some common pitfalls.

What will you learn in this unit?

- Correctly use appropriate medical terminology and abbreviations
- Explain the importance of patient/client education regarding health care
- Develop basic speaking and active listening skills
- Analyze elements of communication using a sender–receiver model
- Distinguish between and report on subjective and objective information

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Legal Responsibilities and Patients' Rights

This unit explores the various ways in which health care is regulated and the obligations these requirements create for the members of the healthcare team. The standard for patient care is defined at many levels, ranging from federal law to the rules of an individual healthcare facility. Healthcare professionals need to know all relevant laws and how to inform patients of their rights while undergoing medical treatment.

What will you learn in this unit?

- Discuss the legal framework of the health care occupations, including scope-of-practice legislation
- Recognize practices that could result in malpractice, liability, negligence, abandonment, false imprisonment, and fraud
- Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)
- Explain the Patient's Bill of Rights
- Describe advance directives

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Healthcare Workers' Responsibilities in the Workplace

This unit explores the laws designed to protect employees in health care, including their right to a safe workplace free of harassment. At the same time, employees in health care need to be particularly mindful of the professional ethics that define how they perform their duties. Those in health care will face a variety of ethical issues in the course of their work since life or death choices are part of the job. Legal and ethical obligations work together to provide guidelines for those in the field to effectively care for patients. These ethics also help shape employee

behavior, particularly in such sensitive areas as the handling of controlled substances, where accountability is key.

What will you learn in this unit?

- Explain the laws governing harassment, labor, and employment
- Differentiate between legal and ethical issues in health care
- Recognize and learn how to report illegal or unethical practices of health care workers
- Identify and compare personal, professional, and organizational ethics
- Distinguish among the five schedules of controlled substances

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: Wellness

This unit explores the principle of wellness and what it takes to be physically and mentally healthy. Regular screening and examinations are an essential part of the equation, as is attention to diet and exercise. These health habits make a difference over the course of a lifetime. Avoiding high-risk behavior—such as smoking, consuming alcohol, and taking illegal drugs—also makes for a longer and healthier life. Managing stress, even in extreme circumstances, such as after the death of a loved one, is also an important skill. When individuals take these steps to maintain wellness, they are paving the way for a long and healthy life. In addition to traditional medical practice, for an increasing number of Americans, personal wellness depends on using alternative medicine to promote health and wellness.

What will you learn in this unit?

- Describe strategies for prevention of diseases, including health screenings and examinations

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- Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body, and apply safety practices related to these and other high-risk behaviors
- Explain the basic concepts of positive self-image, wellness, and stress
- Develop a wellness and stress-control plan that can be used in personal and professional life
- Recognize the steps in the grief process

UNIT 5 Assignments	
Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Health Science 2 Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 6: Workplace Safety

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This unit explores the many safety practices put into place by the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control (CDC) to protect those working in health care on the job. Safety comes through proper training on managing common hazards in the workplace, such as working with chemicals and moving heavy objects or patients. Creating a safe environment is not just for employees; health care workers need to keep their own, their coworkers', and their patients' safety in mind as well. Making sure that they avoid common medical errors and follow recommended guideline for identifying patients help make patients safer while they are in medical facilities. Guidelines for moving patients also benefit employees and patients since they eliminate the chance of injury for both. In the event of an emergency, health care workers need to be able to take care of themselves and their patients, so knowing emergency procedures is also part of a successful career in the health sciences.

What will you learn in this unit?

- Recognize safe and unsafe working conditions and know how to report safety hazards
- Identify and describe methods in medical error reduction and prevention in various health care settings
- Follow Materials Data Safety sheets (MSDS) and comply with safety signs, symbols, and labels
- Demonstrate proper body mechanics and ergonomics
- Implement fire, safety, disaster, and evacuation procedures

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Emergency Care and Infection Control

This unit explores the basic procedures for administering first aid and when it is appropriate to offer emergency treatment to a stranger in public. It also defines the body's vital signs and provides basic instructions for taking and recording them. Understanding the role of microbes

and how they move through the environment allows those in health care to limit their spread through sterilization processes, hand-washing, and appropriate disposal of biohazardous materials. When these steps are taken, the environment is safer for everyone. When problems emerge in a health care setting, turning to root-cause analysis offers valuable insight into the core issues creating the problems. Only when these are identified can productive solutions be put in place.

What will you learn in this unit?

- Describe legal parameters relating to the administration of emergency care
- Monitor and record vital signs
- Define principles of infection control, including standard and transmission-based precautions
- Demonstrate knowledge of medical asepsis and practice procedures, such as hand-washing and isolation
- Explain and apply the theory of root-cause analysis

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Technology in Healthcare and Medical Math

This unit explores the role of technology in health care, particularly the kinds of computers and medical devices that health care professionals use to perform the basic duties of their jobs. Computers are used for everything, from recording information to diagnosing medical problems, so those working in health care need to know how to use them effectively. One of the most common uses of technology is for communication, whether it's researchers sharing medical breakthroughs around the world or patients communicating more effectively with their doctors.

As valuable as technology is, those in health care still need to use their basic math skills.

Understanding basic principles, like ratios or how to convert pounds to kilograms, ensures that medical professionals have the skills that they need to get the job done.

What will you learn in this unit?

- Describe technology applications in health care
- Measure time, temperature, distance, capacity, and mass/weight
- Evaluate data and draw conclusions
- Construct viable arguments and critique the reasoning of others
- Organize and communicate the results obtained by observation and experimentation

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Blood-Borne Illnesses

This unit examines the most common blood-borne illnesses, including HIV/AIDS, and hepatitis B and C. Understanding how these viruses are transmitted is one of the most important steps in preventing their spread. Specific behaviors encourage the spread of these diseases, and health care professionals are obligated to educate patients about what they need to do to reduce risk. In addition, specific processes must be followed when testing patients for blood-borne illnesses. Because these diseases pose a risk to health care workers, they also need to know how to protect themselves and the actions to take should they be in danger of infection.

What will you learn in this unit?

- Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing

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- Identify community resources and services available to individuals with diseases caused by blood-borne pathogens
- Recognize at-risk behaviors that promote the spread of diseases caused by blood-borne pathogens, and the public health education necessary to combat the spread of these diseases
- Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens to the care of all patients following CDC guidelines
- Recognize emerging diseases and disorders

UNIT 9 Assignments	
Assignment	Type
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab	Homework
Unit 9 Activity	Homework
Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Getting a Job in the Healthcare Industry

This unit explores expectations of professional conduct in the health care industry, including personal qualities of health care workers and attention to personal presentation. It also emphasizes the importance of teamwork and the components of effective leadership. You will get an overview of the multiple career paths available in health care and learn the process of looking and applying for a job. This includes an overview of the education and credentialing requirements in health care and how to navigate the application process.

What will you learn in this unit?

- Demonstrate the personal traits or attitudes desirable in a member of the health care team
- Discuss levels of education; credentialing requirements, including licensure and certification; employment opportunities; workplace environments; and career growth potential
- Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, biotechnology research and development)
- Develop a job-specific résumé

- Identify characteristics of effective teams

UNIT 10 Assignments	
Assignment	Type
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Activity 1	Homework
Unit 10 Activity 2	Homework
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Health Science 2 Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course



Health Science: Public Health

What is public health? Who decides which diseases get funding and which do not? What are the reasons for health inequality? Study both infectious and non-communicable diseases as well as learn how we conquer these on a community and global level through various methods, including proper hygiene, sanitation, and nutrition. Explore the role of worldwide current and future technologies and the ethics and governance of health on a global scale, and discover unique career opportunities you can pursue to make a difference.

Field Experience Project (Optional)

Some states require field experience, and this course includes a field experience project. Check with your school's administrator about how to complete this project. Recommended materials for the field experience appear below. Schools are responsible for overseeing and assessing this experience.

Pennwood Cyber Charter School Application

- Transportation to and from field experience
- Proper attire for chosen field experience
- Notebook or clipboard with loose-leaf paper
- Audio recording app (optional)
- Landline or cell phone to make phone calls

Unit 1: What is Global Health?

Global Health: Those two words are large enough on their own, but together, they create a wide, almost-impossible scope for a healthcare worker. How can one person ever hope to care for the entire world? Fortunately, it isn't up to individuals working alone; this task requires that national and regional healthcare systems work together for the improvement of everyone's health. It's easy enough now for people to pack up and travel across the planet; and diseases do the same thing. Only through coordination and cooperation can we hope to offer quality health care to everyone.

What will you learn in this unit?

- Describe an epidemiologist's contributions to public health
- Assess the world's health through data analysis
- Explain how the Sustainable Development Goals and global health are related
- Analyze a country's response to a disease outbreak and determine if their health system is sustainable

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Activity
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Why So Unequal?

Different countries and regions have different burdens of disease, and even within the same country or neighborhood, the health of individual people varies widely. Why are there such great variances in personal health? What causes them? While some of these differences are influenced by biological distinctions, many are a byproduct of sociological systems humans have created. To understand why health, access to health care, and motivation for treatment varies across the globe, we have to look more closely at the systems that are creating these differences.

What will you learn in this unit?

- Explain how inequities arise when groups move from norms into institutionalized systems
- Analyze historical global healthcare models against the institutionalization of racism
- Describe how the social determinants of health care have as great an impact on personal health as biological determinants
- Give examples of inequity in the US healthcare system

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Activity
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Who's in Charge?

Once countries accept that they are responsible for providing health care to their residents, they have to decide *how* they will provide it and *who* will pay for it. Healthcare systems are the result of these decisions, and they vary greatly from country to country. Everyone wants access to quality health care without great risk to their savings account, but some health-system models are friendlier to the pocketbook than others. Comparing the different systems of countries gives a clear view of national priorities and helps us to appreciate their concerns.

What will you learn in this unit?

- List the actors in a healthcare system and describe their roles
- Describe the four healthcare system models, giving the advantages and priorities of each
- Analyze how differing priorities around the principles of healthcare systems can result in inequity
- Understand how the United States healthcare system compares to other countries

UNIT 3 Assignments	
Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Activity
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Location, Location, Location

Where you are matters to your health. Your location on this planet—from the country you live in, down to the nitty-gritty of what part of your city you live in, to where you go to work or school, and how you travel to get there—all impact your health to a degree. While biological and social factors have stronger, more immediate, impacts on a person’s health, we can’t leave out an environmental analysis because, like it or not, we are one with our environment, in sickness and in health.

What will you learn in this unit?

- Give examples of environmental health concerns at the household, workplace, community/regional, and global levels
- Describe how environmental health concerns are magnified as you move up the scale from the household level to the global level
- Analyze your immediate environment for environmental health concerns
- Offer steps someone could take to protect themselves from common household or workplace environmental concerns

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Activity
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: The Big Killers: Infectious Diseases

Infectious diseases really play the bad guys in the global health scenario. They are caused by pathogens invading our space and making us sick. This means that they are completely avoidable, if we could only isolate ourselves from all possible infectious materials and organisms. The problem is that we are social people; we interact. And as we interact, we exchange all kinds of things, from the visible to the invisible. One would hope that if we could just put some really good laws and public service announcements in place, we could rid the world of infectious disease. Too bad global health isn't as easy as that.

What will you learn in this unit?

- Define and use epidemiological terms related to disease transmission
- Describe the different ways malaria, HIV/AIDS, and tuberculosis are transmitted
- Analyze the efficacy of various control methods used for infectious diseases
- Explain the challenges related to global eradication of malaria, HIV/AIDS, and tuberculosis

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Activity

Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Big Killers: Noncommunicable Diseases

There is a whole other category of diseases that are not passed from person to person.

Noncommunicable diseases, such as heart disease, cancer, and diabetes, are often the delayed result of a number of preventable lifestyle choices. Though they used to be slow-moving and would show up in late adulthood, noncommunicable diseases are taking over as the major causes of death worldwide and are affecting younger and younger people. To understand these trends, we have to look at how economic forces and other motivating factors have become obstacles to healthy, lower-risk lifestyles.

What will you learn in this unit?

- Explain how noncommunicable diseases differ from infectious diseases in the way someone contracts the disease, and in their control and prevention options
- Describe how noncommunicable diseases are the result of personal lifestyle choices that are influenced by a number of societal factors
- List the steps for first-aid treatment for heart attacks, seizures, diabetic reactions, and stroke
- Reason why mental health must be given the same status as physical health in a patient’s prevention and treatment plan

UNIT 6 Assignments	
Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Activity
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Health Science Public Health Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 7: Fight Back: WASH

Are you itching to see what is being done about all these global health problems? A huge focus in global health is on providing universal access to clean water and safe sanitation. Through a combination of education, behavior modification, and infrastructure creation projects, households and communities experience a significant drop in infectious disease incidence. And when people are less sick, they have more energy to improve their lives, which is an all-around win for households and societies in general.

What will you learn in this unit?

- Describe the challenges associated with changing people’s behavior
- Analyze the success of WASH projects in different countries
- Explain how WASH projects scale up from the household to the global level
- Suggest a water or sanitation project that would work best in a community, given the environmental and cultural context

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework

Unit 7 Activity	Activity
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Fight Back: Nutrition

No matter whether you live in a place with no farm stands nearby or right next to a giant supermarket, a primary human concern is finding something to eat. Worldwide, people are struggling with eating well. Some people cannot get access to foods that provide enough energy and nutrients to keep them strong and healthy, so they lose what little reserves their bodies have. Other people have plenty of food options and select foods that do not supply the right kind of energy and nutrients, so instead of gaining muscle and strength, they gain fat. Proper eating habits directly contribute to personal health; therefore, food quality, food access, and food systems are important considerations in global health care.

What will you learn in this unit?

- Explain the different categories and signs of malnutrition
- Differentiate between macronutrients and micronutrients, giving examples of the roles they play in physical health
- Give examples of how looking at food production from a food systems perspective puts an emphasis on sustainability
- Describe how a conflict or other emergency situation creates health challenges

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Activity
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Fight Back: Maternal and Child Health

Women’s bodies can do amazing things. They can become a home for a fetus to develop within during pregnancy. Afterward, like other mammals, women’s milk becomes a food source for their young. Each step of an infant’s developmental process up until they are weaned off breastmilk is directly influenced by the health of the mother. Even after weaning, young children are utterly dependent on their caretakers to ensure that they have the things they need to be healthy and strong. From a global health perspective, taking care of mothers and children at this vulnerable time of pregnancy and early childhood helps to ensure the overall survival and flourishing of humans.

What will you learn in this unit?

- Summarize how women’s empowerment affects global health
- Give examples of specific moments in a woman’s life where her empowerment will lead to better health outcomes for herself and her family
- Describe several national food-fortification efforts, including their challenges and their outcomes
- Explain why cultural sensitivity is a key skill for a healthcare worker

UNIT 9 Assignments	
Assignment	Type
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab 1	Homework
Unit 9 Lab 2	Homework
Unit 9 Activity	Activity
Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Global Health Innovation

Whether you’re a chef, a mechanic, an Olympic athlete, or a pilot, having the proper tools makes your work a whole lot easier, not to mention safer. And better tools definitely yield better results. Health care is no different. Healthcare professionals need proper devices to diagnose and treat their

patients, not to mention research better methods of performing their services. Limit a healthcare professional’s tools, and you lose lives. Technology can do a lot for improving global health.

What will you learn in this unit?

- Identify the uses for imaging devices common to high-income countries’ radiology departments
- List and define the five categories of global healthcare innovation
- Give an example of an innovation for each of the five categories
- Assess a global healthcare project to see if it is well rounded and culturally appropriate

UNIT 10 Assignments	
Assignment	Type
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Activity	Activity
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Unit 11: Trial and Error: Clinical Trials and Ethics

As a medical researcher and innovator, you create clinical trials to test your ideas. These studies might lead to new drugs, devices, or other therapeutics that improve people’s lives. That’s the positive side of research. But before a drug makes it onto the market, a lot of decisions are made about what disease to focus on and how to create and test the drug. These decisions are part of clinical trial planning and must follow certain guidelines to make sure everyone is being treated fairly and with respect.

What will you learn in this unit?

- Give examples of quantitative research methods and their benefits
- Describe which moral framework related to health care is the most similar to your own
- Explain why ethics must be a part of health care and research studies
- Judge whether a clinical trial was performed ethically or not

UNIT 11 Assignments	
Assignment	Type
Unit 11 Critical Thinking Questions	Homework
Unit 11 Lab	Homework
Unit 11 Activity	Activity
Unit 11 Discussion 1	Discussion
Unit 11 Discussion 2	Discussion
Unit 11 Quiz	Quiz

Unit 12: Reaching Global Health

You've got the keys to the castle now! With the Sustainable Development Goals in your pocket, and all the case studies you've read from around the world, not to mention the developing list of careers contributing to different aspects of health care and the analytical framework to use when looking at health-related interventions, you've got all that you need to take the next step and become a global-health worker.

What will you learn in this unit?

- Give examples of content you've learned in this course that demonstrate each of the core competencies for global health
- Summarize what different healthcare professions contribute to global health and the SDGs
- Identify health-related volunteer programs or fellowship opportunities that interest you
- Explain the personal steps you can take to be healthy

UNIT 12 Assignments	
Assignment	Type
Unit 12 Critical Thinking Questions	Homework
Unit 12 Lab	Homework
Unit 12 Activity	Activity

Unit 12 Discussion 1	Discussion
Unit 12 Discussion 2	Discussion
Unit 12 Quiz	Quiz

Health Science Public Health Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



Home Life

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will choose from a selection of project-based activities designed to develop skills for daily living. Topics will include a variety of activities appropriate for all grade levels. Each project will include a portfolio assignment.

Home Life has been designed to allow families with multiple students to work together on a series of home-based projects. These include cooking, crafts, sewing, home maintenance, family outings, and genealogy.

Each project will be comprised of approximately four to six two-hour sessions that may be completed on a weekly basis or chunked together in a weekend or two. To receive credit, students must complete five, choosing the activities that best suit their family situation and interests.

This course will be graded by completion. Students must choose and complete at least five projects from a variety of topics to receive credit for this course. Students can submit more than five projects but they are only required to submit five. Projects will be submitted through the portfolio drop boxes at the end of each lesson. These projects are meant to be enjoyable activities that provide an opportunity for hands-on learning and valuable family time!

Course Outline:

1. **In the Kitchen**
 1. Chocolate Asphalt
 2. Pizza Pie
 3. Baking
 4. Culinary Creatures
2. **In the Garage**
 1. Home Maintenance
 2. Car Maintenance
 3. Bird House
 4. Building Bridges
3. **In the Store**
 1. Money Sense
 2. Building a Business: Lemonade Stand

4. In the Garden

1. Herb Garden
2. My Own Secret Garden
3. What It Means to Be Green
4. Orienteering
5. Backyard Ecosystem
6. Stargazing

5. In the Family

1. Family Outing
2. Genealogy
3. The Name of the Game
4. Making Music
5. Camp Craft
 - Understand how to plan an overnight camping trip
 - Identify essential gear
 - Understand the concept of “Leave-No-Trace” camping
 - Identify potentially harmful plants, animals, and insects
6. Interactive Art
 - Create original artwork
 - Analyze techniques by famous artists and translate the artists’ techniques into original artwork
 - Recognize and create post-impressionist, abstract expressionist, and Fauvism inspired artwork
7. Pet Care
 - Identify different types of pets, both common and uncommon
 - Summarize the responsibilities and costs involved in owning a pet
 - Apply good pet-care habits and practices to the care of your own pet
 - Create a photo journal displaying your pet-care knowledge and skills
 - Choose a pet that is right for you based upon your family’s needs and ability to meet the pet’s needs
8. Photography
 - Explore the history of photography
 - Understand and employ techniques that produce appealing photographs
9. Textiles and Clothing
 - Explain the history and purpose of textiles
 - Describe differences in fabric types
 - Compare how fashion changed during several eras
 - Design and implement patterns using multiple techniques
 - Create a finished product using textiles

Introduction to Computer Applications

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Course Outline

1. Introduction

1. Typing Skills

- Utilize keys from the home row, and rows above and below the home row to type individual letters and words
- Identify spelling errors with the opportunity to self-correct

2. Hardware, Components, and Operating Systems

- Compare and contrast input, output, processing, and data storage devices
- Describe computer hardware, components, and system
- Identify personal software programs
- Create a course folder structure using subfolders to organize and manage files

3. Computer Troubleshooting

- Examine troubleshooting techniques related to everyday computer use
- Recommend solutions to various computer problems
- Identify appropriate resolutions to common computer problems

2. Microsoft® Word

1. Verbs in the Active and Passive Voice

- Academic: Apply both active and passive voice in writing
- Academic: Construct a news article with proper paragraph alignment and indentation



- Technology: Compose a typed news article using the Tab key to indent text or apply double spacing between paragraphs using the Enter key
- 2. Verbs Expressing Mood
 - Academic: Identify and analyze indicative, imperative, and subjunctive verb moods in context
 - Technology: Demonstrate how to bold, italicize, and underline text using buttons and menus available in the Home ribbon
 - Technology: Apply the same font face throughout a document
- 3. Characters, Setting, and Plot
 - Academic: Identify parts of a story
 - Academic: Outline and summarize the characters, setting, and plot of a story
 - Technology: Organize the structure of a story within a document by inserting columns and column breaks to add headings
- 4. Thematic Poetry
 - Academic: Illustrate the rhyme scheme of a favorite song
 - Academic: Identify and explain the theme and rhyme scheme of poetry
 - Technology: Demonstrate inserting a table to construct and display the rhyme scheme of poetry
- 5. Technology for Searching: Cyberbullying
 - Academic: Locate articles in a database using specific search parameters
 - Technology: Construct a search log to cite works by inserting a table and hyperlinks
 - Technology: Apply font formatting to identify key information gained in research
 - Technology: Conduct online database searches using Boolean operators
- 6. Technology for Publishing: Cyberbullying
 - Academic: Design an informative or explanatory text about cyberbullying
 - Academic: Identify important information to educate others about cyberbullying
 - Technology: Utilize multimedia sources to insert images and captions
 - Technology: Demonstrate inserting a footnote to cite sources
 - Technology: Demonstrate correcting grammatical and punctuation errors using the Spelling and Grammar tool

3. Microsoft® PowerPoint

1. Natural Disasters
 - Academic: Identify several types of natural disasters
 - Academic: Conduct in-depth research into one natural disaster
 - Technology: Utilize Microsoft® PowerPoint to create an informative presentation about a natural disaster
 - Technology: Integrate Action buttons, images, and text boxes to create multidimensional slides in a presentation about a natural disaster
2. Today in History
 - Academic: Outline historical events in chronological order
 - Academic: Utilize visual aids to enhance presentations
 - Technology: Create a historical timeline, utilizing transitions between slides in Microsoft® PowerPoint
 - Technology: Incorporate animations into a timeline



3. Historical Points of View
 - Academic: Explore the history of the women’s suffrage movement in the United States of America
 - Academic: Examine political cartoons to understand differences in opinion
 - Technology: Create a Microsoft® PowerPoint presentation of the women’s suffrage movement using the Photo Album feature
 - Technology: Provide analysis of images from the women’s suffrage era in a digital presentation
4. Progressive Era
 - Academic: Identify key issues and themes of the Progressive Era
 - Academic: Describe aspects of the Progressive Era utilizing a concept map
 - Technology: Create a concept map by inserting and formatting a SmartArt graphic in a Microsoft® PowerPoint presentation
5. Technology for Publishing: Progressive Era
 - Academic: Analyze and research reforms of the Progressive Era
 - Academic: Create a concept map based on research about a Progressive Era topic
 - Technology: Search for historical prints and photographs using the Library of Congress database
 - Technology: Construct a presentation about the Progressive Era incorporating slide transitions and animations

4. Microsoft® Excel

1. Scatter Plots
 - Academic: Create a scatter plot in order to visualize relationships within data
 - Academic: Identify and name ordered pairs on a scatter plot using the x- and y-axes
 - Technology: Examine data organized in columns and rows in Microsoft Excel
 - Technology: Build a scatter plot diagram in Microsoft Excel using given coordinates
 - Technology: Interchange the x- and y-axes of a scatter plot in Microsoft Excel
2. Scatter Plots: Comparing Variables
 - Academic: Create and analyze data in scatter plot diagrams
 - Academic: Investigate common trends within scatter plot diagrams
 - Technology: Analyze a scatter plot diagram
 - Technology: Utilize Microsoft® Excel to create a data table
3. Scatter Plots: Trend Lines
 - Academic: Explore the relationship between a country’s land area and population
 - Academic: Identify and describe reasons for outliers along a trend line
 - Technology: Create a digital scatter plot to analyze trends
 - Technology: Insert a trend line into a scatter plot to determine negative or positive correlation
4. Creating a Database
 - Academic: Collect data in order to create a digital database
 - Technology: Construct a database in Microsoft® Excel by entering data into fields and records
 - Technology: Define and understand the purpose of fields (cells) and records (rows) in a database
 - Technology: Reorganize and analyze data in a database using the sorting and filtering options
5. Creating a Pivot Table
 - Academic: Utilize an existing database to support further data analysis
 - Technology: Create and modify a pivot table to analyze data



- Technology: Format data to display percentages and currency using the Format Cells window
6. Frequencies
 - Academic: Calculate frequencies within a set of data
 - Academic: Interpret data trends using a histogram
 - Technology: Create a histogram using the column chart option in Microsoft® Excel
 7. Data Analysis
 - Academic: Create and conduct an original survey
 - Academic: Interpret survey data using tools in Microsoft® Excel
 - Technology: Create and analyze a scatter plot using original data
 - Technology: Enter original data into a worksheet in Microsoft Excel
- 5. Study Strategies**
1. Tools for Organization and Time Management
 - Identify time management skills
 - Create a planning tool to manage time
 - Identify time management areas of improvement
 2. Idea Organization Using Graphic Organizers
 - Evaluate the usefulness of a digital graphic organizer
 - Analyze idea organization for a Google Earth tour by exploring the tool in terms of your hometown
 3. Idea Organization Using Memory Aids
 - Generate memory aids for academic concepts
 - Differentiate between various types of memory aids
 4. Learning Through Games and Simulations
 - Examine personal learning gain through an online science game
 - Assess the value of online games and simulations for learning
 5. Study Strategies
 - Identify current study habits
 - Construct a presentation on study strategies
 6. Test-Taking Strategies
 - Examine test-taking strategies for five types of tests
 - Prepare concise summaries of test-taking strategies
 7. Goal Setting
 - Identify objectives to reach educational or career goals
 - Devise a goal-planning presentation based on academic study skills
- 6. Internet Safety**
1. Acceptable Use Policy
 - Identify important features of an Acceptable Use Policy
 - Review the school's Acceptable Use Policy
 2. Proactive Protection Online
 - Identify the basic risks associated with Internet use



- Illustrate knowledge of a chosen Internet security topic
 - Create a presentation conveying an Internet security topic
 - Develop an understanding that those met online are strangers
3. Cybersafety and Photo Management
 - Identify appropriate behavior for photo management on the Internet
 - Recommend alternative actions for cybersafety scenarios
 4. Your Digital Footprint
 - Differentiate between active and passive digital footprints
 - Identify reasons why digital footprints matter
 - Create an informative brochure about digital footprints
 5. Cyberbullying
 - Gain a basic understanding of cyberbullying through reading and discussion
 - Summarize theme and key learning points from a story in a Microsoft® PowerPoint presentation
 - Discuss strategies for coping with an online bullying situation
 6. Computer and Internet Health Issues
 - Explore health issues that result from prolonged computer usage
 - Identify strategies to maintain health and body while using digital technologies
 7. Media Literacy
 - Define media literacy
 - Identify sources of bias in media
 - Create a media product to promote media literacy
 8. The Power of Media
 - Identify media sources
 - Define and assess public service announcements (PSAs)
 - Understand the power the media have in changing perceptions and behavior
 - Utilize media to put a message out
 9. Predator Awareness
 - Identify online behavior that is unsafe, demonstrating an understanding of how to avoid online predators
 - Understand the grooming process as it relates to online predators
 - Promote Internet usage related to predator awareness
 10. Cyber Community Citizenship
 - Define communities in both the physical and virtual worlds
 - Evaluate website safety and appropriateness
 11. Creation and Copyright
 - Categorize tangible and intellectual property
 - Develop an understanding of online piracy
 - Explain the importance of obeying copyright laws
 12. Music Makers: Scripts
 - Recognize terminology related to copyrights in the music industry
 - Describe the effects of copyright laws on a group of people

13. Plagiarism

- Define plagiarism and paraphrase
- Illustrate ways to avoid plagiarism

14. Fair Use

- Identify fair use and recommend actions for its application
- Create a poster of tips for copyright rules and fair-use exceptions

15. Integrated Literacy

- Review security concepts related to the online community
- Plan and prepare the components of an educational story
- Write a story relating online safety measures to a younger audience

7. Digital Publishing

1. Exploring a Topic

- Investigate the impact that technology has had on education
- Utilize Boolean search operators to conduct research

2. Investigating Design

- Identify and define elements of design
- Analyze how the design element was used to create a logo
- Apply various design elements within a digital project

3. Creating a Movie

- Design an informative presentation using movie software to communicate the impact of technology on education

4. Collaborating Online

- Evaluate and provide feedback on student work

5. Evaluating the Product

- Conduct a self-assessment of a project based on the criteria presented in a rubric



Introduction to Drawing

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Learning to draw is like learning any new skill: it takes practice, practice, practice. Introduction to Drawing is a one-semester course for beginning and intermediate artists that provides training in the application of artistic processes and skills. In this course, you will learn the basics of line, contour, shading, texture, perspective, composition, and action drawing. You will examine artwork and demonstrate your newly learned skills by creating several original works of art and compiling a portfolio of your artwork.

Course Outline

1. **Materials and Techniques**

- Identify the elements of art
- Identify tools used for pencil drawing
- Use a variety of pencil drawing techniques

2. **Training Your Eye**

- Differentiate contour drawing and outline
- Identify why careful observation so important when learning to draw
- Identify the tools and processes can you use to draw more accurately
- Compare and contrast the processes of drawing with and without a grid

3. **Line and Shape**

- Identify the characteristics of line
- Compare and contrast organic and geometric lines
- Identify implied lines
- Identify the characteristics of shape
- Identify the ways in which artists use shapes to organize their drawings or paintings

4. **Shading and Texture**

- Identify how value and shading affect drawing
- Differentiate natural and artificial light
- Differentiate actual and visual texture
- Identify the methods of chiaroscuro and tenebrism

5. **Introduction to Drawing Midterm Exam**

- Review the concepts you learned up to this point in this course
- Take a test to assess your understanding of the course content

6. Perspective

- Identify how linear perspective has on a drawing
- Differentiate one- and two-point perspective
- Identify atmospheric perspective
- Identify the purpose of the vanishing point in linear perspective

7. Proportion

- Identify how golden mean is applied in art and architecture
- Identify the role proportion plays in the creation of artwork
- Identify how the rule of 8 applies to the placement of features on the face
- Identify where the proportions of the golden mean are found in nature

8. Composition

- Differentiate the elements and principles of art
- Identify how artists use the principles of art to communicate ideas in their artwork
- Identify the purpose of thumbnail sketches in composition
- Apply the principles of art to your drawing
- Differentiate formal and informal compositions

9. Drawing Gestures and Action

- Differentiate gesture and action drawing
- Identify the types of line used in gesture and action drawing
- Identify the goals of gesture and action drawing

10. Art Evaluation and Careers

- Identify the four steps for evaluating a piece of artwork
- Describe how the elements and principles of art are used in a piece of artwork
- Interpret a piece of artwork to determine the author's purpose
- Judge a piece of artwork based on its subject, content, and composition

11. Introduction to Drawing Final Exam

- Review the concepts you learned in this course
- Take a test to assess your understanding of the course content



Introduction to Graphic Design A/B

Course Instructional Time: 170 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Can people communicate without using words? Do different colors invoke different emotions? Can artists use various textures to communicate a range of ideas? Absolutely! Designed to develop an understanding and appreciation for design, the Introduction to Graphic Design A course teaches the student to interpret visual representations and to communicate his or her own ideas and information graphically. By raising the student's awareness of design, this intermediate-level course establishes a strong foundation in the basic principles of graphic design. This course, the first in a two-semester series, introduces the student to scenarios that can be solved by applying creative techniques that yield innovative and effective design solutions. Though the course is structured around computer-assisted graphic design, the student will examine other types of design as well. The student will also learn to use Inkscape, an image-editing program that is provided, and will create several design compositions using this program.

Understanding the history of any area of study is important to learning about and appreciating society today. In Introduction to Graphic Design B, the second course in a two-semester series, the student will be introduced to the history of design and how various design movements have contributed to the field of design. The student will get answers to questions such as "What role does design play in society?" and "How does the field of design relate to other facets of society?" Understanding where the field of design comes from will help the student to appreciate the aesthetics and purposes for design today. In addition, this course expands on foundational knowledge in the basic principles of graphic design. The student will learn to communicate visually through effective layout and interface design. The student will also be introduced to appropriate techniques for the evaluation of art and design. Though the course is structured around computer-assisted graphic design, the student will examine other types of design as well. The student will learn to use Inkscape, an image-editing program that is provided for him or her, and will create several design compositions using this program.

Course Outline

Introduction to Graphic Design A

1. **Image Editing Software**
 1. Inkscape Software
2. **What is Design?**
 1. A Definition of Design
 - Define design and differentiate design from art

- Identify the intentions of a visual design, and evaluate how well the design meets these intentions

Visual Literacy

- Define cognitive overload and explain how one might avoid it in the design process
- Describe the role design plays in problem solving
- Define visual literacy
- Explain how limitations on the design process might affect the final design

Design with a Purpose

- Explain how context comes into play in design
- Explain why it is important that designers prioritize their focus when working on a design
- List and describe the three main purposes of design

Career Opportunities in Graphic Design

- Define ergonomics and describe how important it is to the design process
- Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings
- Explain how the field of graphic design is beneficial to society

What is Design? Unit Test

Art Form and Media

Graphic Design Media

- Define artistic media
 - Differentiate between fine and applied arts
 - Describe how the use of technology in the field of graphic design has been significant
 - Describe the history of technologies that are used in graphic design
 - Recognize how design processes of the past have influenced the vocabulary of modern design

Technology and Safety in the Studio

- Determine ways to safely dispose of electronic waste
- Explore ways that technology can help the environment
- Recognize technology transfer
- Identify ways to ensure safety in the studio

Techniques

- Identify techniques that artists use that influence viewers' responses to a piece of artwork

Copyright

- Define copyright
- Describe in your own words the reasons behind copyright laws
- Identify examples of copyright infringement
- Identify the copyright status of a given work
- Name each Creative Commons license and describe what each license protects

Art Form and Media Unit Test

The Design Process

Designing for an Audience

- Define the audience of a given design project
- Explain what factors to consider during an audience analysis
- Identify the major factors that need to be addressed based on a given design project's audience

The Design Process

- Describe how attitude affects creativity

- List the steps in the design process

Phase 1: Using Your Imagination

- Describe the two phases of the design process
- Describe the creative strategies of brainstorming, reverse brainstorming, free association, connecting ideas, and perspectives
- Describe how brainstorming, reverse brainstorming, free association, connecting ideas, and perspectives can be effective creative strategies
- Use the creative strategies of brainstorming, reverse brainstorming, free association, connecting ideas, and perspectives

Phase 2: Being Practical

- List and describe the four steps of phase two of the design process

Designing with Technology

- Explain the purpose of a prototype
- Describe what a recursive process is and how it is beneficial in a design project
- Describe the need and/or purpose behind a given design project
- Describe the role constraints and trade-offs play in the design process
- List the steps of the design process

The Design Process Unit Test

Elements of Design

Line

- Describe the messages that various types of lines can relay
- Describe the purposes of lines in design
- List and define the basic elements of design
- Use one or more lines in a design to communicate a message

Shape

- Describe the purposes of shapes in design
- Differentiate shape and form
- Differentiate figure and ground and identify how positive and negative space can be used in design
- Explain the potential connotations of any given shape
- Use one or more shapes in a design to communicate a message

Space

- Describe ways in which white space affects a design
- Describe ways to create nonlinear perspective in a two-dimensional design
- Differentiate linear, nonlinear, two-point, and three-point perspective
- Identify the vanishing point, horizon, and point of view in a design that uses linear perspective
- Use space in a design to communicate a message

Color

- Define value
- Describe each type of color scheme that is used in design
- Differentiate warm and cool colors
- Explain the potential connotations of any given color
- Explain the purpose of the color wheel
- Identify the complementary and tertiary colors of any given color
- List the primary and secondary colors

Texture

- Define texture
- Differentiate tactile and visual texture
- Explain how texture is used in design
- Explain the various factors a designer must consider when using texture

Type

- Define stroke, stem, x-height, baseline, ascender, descender, serif, sans serif, counter, point size, and ligature
- Describe evocative typography
- Describe the most generally accepted guidelines for the use of font in a design
- Explain how the choice of typeface can affect a design
- Explain why leading, kerning, and alignment are important in the design of text
- List and describe the seven basic families of type

Elements of Design Portfolio

- Use the elements of design to create a design

Elements of Design Unit Test

Principles of Design

Balance

- Differentiate near symmetry and perfect symmetry
- Differentiate symmetrical, asymmetrical, and radial balance
- Differentiate vertical and horizontal symmetry
- Explain how focal point is important in design
- Explain how various types of symmetry can be used to create balance in a design
- List and define the basic principles of design
- Use balance effectively in a visual design

Rhythm

- Differentiate regular, flowing, and progressive rhythm
- Explain how repetition, alternating patterns, gradation, and discord can be used to create rhythm in a design
- Use rhythm effectively in a visual design

Contrast

- Describe the diminuendo effect
- Describe the purposes of contrast in design
- Describe various ways to create contrast in a design
- Use contrast effectively in a visual design

Dominance

- Describe misplaced dominance
- Describe the purposes of dominance in design
- Describe the three levels of dominance in design
- Differentiate positive and negative space
- Explain why visual hierarchy is important in design
- Use dominance effectively in a visual design

Harmony

- Describe how continuance can be created in a visual design
- Explain how alignment can affect how the viewer perceives a design
- Explain the principles of proximity and similarity
- Use harmony effectively in a visual design

Principles of Design Unit Test

Final Project and Exam

Flag Design Final Project

- Use symbolism to communicate an idea
- Combine elements and principles of design appropriately in a piece of artwork

Graphic Design A Final Exam

Introduction to Graphic Design B

1. Image Editing Software

1. Inkscape Software
2. Exploring Inkscape

2. History of Graphic Design Part 1

1. Graphic Design Styles and Movements
 - Explain how design trends influenced later designers and thus their designs
 - Explain how historical events affected design styles during each movement
 - Explain why motifs are important
 - List the various design movements that occurred between 1850 and 2000

Victorian

- Explain how fashion, architecture, and packaging and marketing were influenced during the Victorian era
- Explain how the Victorian movement got its name
- Describe the characteristics of Victorian design
- Identify examples of Victorian design
- List some of the most famous Victorian designers

Arts and Crafts

- Explain the cultural shifts that led to the beginning of the Arts and Crafts movement
- Describe the characteristics of Arts and Crafts design
- List some of the most famous Arts and Crafts designers
- Identify examples of Arts and Crafts design

Art Nouveau

- Describe how the Art Nouveau movement got its name
- Describe the characteristics of Art Nouveau design
- Explain how Art Nouveau is a total style
- Identify examples of Art Nouveau design
- List some of the most famous Art Nouveau designers

Bauhaus

- Describe the decline of the Bauhaus movement
- Describe the characteristics of Bauhaus design
- Explain how the Bauhaus movement was influenced by the philosophy of the school after which it was named
- Identify examples of Bauhaus design
- List the most famous Bauhaus designers and their contributions to design

Art Deco

- Describe how the Art Deco movement got its name

- Describe the characteristics of Art Deco design
- Explain how Art Deco is a total style
- Identify examples of Art Deco design
- List some of the most famous Art Deco designers

Test: History of Graphic Design Part 1

History of Graphic Design Part 2

Doo-Wop

- Describe what events affected the Doo-Wop movement
- Describe the main characteristics of Doo-Wop design
- Describe which designers are best known from the Doo-Wop movement and why
- Identify examples of Doo-Wop design

International Typographic Style

- Describe the main characteristics of ITS
- Describe what led to the ITS movement
- Identify examples of ITS
- List which designers are best known from the ITS movement and why

Pop Art

- Describe the main characteristics of the Pop Art movement
- Explain what influenced and inspired the Pop Art movement
- Identify examples of Pop Art
- List which designers are best known for the Pop Art movement and why

Deconstructivism

- Describe the characteristics of Deconstructivism design
- Explain how the Deconstructivism movement got its start
- Identify examples of Deconstructivism
- List the most famous designers from the Deconstructivism movement

Digital Design

- Describe the typical characteristics of digital design
- Explain how the digital design movement got its start
- Explain what information graphics is and how it relates to digital design
- Identify examples of digital design
- List the most famous digital designers and information architects

Project: Historical Piece

- Create a design based upon an artistic movement

Test: History of Graphic Design Part 2

Layout

Layout

- Describe the importance of layout in design
- Describe the main purposes of a good layout
- Describe the purpose of a storyboard
- Explain why usability is important in design
- List the elements of a design that are typically described on a storyboard

Creating a Layout

- Describe how the audience of a design should be reflected in its layout
- Describe how the goal of a design should be reflected in its layout

- Describe how the topic of a design should be reflected in its layout

Balance, Hierarchy, and Consistency

- Describe the three levels of dominance
- Describe the various factors that affect a layout's balance
- Explain how dominance can be used to create hierarchy in a design
- Explain why consistency is important in the design of a layout
- List the steps for creating visual hierarchy

General Layout Guidelines

- Explain the Z-pattern and how it affects the design of a layout
- Explain the visual center of a layout
- Explain the rule of thirds
- Describe what factors to consider when laying out a design
- Identify the most appropriate alignment for a given image in a design

Type Layout

- Describe the factors to consider when choosing type attributes for a design
- Describe the importance of chunking
- Explain how designers use white space
- List and describe the various attributes of type
- Use the most appropriate spacing when designing type

Test: Layout

Designing for the Web

Interface Design

- Define interface and describe several examples
- Describe the various types of information, or navigation, structures and identify which navigation structure is most appropriate for a given situation
- Effectively communicate a message visually on-screen
- List and describe the seven considerations for web design
- List the most important usability factors to consider when designing for interaction

Navigation

- Describe the purpose of a site map
- Describe the purpose of breadcrumbs
- Explain how context affects the design of a navigation system
- Explain why it is so important to consider navigation in the design of an interface
- List and describe various navigation elements
- List and describe the five types of navigation
- List and describe various ways to mark a user's location on a website

Designing for the Web

- Differentiate between interface design considerations for online and local access applications
- List and describe the seven main factors to consider when designing for the web

Branding and Visual Identity

- Explain the importance of branding
- Identity elements of visual identity
- Analyze and evaluate the design of a website

Test: Designing for the Web

Final Project and Exam

Culminating Art Project

- Evaluate a piece of artwork from a gallery or museum using evaluation guidelines
- Evaluate your own artwork using evaluation guidelines

Graphic Design B Final Exam

What you will learn in this course

Medical Terminology 1a: Introduction

Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

Unit 1: Word Elements: Where it all Begins

Medical terminology is a language unique to a specialized field. To better understand medical terms, you need to first get to know the origin of words, how to dissect them, and how to build them. Part of this dissection and building process involves learning word parts and how to put those pieces together. In this unit we will learn prefixes, suffixes, and combining forms. We will also learn about origins of words that cannot be broken down using traditional methods. Additionally, we'll explore how some of these terms are abbreviated and cases in which these

abbreviations are not acceptable practice. So, let’s start putting the pieces of the puzzle together and learn more about this special language!

What will you learn in this unit?

- Describe the components making up a medical term and the process for defining a word using those components
- Explain uses for prefixes, suffixes, and combining forms
- Recognize commonly used prefixes, suffixes, and combining forms
- Identify common medical abbreviations as well as those on the Do Not Use List
- Describe the origin of an eponym and give examples of common eponyms

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: The Building Blocks of the Body

The body is an amazing structure made up of many cells, tissues, organs, and systems. We can break down the way the body is built from the tiniest structure up to entire body systems. Taken as a whole, we then learn about body movement and organization of body structures. By studying the cavities, regions, and quadrants of body organization, we are able to locate organs and other body structures and, by using this organizational system, health care providers are better able to pinpoint conditions and accurately communicate with patients. Ready to become an expert in navigating and identifying these structures? Let’s get started!

What will you learn in this unit?

- Describe the building blocks of the body and how they are organized, from cell to system

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- Define anatomic position and terms related to a change in that position
- Explain terms related to body movement and communicate body planes as related to anatomic position
- Explain the division of the body into cavities
- Describe the regions and quadrants of the abdomen and identify organs found in the different cavities, regions, and quadrants

UNIT 2 Assignments	
Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Move It: Understanding Body Movement

With so many body parts, we need to be able to describe exactly how each part moves. Medical terms relating to movement allow us to do just that! By exploring the world of body movement, we find different types of movement and different types of joints that make this happen. As part of this world, we'll learn abbreviations used commonly in medical documentation relating to these body parts and their movements. In addition, we'll discover the many career possibilities related to the movement of body parts. Ready? Let's get moving!

What will you learn in this unit?

- Define medical terms related to body movement
- Explain movements using medical terminology
- Describe types of joints found in the body
- Identify commonly used abbreviations related to movement
- Understand occupations related to body movements

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Breathing Easy: The Respiratory System

Breathing is an essential part of health and body function. The organs of the respiratory system make up a complex tree-like structure that helps us breathe without even thinking about it. To be an effective healthcare provider we must be familiar with the medical terminology that refers to the diseases, conditions, treatments, and tests of this system. We also need to be able to write and translate abbreviations and terms when documenting about this system. Let's take a deep breath and explore this airy world!

What will you learn in this unit?

- Identify and describe the functions of the organs in the respiratory system
- Recognize prefixes, suffixes, and combining forms related to the respiratory system
- Describe diseases and conditions of the respiratory system
- Explain common treatments and tests used when evaluating conditions of the respiratory system
- Write and translate abbreviations used in medical documentation for respiratory conditions

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework

Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Medical Terminology 1a Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Going with the Flow: The Cardiovascular System

We feel our heart beat all the time, but what's the reason and what's it really doing? We'll now explore the cardiovascular system with its organs and find our answers! As we investigate the workings of this system, we'll learn the medical terms and word parts that describe different areas. As with any part of the body, things can go wrong. Our journey will take us through some of the conditions and diseases of this system, along with tools, tests, and treatments used in this world. Let's get our blood pumping!

What will you learn in this unit?

- Describe the organs of the cardiovascular system and their functions
- Recognize and use the prefixes, suffixes, and combining forms related to the cardiovascular system
- Identify common diseases and conditions of the cardiovascular system
- Explain tools, procedures, and tests used in diagnosing and treating the cardiovascular system
- Use and decode abbreviations commonly used when referring to the cardiovascular system

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Keep Calm and Explore the Nervous System

With so many organs, tissues, and cells in the body, something must be in control! That's where the nervous system comes into play. To be an effective healthcare team member, we need to learn the functions of the nervous system, the disorders associated with it, and ways to fix it. We also need to study the language, its word parts, and ways to abbreviate it. So, who's in control here? Let's find out on our journey through the nervous system!

What will you learn in this unit?

- Identify the organs of the nervous system and describe their functions
- Recognize and use prefixes, suffixes, and combining forms related to the nervous system
- Describe conditions, disorders, and diseases of the nervous system
- Explain tests, procedures, and treatments used for nervous system conditions
- Translate and use abbreviations in medical documentation related to the nervous system

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework

Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Skin, It's Got You Covered!

When you look at someone, what is the main thing you see? Skin is probably not your first answer, but if you really think about it, that's probably the best answer. That's because skin is the body's largest organ. There's more to this world than meets the eye though. Let's explore this complex world of tiny accessory organs and see just how much work this underrated system actually does.

What will you learn in this unit?

- Identify organs in the integumentary system and their functions
- Translate medical terms associated with the integumentary system using prefixes, suffixes, and combining forms
- Describe common diseases and conditions associated with the integumentary system
- Explain tests, procedures, and treatments used for conditions of the integumentary system
- Use abbreviations associated with the integumentary system

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Hold Me Up: Musculoskeletal System

What allows us to stand? What protects our vital organs? How do we move? As we journey through the musculoskeletal system, we'll find the answers to these questions and so much more. Our exploration will help us identify terms, conditions, tests, and treatments for this system. We'll also work on our skills at decoding abbreviations for this system. Get ready to play detective and find out what's really holding us up!

What will you learn in this unit?

- Describe the organs of the musculoskeletal system and explain their functions
- Recognize prefixes, suffixes, and combining forms used in relation to the musculoskeletal system
- Explain common conditions and diseases of the musculoskeletal system
- Identify common tests and treatments for conditions and diseases involving the musculoskeletal system
- Translate abbreviations and other medical documentation using terms related to the musculoskeletal system

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Medical Terminology 1a Final Exam

- 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.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

Medical Terminology 1b: Discovering Word Foundations

Discover the medical terminology associated with even more body systems to increase your ability to master prefixes, suffixes, and roots. Connect this language to real-world patients and clinical settings through practical applications and specific scenarios. Launch your health knowledge with detailed medical terms.

Unit 1: Waste Away! The Urinary System

As the body takes in the materials that it needs, there has to be a way to get rid of the materials it doesn't need. When we explore the urinary system, we'll find out how this happens. We'll also look at the word parts, terms, and abbreviations that are commonly used to relay information about this system. As with any complicated system, things can go wrong, so we'll discuss diseases that affect the urinary system and ways to treat them. Come along as we keep what's good and waste the rest!

What will you learn in this unit?

- Describe the organs of the urinary system and how each functions
- Identify commonly used prefixes, suffixes, and word parts of the urinary system
- Define common conditions and diseases that affect the urinary system
- Explain tests and procedures used in treating urinary system conditions
- Translate medical documentation using abbreviations and medical terminology of the urinary system

UNIT 1 Assignments	
Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Creating the Future: The Reproductive System

What makes a male different from a female? As we explore the reproductive system, we'll learn about the many organs that make these two very different! We'll improve our translation skills as we look at word parts and abbreviations related to this system. We will also explore the diseases and conditions related to this system and the many ways to treat them. The world of medical terminology is a big one, let's put together another piece of the puzzle!

What will you learn in this unit?

- Describe organs of the reproductive system and their functions
- Identify prefixes, suffixes, and combining forms related to the reproductive system
- Define common diseases and conditions that affect the reproductive system
- Explain tests, treatments, and procedures used to treat conditions affecting the reproductive system
- Translate medical terms and abbreviations related to the reproductive system

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Carry It, Clean It, Fight It: Blood, Lymph, and Immune Systems

What does blood do other than fill the vessels? What's it made of? How does the body defend itself against invaders? The answers to these questions lie in the exploration of the blood, lymphatic, and immune systems. These systems are so connected we explore them together! During our exploration, we'll discover diseases and conditions as well as treatments and tests for these systems. We'll also add another piece to our medical terminology puzzle as we learn word parts, terms, and abbreviations. Let's see how the body transports, cleans, and defends!

What will you learn in this unit?

- Describe the parts and organs of the blood, lymphatic, and immune systems
- Identify prefixes, suffixes, and combining forms related to the blood, lymphatic, and immune systems
- Define conditions and treatments that affect the blood, lymphatic, and immune systems
- Explain the tests, treatments, and procedures related to the blood, lymphatic, and immune systems
- Translate medical documents using medical terminology and abbreviations related to the blood, lymphatic, and immune systems

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Superpowers? No, Special Senses!

The abilities to see and to hear are remarkable characteristics that allow us to perceive the world differently. These special senses are a lot like superpowers in that they allow us to analyze our surroundings in many ways. As we dig deeper into these senses, we'll see the conditions and treatments as well as the terminology used to refer to the eyes and ears. As we add this piece of the medical terminology puzzle, we'll see what kind of powers we really have!

What will you learn in this unit?

- Describe the organs and parts that make up the special senses
- Recognize prefixes, suffixes, and combining forms used to make medical terms related to the special senses
- Identify conditions and diseases that impact the special senses
- Explain the tests, procedures, and treatments used in diagnosis and treatment of conditions of the special senses
- Transcribe, translate, and abbreviate medical terminology related to the special senses

UNIT 4 Assignments	
Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion

Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Medical Terminology 1b Midterm Exam

- 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.)

MIDTERM Assignments	
Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Take What's Needed, Let the Rest Go: The Digestive System

For humans, food is one of the essential elements needed to survive, but what does the body do with that food once we take it in? We'll now find out by tracking the course of food through the digestive system to discover the organs and the parts of those organs that make them work properly. We'll see the many word parts and abbreviations that are used to describe this system, as well as its conditions, diseases, tests, and treatments. This journey takes many twists and turns, let's start the adventure!

What will you learn in this unit?

- Describe the organs and functions of the digestive system
- Recognize the prefixes, suffixes, and combining forms used to describe terms related to the digestive system
- Identify conditions and diseases that impact the digestive system
- Explain tests, procedures, and treatments used for the diagnosis and treatment of digestive system disorders
- Translate and abbreviate documentation related to the digestive system

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Taking Control! The Endocrine System

Have you ever wondered what controls the processes in the body? What makes one thing speed up but later slow down? The answer to these questions is found in the study of the endocrine system. As we explore this complicated world, we'll investigate the conditions and diseases that occur when things go wrong. We'll also discover the tools, tests, and treatments to fix those conditions. Before we finish our exploration, we'll become familiar with the medical language and abbreviations unique to the endocrine system. Let's find out how the body takes control!

What will you learn in this unit?

- Describe the organs of the endocrine system, including their functions
- Recognize and use prefixes, suffixes, and combining forms related to the endocrine system
- Define common diseases and conditions of the endocrine system
- Explain the tools, tests, and treatments used for diseases and conditions of the endocrine system
- Translate medical terms and abbreviations related to the endocrine system

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework

Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Providing the Foundation: Medical Specialties

As we've seen, the body is made of multiple, complex body systems that require vast knowledge to diagnose and treat. To provide the services needed for the diagnosis and treatments of many conditions, medical specialties rise to the occasion! We'll now explore the prefixes, suffixes, combining forms, and abbreviations that create the medical terminology for these areas. We'll also identify the tests, procedures, and treatments provided by each area. Let's discover the areas that give support and provide a firm foundation for the medical world!

What will you learn in this unit?

- Describe the functions of specialty areas like pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Recognize prefixes, suffixes, and combining forms used in pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Identify conditions and diseases diagnosed and treated by pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Explain tools, procedures, and treatments used by pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Translate medical documents that include medical terminology and abbreviations used by pharmacology, psychiatry, oncology, genetics, radiology, and pathology

UNIT 7 Assignments	
Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion

Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Putting It Together: A Healthcare Perspective

As we've seen throughout our explorations of the various body systems, each has its own set of conditions, tests, treatments, and medical language. When working in the medical world, those systems aren't always separate. In many cases, patients have complex issues that cross boundaries and require knowledge of all body systems. Let's now follow a few patients and see things from a healthcare perspective!

What will you learn in this unit?

- Identify medical terminology of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems
- Break down medical terms of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems into parts using your knowledge of prefixes, suffixes, and combining forms
- Translate medical documents of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems using knowledge of abbreviations and medical terminology
- Recognize organs of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems
- Understand tools, treatments, and tests used for diseases and disorders of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems

UNIT 8 Assignments	
Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion

Medical Terminology 1b Final Exam

- 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.)

FINAL Assignments	
Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion



Senior Success

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Seniors will explore post-secondary options including colleges, careers, and more. Students will be exposed to tools and resources designed to best prepare them for life after high school. Through completion of this course, students will gain exposure to information about financial aid, the college application process, résumé writing and graduation information, as well as the opportunity to reflect on their high school career.

Course Outline:

1. Getting Started

This unit will introduce you to the course so you can take advantage of the many resources available to you as you begin your senior year.

1. Introduction to the Course
2. Message Board Scavenger Hunt

2. Life After High School

This unit will help you consider your options after you graduate from high school.

1. Options After High School
2. Sharing and Individualizing Your Plans
3. My Educational Records

3. College Exploration

In case college is an option for you when you graduate, this unit will prepare you for college exploration.

1. College Entrance Exams
2. Finding the Right College
3. College Applications
4. Visiting a College
5. Mid-Semester Check

4. Senior Tasks

There are many tasks you will have to complete before graduating. This unit will outline these so that your transition out of high school will be a smooth one.

1. Graduation

5. Financial Considerations

Part of your consideration about college should be the cost of attending. This unit will guide you in making an informed decision.

1. Financial Aid

2. FAFSA and Scholarships

6. Career Exploration

You may consider pursuing a career when you graduate from high school. This unit will help you explore careers that align to your interests.

1. Choosing a Career
2. Additional Career Considerations
3. Writing a Résumé

7. Final Tasks

As you finish this course and your senior year, this unit will allow you to reflect on your current progress in your courses and what you may need to do in order to finish out the year with the best possible grades.

1. End-of-Semester Check

Sports Management

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

This course will introduce you to the fast-growing field of sports management. You will explore topics such as sports marketing, branding, ticket sales, public relations, broadcasting, and breaking into the business of sports management. This course will also discuss the role of sports in society and the importance of an ethical approach to sports management.

Course Outline

1. Introduction to Sports Management

1. What Is Sports Management?
 - Identify minor league affiliations
 - Identify sports leagues with opportunities for sports management
 - Describe the importance of sports management
2. Organization of Professional Teams
 - Identify typical jobs in a professional team's business office
 - Describe the chain of command within sports franchises
 - Describe the role of ownership in sports franchises
3. Revenue Streams for Sports Teams
 - Understand revenue streams for sports franchises
 - Understand the role and importance of sponsors
 - Create a revenue plan for a professional franchise and venue
4. Event and Facility Management
 - Learn the role of municipal governments in facility management
 - Identify the relationship between sports franchises and facility management
 - Define and discuss special events and their impact on facility management

2. Sports Marketing and Sales

1. Brand Management
 - Understand the importance of establishing and maintaining a brand
 - Explain the importance of brand loyalty and the impact it has on marketing strategy in sports
 - Develop marketing strategies that positively impact a brand
2. Marketing Campaigns
 - Describe and create marketing campaigns
 - Define what makes a successful marketing campaign and list its components
 - Explain the relationship between marketing campaigns and other elements of sports marketing



3. Ticketing
 - Describe the ticketing process
 - Recognize different kinds of ticketing options
 - Identify the role ticketing plays in the revenue stream of a sports team

4. Sponsorships in Sports
 - Describe the role sponsorships play in the revenue of a sports team
 - Recognize the process for securing sponsorships
 - Create a sponsorship portfolio for your minor league baseball team

3. Media and Public Relations

1. Sports Management and the Media
 - Describe the relationship between sports and the media
 - Understand the various ways teams communicate with the media
2. Public Relations
 - Identify best practices for public relations in the sports industry
 - Recognize the importance of public relations in the sports industry
 - Compare and contrast media and public relations
3. Sports Broadcasting
 - Recognize the relationship between professional sports teams and sports broadcasters
 - Identify the relationship between sponsorship and the media
4. New Media and Sports Management
 - Identify the role of new media in professional sports
 - Explain the pros and cons of new media in sports management

4. Ethics in Sports Management

1. The Impact of Sports on Society
 - Understand and analyze the cultural and economic roles of sports in modern society
2. Professional Sports in the Local Community
 - Explain the relationship between sports teams and local communities
 - Describe ways sports teams contribute to communities
 - Describe how members of sports teams become effective leaders in communities
3. Sports Law
 - Explain the relationship sports law has with sports management
 - Identify areas of sports management where legality most comes into play
 - Recognize the role the federal government has played in sports law
4. Philosophy of Sports
 - Describe why sports philosophy is important to sports management
 - Explain the relationship between values and sport
 - Recognize how competition affects sports philosophy
5. Ethical Principles For Sports Managers
 - Describe business ethics in sports
 - Evaluate different mission statements throughout sports
 - Develop a sample mission statement for a sports team

6. Case Studies in Sports Management Ethics
 - Identify ethical issues that sports managers confront
 - Recognize the appropriate methods for managing ethical issues
5. **Careers in the Sports Industry**
 1. Career Paths in Sports Management
 - Identify ways to break into the sports industry
 - Discuss careers in sports management
 2. Breaking into the Industry
 - Identify ways to prepare yourself for a job in sports
 3. The Job Search in the Sports Industry
 - Create a resume
 - Explain your qualifications during a mock interview
 4. Sports Management Final Portfolio
 - Create a portfolio about a minor baseball team that includes a revenue plan as well as brand management and public relations strategies

APPENDIX A
CURRICULUM

A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Mathematics	Algebra 1 (Honors)	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1 (Honors)	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1 (Honors) - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1 (Honors) - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1 (Honors) - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 1 (Standard)	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1 (Standard)	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1 (Standard) - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1 (Standard) - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1 (Standard) - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 1, Part 1	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1, Part 1	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1, Part 1 - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1, Part 1 - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1, Part 1 - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 1, Part 2	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1, Part 2	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1, Part 2 - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1, Part 2 - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1, Part 2 - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 2 (Honors)	Algebra 2	9780133500431	Yes	Textbook
Mathematics	Algebra 2 (Honors)	eText Algebra 2	IT9780133500431	Yes	Online Text/eBook
Mathematics	Algebra 2 (Honors) - TEACHER	Algebra 2 TE	9780133500479	No	Textbook
Mathematics	Algebra 2 (Honors) - TEACHER	Algebra 2 TE Volume 1	9780133697056	No	Textbook
Mathematics	Algebra 2 (Honors) - TEACHER	Algebra 2 TE Volume 2	9780133697063	No	Textbook
Mathematics	Algebra 2 (Standard)	Algebra 2	9780133500431	Yes	Textbook
Mathematics	Algebra 2 (Standard)	eText Algebra 2	IT9780133500431	Yes	Online Text/eBook
Mathematics	Algebra 2 (Standard) - TEACHER	Algebra 2 TE	9780133500479	No	Textbook
Mathematics	Algebra 2 (Standard) - TEACHER	Algebra 2 TE Volume 1	9780133697056	No	Textbook
Mathematics	Algebra 2 (Standard) - TEACHER	Algebra 2 TE Volume 2	9780133697063	No	Textbook
Mathematics	Algebra Readiness (Pre-Algebra)	Mathematics: Course 3	9780133196696	Yes	Textbook
Mathematics	Algebra Readiness (Pre-Algebra)	eText Mathematics: Course 3	IT9780133196696	Yes	Online Text/eBook
Mathematics	Algebra Readiness (Pre-Algebra) - TEACHER	Mathematics: Course 3 TE	9780133196726	No	Textbook
Social Studies	American Government (Honors)	Magruder's American Government	9780133306996	Yes	Textbook
Social Studies	American Government (Honors)	eText Magruder's American Government	IT9780133306996	Yes	Online Text/eBook
Social Studies	American Government (Honors) - TEACHER	eText Magruder's American Government TE	IT9780133307108	No	Online Text/eBook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Social Studies	American Government (Standard)	Magruder's American Government	9780133306996	Yes	Textbook
Social Studies	American Government (Standard)	eText Magruder's American Government	IT9780133306996	Yes	Online Text/eBook
Social Studies	American Government (Standard) - TEACHER	eText Magruder's American Government TE	IT9780133307108	No	Online Text/eBook
Advanced Placement	AP Biology	Campbell Biology, 11e AP Edition	9780134433691	Yes	Textbook
Advanced Placement	AP Biology	eText Campbell Biology, 11e AP Edition	IT9780134433691	Yes	Online Text/eBook
Advanced Placement	AP Calculus AB	Calculus: Graphical, Numerical, Algebraic 5th Edition, AP Edition	9780133311617	Yes	Textbook
Advanced Placement	AP Calculus AB	eText Calculus: Graphical, Numerical, Algebraic 5th Edition, AP Edition	IT9780133311617	Yes	Online Text/eBook
Advanced Placement	AP English Language and Comp	The Great Gatsby	9780743273565	Yes	Novel
Advanced Placement	AP English Language and Comp	Into the Wild	9780385486804	Yes	Novel
Advanced Placement	AP English Language and Comp	A Raisin in the Sun	9780679755333	Yes	Novel
Advanced Placement	AP English Language and Comp	The Way to Rainy Mountain	9780826361219	Yes	Novel
Advanced Placement	AP English Literature and Comp	eText Jane Eyre	ITLA1205WEB	Yes	Online Text/eBook
Advanced Placement	AP English Literature and Comp	eText King Lear	IT9781412171526	Yes	Online Text/eBook
Advanced Placement	AP English Literature and Comp	eText Invisible Man	IT9780307743992	Yes	Online Text/eBook
Advanced Placement	AP English Literature and Comp	eText English Renaissance Poetry	IT9781590179789	Yes	Online Text/eBook
Advanced Placement	AP English Literature and Comp	eText English Romantic Poetry	IT9780486112602	Yes	Online Text/eBook
Advanced Placement	AP Environmental Science	Environment: The Science Behind the Stories, 7th Edition	9780136451471	Yes	Textbook
Advanced Placement	AP Human Geography	The Cultural Landscape An Introduction to Human Geography	9780134270197	Yes	Textbook
Advanced Placement	AP Human Geography	eText The Cultural Landscape An Introduction to Human Geography	IT9780134270197	Yes	Online Text/eBook
Advanced Placement	AP Macroeconomics	Macroeconomics for Today, 10th ed. Irvin B. Tucker	0	Yes	

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Advanced Placement	AP Macroeconomics	Macroeconomics for Today, 10th ed. Irvin B. Tucker	9781337613057	Yes	Textbook
Advanced Placement	AP Microeconomics	Microeconomics for Today, 10th ed. Irvin B. Tucker	0	Yes	
Advanced Placement	AP Microeconomics	Microeconomics for Today, 10th ed. Irvin B. Tucker	9781337613064	Yes	Textbook
Advanced Placement	AP Psychology	Psychology, 13th ed. David G. Myers	0	Yes	
Advanced Placement	AP Psychology	Psychology	9781319132101	Yes	Textbook
Advanced Placement	AP Statistics	Barron's AP Statistics	0	Yes	
Advanced Placement	AP Statistics	AP Statistics Premium	9781506258928	Yes	Textbook
Advanced Placement	AP Statistics	Introduction to Probability & Statistics	0	Yes	
Advanced Placement	AP Statistics	Introduction to Probability & Statistics	9781337554428	Yes	Textbook
Advanced Placement	AP United States Government and Politics	Government in America: People, Politics, and Policy AP, 17e	9780134586571	Yes	Textbook
Advanced Placement	AP United States Government and Politics	eText Government in America: People, Politics, and Policy AP, 17e	IT9780134586571	Yes	Online Text/eBook
Advanced Placement	AP United States History	By The People: A History of the United States AP, 2e	9780134672106	Yes	Textbook
Advanced Placement	AP United States History	eText By The People: A History of the United States AP, 2e	IT9780134672106	Yes	Online Text/eBook
Art	Art 1	Art 1-2 Kit	HU1200KIT	Yes	Kit
Art	Art 1	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 1	Paintbrushes (5)	HU1302SUP	Yes	Supplies
Art	Art 1	Colored pencils (12)	HU1300SUP	Yes	Supplies
Art	Art 1	Paint, tempera (6 colors)	HU1305SUP	Yes	Supplies
Art	Art 1	Art set (21 piece)	HU1301SUP	Yes	Supplies
Art	Art 1	Construction paper	HU1303SUP	Yes	Supplies
Art	Art 2	Art 1-2 Kit	HU1200KIT	Yes	Kit
Art	Art 2	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 2	Paintbrushes (5)	HU1302SUP	Yes	Supplies
Art	Art 2	Colored pencils (12)	HU1300SUP	Yes	Supplies

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Art	Art 2	Construction paper	HU1303SUP	Yes	Supplies
Art	Art 2	Paint, tempera (6 colors)	HU1305SUP	Yes	Supplies
Art	Art 2	Art set (21 piece)	HU1301SUP	Yes	Supplies
Art	Art 3	Art 3-5 Kit	HU1201KIT	Yes	Kit
Art	Art 3	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 3	Art set (67 piece)	HU1306SUP	Yes	Supplies
Art	Art 3	Paintbrushes (6)	HU1307SUP	Yes	Supplies
Art	Art 4	Art 3-5 Kit	HU1201KIT	Yes	Kit
Art	Art 4	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 4	Paintbrushes (6)	HU1307SUP	Yes	Supplies
Art	Art 4	Art set (67 piece)	HU1306SUP	Yes	Supplies
Art	Art 5	Art 3-5 Kit	HU1201KIT	Yes	Kit
Art	Art 5	Paintbrushes (6)	HU1307SUP	Yes	Supplies
Art	Art 5	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 5	Art set (67 piece)	HU1306SUP	Yes	Supplies
Art	Art 6	MS Art Kit	HU1500KIT	Yes	Kit
Art	Art 6	Sketchpad, white paper (40 sheet)	HU1500SUP	Yes	Supplies
Art	Art 6	Pastels, oil (12 colors)	HU1309SUP	Yes	Supplies
Art	Art 6	Paint, acrylic (6 colors, 3/4 oz)	HU1501SUP	Yes	Supplies
Art	Art 6	Paintbrushes, acrylic (3)	HU1502SUP	Yes	Supplies
Art	Art 6	Eraser, kneaded	HU1503SUP	Yes	Supplies
Art	Art 6	Drawing pencils (3)	HU1504SUP	Yes	Supplies
Art	Art 6	Scott Foresman Art 6 TE	9780328080458	Yes	Embedded Content
Art	Art 7	MS Art Kit	HU1500KIT	Yes	Kit
Art	Art 7	Sketchpad, white paper (40 sheet)	HU1500SUP	Yes	Supplies
Art	Art 7	Pastels, oil (12 colors)	HU1309SUP	Yes	Supplies
Art	Art 7	Paint, acrylic (6 colors, 3/4 oz)	HU1501SUP	Yes	Supplies
Art	Art 7	Paintbrushes, acrylic (3)	HU1502SUP	Yes	Supplies
Art	Art 7	Eraser, kneaded	HU1503SUP	Yes	Supplies
Art	Art 7	Drawing pencils (3)	HU1504SUP	Yes	Supplies
Art	Art 7	Scott Foresman Art 7 TE	9780328080465	Yes	Embedded Content
Art	Art 8	MS Art Kit	HU1500KIT	Yes	Kit
Art	Art 8	Sketchpad, white paper (40 sheet)	HU1500SUP	Yes	Supplies
Art	Art 8	Pastels, oil (12 colors)	HU1309SUP	Yes	Supplies
Art	Art 8	Paint, acrylic (6 colors, 3/4 oz)	HU1501SUP	Yes	Supplies
Art	Art 8	Paintbrushes, acrylic (3)	HU1502SUP	Yes	Supplies
Art	Art 8	Eraser, kneaded	HU1503SUP	Yes	Supplies

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Art	Art 8	Drawing pencils (3)	HU1504SUP	Yes	Supplies
Art	Art 8	Scott Foresman Art 8 TE	9780328080472	Yes	Embedded Content
Art	Art K	Kindergarten Art Kit	HU1300KIT	Yes	Kit
Art	Art K	Construction paper (96 sheet)	GI1300SUP	Yes	Supplies
Art	Art K	Paint, watercolor (8 colors)	GI1204SUP	Yes	Supplies
Electives	Calculus	eText Calculus: Graphical, Numerical, Algebraic 5th Edition, AP Edition	IT9780133311617	Yes	Online Text/eBook
Electives	Driver's Education	Drive Right 2010 TE	9780133612752	Yes	Embedded Content
Language Arts	English 9 (Honors)	eText Pathways: Literature for Readers and Writers	CAONLINE61	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText The Essential Guide to Language, Writing, & Literature	CAONLINE62	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText The Red Badge of Courage	CAONLINE63	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText Romeo and Juliet	CAONLINE64	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText Writing with Power Grade 9	IT9781615636303	Yes	Online Text/eBook
Language Arts	English 9 (Honors) - TEACHER	eText Writing with Power Grade 9 TE	IT9781615636310	No	Online Text/eBook
Language Arts	English 9 (Standard)	eText The Call of the Wild	CAONLINE60	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText Pathways: Literature for Readers and Writers	CAONLINE61	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText The Essential Guide to Language, Writing, & Literature	CAONLINE62	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText Romeo and Juliet	CAONLINE64	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText Writing with Power Grade 9	IT9781615636303	Yes	Online Text/eBook
Language Arts	English 9 (Standard) - TEACHER	eText Writing with Power Grade 9 TE	IT9781615636310	No	Online Text/eBook
Language Arts	English 10 (Honors)	eText Reading the World	IT9780756993030	Yes	Online Text/eBook
Language Arts	English 10 (Honors)	eText The Adventures of Huckleberry Finn	IT9780486280615	Yes	Online Text/eBook
Language Arts	English 10 (Honors)	eText The Importance of Being Earnest	IT9780380012770	Yes	Online Text/eBook
Language Arts	English 10 (Honors)	eText Writing with Power Grade 10	IT9781615636327	Yes	Online Text/eBook
Language Arts	English 10 (Honors) - TEACHER	eText Writing with Power Grade 10 TE	IT9781615636334	No	Online Text/eBook
Language Arts	English 10 (Standard)	eText Reading the World	IT9780756993030	Yes	Online Text/eBook
Language Arts	English 10 (Standard)	eText The Adventures of Huckleberry Finn	IT9780486280615	Yes	Online Text/eBook
Language Arts	English 10 (Standard)	eText The Importance of Being Earnest	IT9780380012770	Yes	Online Text/eBook
Language Arts	English 10 (Standard)	eText Writing with Power Grade 10	IT9781615636327	Yes	Online Text/eBook
Language Arts	English 10 (Standard) - TEACHER	eText Writing with Power Grade 10 TE	IT9781615636334	No	Online Text/eBook
Language Arts	English 11 (Honors)	The Great Gatsby	9780743273565	Yes	Novel
Language Arts	English 11 (Honors)	The Night Thoreau Spent in Jail	9780809012237	Yes	Novel
Language Arts	English 11 (Honors)	eText American Short Stories	IT9780756993023	Yes	Online Text/eBook
Language Arts	English 11 (Honors)	eText A Multicultural Reader: Collection Two	IT9780756974619	Yes	Online Text/eBook
Language Arts	English 11 (Honors)	eText Writing with Power Grade 11	IT9781615636341	Yes	Online Text/eBook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	English 11 (Honors) - TEACHER	eText Writing with Power Grade 11 TE	IT9781615636358	No	Online Text/eBook
Language Arts	English 11 (Standard)	The Great Gatsby	9780743273565	Yes	Novel
Language Arts	English 11 (Standard)	The Night Thoreau Spent in Jail	9780809012237	Yes	Novel
Language Arts	English 11 (Standard)	eText American Short Stories	IT9780756993023	Yes	Online Text/eBook
Language Arts	English 11 (Standard)	eText A Multicultural Reader: Collection Two	IT9780756974619	Yes	Online Text/eBook
Language Arts	English 11 (Standard)	eText Writing with Power Grade 11	IT9781615636341	Yes	Online Text/eBook
Language Arts	English 11 (Standard) - TEACHER	eText Writing with Power Grade 11 TE	IT9781615636358	No	Online Text/eBook
Language Arts	English 12 (Honors)	eText British Literature: Traditions and Change	IT9780756993382	Yes	Online Text/eBook
Language Arts	English 12 (Honors)	eText Frankenstein	IT9780451527714	Yes	Online Text/eBook
Language Arts	English 12 (Honors)	eText Writing with Power Grade 12	IT9781615636365	Yes	Online Text/eBook
Language Arts	English 12 (Honors) - TEACHER	eText Writing with Power Grade 12 TE	IT9781615636372	No	Online Text/eBook
Language Arts	English 12 (Standard)	eText British Literature: Traditions and Change	IT9780756993382	Yes	Online Text/eBook
Language Arts	English 12 (Standard)	eText Frankenstein	IT9780451527714	Yes	Online Text/eBook
Language Arts	English 12 (Standard)	eText Writing with Power Grade 12	IT9781615636365	Yes	Online Text/eBook
Language Arts	English 12 (Standard) - TEACHER	eText Writing with Power Grade 12 TE	IT9781615636372	No	Online Text/eBook
Electives	GDP: Health, Fitness, and Nutrition	eText Health	IT9780133270303	Yes	Online Text/eBook
Mathematics	Geometry (Honors)	Geometry: On Level	9780133500417	Yes	Textbook
Mathematics	Geometry (Honors)	eText Geometry: On Level	IT9780133706215	Yes	Online Text/eBook
Mathematics	Geometry (Honors) - TEACHER	Geometry: On Level TE	9780133500462	No	Textbook
Mathematics	Geometry (Honors) - TEACHER	Geometry: On Level TE Volume 1	9780133697070	No	Textbook
Mathematics	Geometry (Honors) - TEACHER	Geometry: On Level TE Volume 2	9780133697087	No	Textbook
Mathematics	Geometry (Standard)	Geometry: On Level	9780133500417	Yes	Textbook
Mathematics	Geometry (Standard)	eText Geometry: On Level	IT9780133706215	Yes	Online Text/eBook
Mathematics	Geometry (Standard) - TEACHER	Geometry: On Level TE	9780133500462	No	Textbook
Mathematics	Geometry (Standard) - TEACHER	Geometry: On Level TE Volume 1	9780133697070	No	Textbook
Mathematics	Geometry (Standard) - TEACHER	Geometry: On Level TE Volume 2	9780133697087	No	Textbook
Language Arts	Accelerated Language Arts 3	Leveled Readers 3	LABTRLR321	Yes	Textbook
Language Arts	Accelerated Language Arts 3	Handwriting	LAWKBHAND21	Yes	Workbook
Language Arts	Accelerated Language Arts 4	Leveled Readers 4	LABTRLR421	Yes	Textbook
Language Arts	Accelerated Language Arts 4	Handwriting	LAWKBHAND21	Yes	Workbook
Language Arts	Accelerated Language Arts 5	Leveled Readers 5	LABTRLR521	Yes	Textbook
Language Arts	Accelerated Language Arts 5	Handwriting	LAWKBHAND21	Yes	Workbook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Accelerated Literature Study 2	Junior Great Books Grade 2 Student eText	IT9781939014085	Yes	Online Text/eBook
Language Arts	Accelerated Literature Study 2	Junior Great Books Grade 2 Reader's Journal eText	IT9781939014405	Yes	Online Text/eBook
Language Arts	Accelerated Literature Study 2 - TEACHER	Junior Great Books Grade 2 Teacher's Edition eText	IT9781939014047	No	Online Text/eBook
Mathematics	Accelerated Math 3	enVision Math 2.0 Grade 4, Volume 1	9780328887118	Yes	Workbook
Mathematics	Accelerated Math 3	enVision Math 2.0 Grade 4, Volume 2	9780328887170	Yes	Workbook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 4, Volume 1	IT9780328887118	Yes	Online Text/eBook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 4, Volume 2	IT9780328887170	Yes	Online Text/eBook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 3, Volume 1	IT9780328887101	Yes	Online Text/eBook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 3, Volume 2	IT9780328887163	Yes	Online Text/eBook
Mathematics	Accelerated Math 3 - TEACHER	enVision Math 2.0 Package Grade 4 TE	9780328893430	No	Package
Mathematics	Accelerated Math 3 - TEACHER	enVision Math 2.0 Grade 4, Volume 1 TE	9780328887234	No	Textbook
Mathematics	Accelerated Math 3 - TEACHER	enVision Math 2.0 Grade 4, Volume 2 TE	9780328887293	No	Textbook
Mathematics	Accelerated Math 3 - TEACHER	Program Overview Grade 4 TE	978032888961X	No	Textbook
Health and PE	Health and Physical Education 6	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Health and PE	Health and Physical Education 6	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Health and PE	Health and Physical Education 6	Pearson Health TE	9780133275117	Yes	Embedded Content
Health and PE	Health and Physical Education 6 - TEACHER	Pearson Health TE	9780133275117	No	Embedded Content
Health and PE	Health and Physical Education 7	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Health and PE	Health and Physical Education 7	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Health and PE	Health and Physical Education 7	Pearson Health TE	9780133275117	Yes	Embedded Content
Health and PE	Health and Physical Education 7 - TEACHER	Pearson Health TE	9780133275117	No	Embedded Content
Health and PE	Health and Physical Education 8	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Health and PE	Health and Physical Education 8	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Health and PE	Health and Physical Education 8	Pearson Health TE	9780133275117	Yes	Embedded Content
Health and PE	Health and Physical Education 8 - TEACHER	Pearson Health TE	9780133275117	No	Embedded Content
Electives	HS Spanish I	Realidades I TE	9780133199512	Yes	Embedded Content
Electives	HS Spanish II	Realidades II TE	9780133199529	Yes	Embedded Content
Language Arts	Language Arts 1	Student Comprehensive Package - Grade 1	9780021401680	Yes	Package

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 1, Grade 1	9780076770632	Yes	Textbook
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 2, Grade 1	9780076800070	Yes	Textbook
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 3, Grade 1	9780076797646	Yes	Textbook
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 4, Grade 1	9780076771134	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 1, Grade 1	9780021389193	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 2, Grade 1	9780021390182	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 3, Grade 1	9780021445264	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 4, Grade 1	9780021369089	Yes	Textbook
Language Arts	Language Arts 1	Close Reading Companion Grade 1	9780021305216	Yes	Workbook
Language Arts	Language Arts 1	Your Turn Practice Book Grade 1	9780076787128	Yes	Workbook
Language Arts	Language Arts 1	Grammar Practice Reproducibles Grade 1	9781309034347	Yes	Workbook
Language Arts	Language Arts 1	Phonics/Spelling Reproducibles Grade 1	9781309034330	Yes	Workbook
Language Arts	Language Arts 1	Manuscript Handwriting Grade 1	9781309105610	Yes	Workbook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 1, Grade 1	IT9780076770632	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 2, Grade 1	IT9780076800070	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 3, Grade 1	IT9780076797646	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 4, Grade 1	IT9780076771134	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 1, Grade 1	IT9780021389193	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 2, Grade 1	IT9780021390182	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 3, Grade 1	IT9780021445264	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 4, Grade 1	IT9780021369089	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Close Reading Companion Grade 1	IT9780021305216	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText G1 Handwriting Manuscript Workbook	IT9781309105160	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Your Turn Practice Book Grade 1	IT9780076787128	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Grammar Practice Reproducibles Grade 1	IT9781309034347	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Phonics/Spelling Reproducibles Grade 1	IT9781309034330	Yes	Online Text/eBook
Language Arts	Language Arts 1 - TEACHER	Reading Wonders Teacher Edition Package Grade 1	9780021378043	No	Package
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 1, Grade 1	9780076804900	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 2, Grade 1	9780076766246	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 3, Grade 1	9780076786626	No	Textbook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 4, Grade 1	9780076772391	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 5, Grade 1	9780076800308	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 6, Grade 1	9780076798346	No	Textbook
Language Arts	Language Arts 1 - TEACHER	eText Reading Wonders Teacher Edition Package Grade 1	IT9780021378043	No	Online Text/eBook
Language Arts	Language Arts 2	Student Comprehensive Package - Grade 2	9780021401697	Yes	Package
Language Arts	Language Arts 2	Reading Writing Workshop Grade 2	9780076783205	Yes	Textbook
Language Arts	Language Arts 2	Literature Anthology Grade 2	9780021340989	Yes	Textbook
Language Arts	Language Arts 2	Close Reading Companion Grade 2	9780021305995	Yes	Workbook
Language Arts	Language Arts 2	Your Turn Practice Book Grade 2	9780076807215	Yes	Workbook
Language Arts	Language Arts 2	Grammar Practice Reproducibles Grade 2	9781309034354	Yes	Workbook
Language Arts	Language Arts 2	Phonics/Spelling Reproducibles Grade 2	9781309034316	Yes	Workbook
Language Arts	Language Arts 2	Handwriting Cursive Workbook Grade 2	9781309105184	Yes	Workbook
Language Arts	Language Arts 2	eText Reading Writing Workshop Grade 2	IT9780076783205	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Literature Anthology Grade 2	IT9780021340989	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Close Reading Companion Grade 2	IT9780021305995	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText G2 Handwriting Cursive Workbook	IT9781309105184	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Your Turn Practice Book Grade 2	IT9780076807215	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Grammar Practice Reproducibles Grade 2	IT9781309034354	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Phonics/Spelling Reproducibles Grade 2	IT9781309034316	Yes	Online Text/eBook
Language Arts	Language Arts 2 - TEACHER	Reading Wonders Teacher Edition Package Grade 2	9780021377398	No	Package
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 1, Grade 2	9780076803880	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 2, Grade 2	9780076786640	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 3, Grade 2	9780076766215	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 4, Grade 2	9780076768042	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 5, Grade 2	9780076796779	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 6, Grade 2	9780076770823	No	Textbook
Language Arts	Language Arts 2 - TEACHER	eText Reading Wonders Teacher Edition Package Grade 2	IT9780021377398	No	Online Text/eBook
Language Arts	Language Arts 3	Leveled Readers 3	LABTRLR322	Yes	Paperback Textbook
Language Arts	Language Arts 3	Handwriting	LAWKBHAND22	Yes	Paperback Textbook
Language Arts	Language Arts 4	Leveled Readers 4	LABTRLR422	Yes	Paperback Textbook
Language Arts	Language Arts 4	Handwriting	LAWKBHAND22	Yes	Paperback Textbook
Language Arts	Language Arts 5	Leveled Readers 5	LABTRLR522	Yes	Paperback Textbook
Language Arts	Language Arts 5	Handwriting	LAWKBHAND22	Yes	Paperback Textbook
Language Arts	Language Arts K	Emergent Reader, K	LABTRLRK22	Yes	

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Language Arts K	Workbook, K	LAWKBK22	Yes	
Mathematics	Math 1	enVision Math 2.0 Grade 1, Volume 1	9780328887088	Yes	Workbook
Mathematics	Math 1	enVision Math 2.0 Grade 1, Volume 2	9780328887149	Yes	Workbook
Mathematics	Math 1	eText enVision Math 2.0 Grade 1, Volume 1	IT9780328887088	Yes	Online Text/eBook
Mathematics	Math 1	eText enVision Math 2.0 Grade 1, Volume 2	IT9780328887149	Yes	Online Text/eBook
Mathematics	Math 1 - TEACHER	enVision Math 2.0 Package Grade 1 TE	9780328893409	No	Package
Mathematics	Math 1 - TEACHER	enVision Math 2.0 Grade 1, Volume 1 TE	978032888720X	No	Textbook
Mathematics	Math 1 - TEACHER	enVision Math 2.0 Grade 1, Volume 2 TE	9780328887269	No	Textbook
Mathematics	Math 1 - TEACHER	Program Overview Grade 1 TE	978032888958X	No	Textbook
Mathematics	Math 2	enVision Math 2.0 Grade 2, Volume 1	9780328887095	Yes	Workbook
Mathematics	Math 2	enVision Math 2.0 Grade 2, Volume 2	9780328887156	Yes	Workbook
Mathematics	Math 2	eText enVision Math 2.0 Grade 2, Volume 1	IT9780328887095	Yes	Online Text/eBook
Mathematics	Math 2	eText enVision Math 2.0 Grade 2, Volume 2	IT9780328887156	Yes	Online Text/eBook
Mathematics	Math 2 - TEACHER	enVision Math 2.0 Package Grade 2 TE	9780328893416	No	Package
Mathematics	Math 2 - TEACHER	enVision Math 2.0 Grade 2, Volume 1 TE	9780328887218	No	Textbook
Mathematics	Math 2 - TEACHER	enVision Math 2.0 Grade 2, Volume 2 TE	9780328887277	No	Textbook
Mathematics	Math 2 - TEACHER	Program Overview Grade 2 TE	9780328889598	No	Textbook
Mathematics	Math 3	enVision Math 2.0 Grade 3, Volume 1	9780328887101	Yes	Workbook
Mathematics	Math 3	enVision Math 2.0 Grade 3, Volume 2	9780328887163	Yes	Workbook
Mathematics	Math 3	eText enVision Math 2.0 Grade 3, Volume 1	IT9780328887101	Yes	Online Text/eBook
Mathematics	Math 3	eText enVision Math 2.0 Grade 3, Volume 2	IT9780328887163	Yes	Online Text/eBook
Mathematics	Math 3 - TEACHER	enVision Math 2.0 Package Grade 3 TE	9780328893423	No	Package
Mathematics	Math 3 - TEACHER	enVision Math 2.0 Grade 3, Volume 1 TE	9780328887226	No	Textbook
Mathematics	Math 3 - TEACHER	enVision Math 2.0 Grade 3, Volume 2 TE	9780328887285	No	Textbook
Mathematics	Math 3 - TEACHER	Program Overview Grade 3 TE	9780328889601	No	Textbook
Mathematics	Math 4	enVision Math 2.0 Grade 4, Volume 1	9780328887118	Yes	Workbook
Mathematics	Math 4	enVision Math 2.0 Grade 4, Volume 2	9780328887170	Yes	Workbook
Mathematics	Math 4	eText enVision Math 2.0 Grade 4, Volume 1	IT9780328887118	Yes	Online Text/eBook
Mathematics	Math 4	eText enVision Math 2.0 Grade 4, Volume 2	IT9780328887170	Yes	Online Text/eBook
Mathematics	Math 4 - TEACHER	enVision Math 2.0 Package Grade 4 TE	9780328893430	No	Package
Mathematics	Math 4 - TEACHER	enVision Math 2.0 Grade 4, Volume 1 TE	9780328887234	No	Textbook
Mathematics	Math 4 - TEACHER	enVision Math 2.0 Grade 4, Volume 2 TE	9780328887293	No	Textbook
Mathematics	Math 4 - TEACHER	Program Overview Grade 4 TE	978032888961X	No	Textbook
Mathematics	Math 5	enVision Math 2.0 Grade 5, Volume 1	9780328887125	Yes	Workbook
Mathematics	Math 5	enVision Math 2.0 Grade 5, Volume 2	9780328887187	Yes	Workbook
Mathematics	Math 5	eText enVision Math 2.0 Grade 5, Volume 1	IT9780328887125	Yes	Online Text/eBook
Mathematics	Math 5	eText enVision Math 2.0 Grade 5, Volume 2	IT9780328887187	Yes	Online Text/eBook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Mathematics	Math 5 - TEACHER	enVision Math 2.0 Package Grade 5 TE	9780328893447	No	Package
Mathematics	Math 5 - TEACHER	enVision Math 2.0 Grade 5, Volume 1 TE	9780328887242	No	Textbook
Mathematics	Math 5 - TEACHER	enVision Math 2.0 Grade 5, Volume 2 TE	9780328887307	No	Textbook
Mathematics	Math 5 - TEACHER	Program Overview Grade 5 TE	9780328889628	No	Textbook
Mathematics	Math 6	Mathematics: Course 1	9780133196672	Yes	Textbook
Mathematics	Math 6	eText Mathematics: Course 1	IT9780133196672	Yes	Online Text/eBook
Mathematics	Math 6 - TEACHER	Mathematics: Course 1 TE	9780133196702	No	Textbook
Mathematics	Math 7	Mathematics: Course 2	9780133196689	Yes	Textbook
Mathematics	Math 7	eText Mathematics: Course 2	IT9780133196689	Yes	Online Text/eBook
Mathematics	Math 7 - TEACHER	Mathematics: Course 2 TE	9780133196719	No	Textbook
Mathematics	Math K	enVisionMATH Grade K Individual Student Manipulatives Kit	9780328348572	Yes	Kit
Mathematics	Math K	Counters, 2-color (20)	N/A	Yes	Supplies
Mathematics	Math K	Clock face (1)	N/A	Yes	Supplies
Mathematics	Math K	Number cubes, blank with 50 labels (2)	N/A	Yes	Supplies
Mathematics	Math K	Game spinner, blank (1)	N/A	Yes	Supplies
Mathematics	Math K	Coins (44)	N/A	Yes	Supplies
Mathematics	Math K	Connecting snap cubes (20)	N/A	Yes	Supplies
Mathematics	Math K	Tiles, color (20)	N/A	Yes	Supplies
Mathematics	Math K	Pattern blocks (1/2 cm)	N/A	Yes	Supplies
Mathematics	Math K	Attribute blocks (30)	N/A	Yes	Supplies
Mathematics	Math K	Partial eText enVisionMATH Grade K	MA1300DGT	Yes	Online Text/eBook
Mathematics	Math K	enVisionMATH Grade K	9780328795970	Yes	Textbook
Mathematics	Math K - TEACHER	enVisionMATH Grade K TE	9780328679096	No	Textbook
Physical Education	Physical Education 1	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 1	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 1	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 2	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 2	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 2	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 3	Jump rope	GI1208SUP	Yes	Supplies

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Physical Education	Physical Education 3	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 3	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 4	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 4	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 4	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 5	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 5	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 5	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education (High School)	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Mathematics	Pre-Algebra	Mathematics: Course 3	9780133196696	Yes	Textbook
Mathematics	Pre-Algebra	eText Mathematics: Course 3	IT9780133196696	Yes	Online Text/eBook
Mathematics	Pre-Algebra - TEACHER	Mathematics: Course 3 TE	9780133196726	No	Textbook
Science	Science 1	Science: A Closer Look Grade 1	9780022841348	Yes	Textbook
Science	Science 1	eText Science: A Closer Look Grade 1	CAONLINE049	Yes	Online Text/eBook
Science	Science 1	Science: A Closer Look Grade 1 Reading and Writing Workbook	9780022840716	Yes	Workbook
Science	Science 1	Science 1 Kit	SC1201KIT	Yes	Kit
Science	Science 1	Dropper	SC1314SUP	Yes	Supplies
Science	Science 1	Safety goggles	SC1306SUP	Yes	Supplies
Science	Science 1	Magnets, bar (2)	SC1315SUP	Yes	Supplies
Science	Science 1	Hand lens	SC1300SUP	Yes	Supplies
Science	Science 1	Thermometers (2)	SC1313SUP	Yes	Supplies
Science	Science 1	Modeling clay	SC1302SUP	Yes	Supplies
Science	Science 1 - TEACHER	Science: A Closer Look Grade 1.1 TE	9780022841980	No	Textbook
Science	Science 1 - TEACHER	Science: A Closer Look Grade 1.2 TE	9780022841997	No	Textbook
Science	Science 1 - TEACHER	Science: A Closer Look Grade 1.3 TE	9780022842017	No	Textbook
Science	Science 2	Science: A Closer Look Grade 2	9780022841355	Yes	Textbook
Science	Science 2	eText Science: A Closer Look Grade 2	CAONLINE050	Yes	Online Text/eBook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Science	Science 2	Science: A Closer Look Grade 2 Reading and Writing Workbook	9780022840723	Yes	Workbook
Science	Science 2	Science 2 Kit	SC1202KIT	Yes	Kit
Science	Science 2	Hand lens	SC1300SUP	Yes	Supplies
Science	Science 2	Modeling clay	SC1302SUP	Yes	Supplies
Science	Science 2	Magnets, bar (2)	SC1315SUP	Yes	Supplies
Science	Science 2	Safety goggles	SC1306SUP	Yes	Supplies
Science	Science 2	Thermometers (3)	SC1307SUP	Yes	Supplies
Science	Science 2 - TEACHER	Science: A Closer Look Grade 2.1 TE	9780022842024	No	Textbook
Science	Science 2 - TEACHER	Science: A Closer Look Grade 2.2 TE	9780022842031	No	Textbook
Science	Science 2 - TEACHER	Science: A Closer Look Grade 2.3 TE	9780022842048	No	Textbook
Science	Science K	Kindergarten Science Kit	SC1300KIT	Yes	Kit
Science	Science K	Hand lens	SC1300SUP	Yes	Supplies
Science	Science K	Magnets, bar (2)	SC1315SUP	Yes	Supplies
Science	Science K	Modeling clay	SC1302SUP	Yes	Supplies
Science	Science K	eText interactive Science Grade K	IT9780328520954	Yes	Online Text/eBook
Social Studies	Social Studies 1	eText MyWorld, Grade 1: Making Our Way	IT9780328639168	Yes	Online Text/eBook
Social Studies	Social Studies 1	MyWorld, Grade 1: Making Our Way	9780328639168	Yes	Workbook
Social Studies	Social Studies 1 - TEACHER	eText MyWorld, Grade 1: Making Our Way TE	IT9780328639670	No	Online Text/eBook
Social Studies	Social Studies 2	eText MyWorld, Grade 2: We Do Our Part	IT9780328639274	Yes	Online Text/eBook
Social Studies	Social Studies 2	MyWorld, Grade 2: We Do Our Part	9780328639274	Yes	Workbook
Social Studies	Social Studies 2 - TEACHER	eText MyWorld, Grade 2: We Do Our Part TE	IT9780328639687	No	Online Text/eBook
Social Studies	Social Studies 6 & 7	MyWorld Interactive: National World History	9780328960101	Yes	Textbook
Social Studies	Social Studies 6 & 7	eText MyWorld Interactive: National World History	IT9780328960101	Yes	Online Text/eBook
Social Studies	Social Studies 6 & 7	eText MyWorld Interactive: World Geography	IT9780328960262	Yes	Online Text/eBook
Social Studies	Social Studies 6 & 7	American History	9780133307016	Yes	Textbook
Social Studies	Social Studies 6 & 7	eText American History	IT9780133307016	Yes	Online Text/eBook
Social Studies	Social Studies 6 & 7 - TEACHER	eText MyWorld Interactive: National World History TE	IT9780328960118	No	Online Text/eBook
Social Studies	Social Studies 6 & 7 - TEACHER	eText MyWorld Interactive: World Geography TE	IT9780328960279	No	Online Text/eBook
Social Studies	Social Studies 8	American History	9780133307016	Yes	Textbook
Social Studies	Social Studies 8	eText American History	IT9780133307016	Yes	Online Text/eBook
Social Studies	Social Studies 8 - TEACHER	eText American History TE	IT9780133307139	No	Online Text/eBook
Social Studies	Social Studies K	eText myWorld Social Studies Grade K: Here We Are	IT9780328640966	Yes	Online Text/eBook
Social Studies	World History (Honors)	eText World History	IT9780133307023	Yes	Online Text/eBook
Social Studies	World History (Honors)	World History	9780133307023	Yes	Textbook

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Social Studies	World History (Honors) - TEACHER	eText World History TE	IT9780133307146	No	Online Text/eBook
Social Studies	World History (Standard)	eText World History	IT9780133307023	Yes	Online Text/eBook
Social Studies	World History (Standard)	World History	9780133307023	Yes	Textbook
Social Studies	World History (Standard) - TEACHER	eText World History TE	IT9780133307146	No	Online Text/eBook



Cyber Charter School Application for Pennwood Cyber Charter School

**Binder #5: Appendices A.5: Alignments;
B: NCAA Courses, C: Special Education**

Submission Date: October 3, 2022

Submitted By: Marc LeBlond

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APPENDIX A CURRICULUM

A.5 ALIGNMENT DOCUMENTS

APPENDIX A CURRICULUM

A.5 ALIGNMENT DOCUMENTS

a. ENGLISH LANGUAGE ARTS K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Language Arts core class for students in Kindergarten through Grade 12.

- Language Arts K
- Language Arts 1
- Language Arts 2
- Language Arts 3
- Language Arts 4
- Language Arts 5
- Language Arts 6
- Language Arts 7
- Language Arts 8
- English 9
- English 10
- English 11
- English 12

Language Arts K

Pennsylvania Core Standards (2014) English Language Arts: Kindergarten	Language Arts K A/B	
	Unit Name	Lesson Name
1.1 Foundational Skills		
Book Handling		
CC.1.1.K.A Utilize book handling skills.	No Place Like Home	<ul style="list-style-type: none"> No Place Like Home: Speak/Listen Incorporate and assign an activity to utilize book handling skills.
Print Concepts		
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.		
<ul style="list-style-type: none"> Follow words left to right, top to bottom, and page by page 	Fun For Everyone	<ul style="list-style-type: none"> Fun For Everyone: Genre Fun For Everyone: Comprehension
<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. 	Fun For Everyone	<ul style="list-style-type: none"> Fun For Everyone: Speak/Listen
<ul style="list-style-type: none"> Understand that words are separated by spaces in print. 	No Place Like Home	<ul style="list-style-type: none"> No Place Like Home: Genre
<ul style="list-style-type: none"> Recognize and name all uppercase and lowercase letters of the alphabet. 	Different Kinds of Families	<ul style="list-style-type: none"> Different Kinds of Families: Genre Different Kinds of Families: Comprehension Different Kinds of Families: Speak/Listen Different Kinds of Families: Fluency
	Outside in Any Weather	<ul style="list-style-type: none"> Outside in Any Weather: Genre Outside in Any Weather: Comprehension Outside in Any Weather: Speak/Listen Outside in Any Weather: Fluency
	Fun For Everyone	<ul style="list-style-type: none"> Fun For Everyone: Genre Fun For Everyone: Comprehension Fun For Everyone: Speak/Listen Fun For Everyone: Fluency
Phonological Awareness		
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. 	Different Kinds of Families	<ul style="list-style-type: none"> Different Kinds of Families: Genre Different Kinds of Families: Comprehension Different Kinds of Families: Speak/Listen
	Outside in Any Weather	<ul style="list-style-type: none"> Outside in Any Weather: Genre
	Ways We Help	<ul style="list-style-type: none"> Ways We Help: Genre Ways We Help: Speak/Listen Ways We Help: Fluency

Pennsylvania Core Standards (2014) English Language Arts: Kindergarten	Language Arts K A/B	
	Unit Name	Lesson Name
<ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words. 	No Place Like Home	<ul style="list-style-type: none"> No Place Like Home: Speak/Listen
	Friends Are Kind	<ul style="list-style-type: none"> Friends Are Kind: Genre
	What a Friend Needs	<ul style="list-style-type: none"> What a Friend Needs: Genre
	Animals Learn and Grow	<ul style="list-style-type: none"> Animals Learn and Grow: Genre Animals Learn and Grow: Comprehension
	Animals Working Together	<ul style="list-style-type: none"> Animals Working Together: Fluency
	On Our Own	<ul style="list-style-type: none"> On Our Own: Fluency
	Where the Wind Blows	<ul style="list-style-type: none"> Where the Wind Blows: Genre
	Snowy Days	<ul style="list-style-type: none"> Snowy Days: Genre
<ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words. 	Outside in Any Weather	<ul style="list-style-type: none"> Outside in Any Weather: Comprehension
<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. 	Outside in Any Weather	<ul style="list-style-type: none"> Outside in Any Weather: Genre Outside in Any Weather: Comprehension
	No Place Like Home	<ul style="list-style-type: none"> No Place Like Home: Comprehension No Place Like Home: Fluency
	What a Surprise!	<ul style="list-style-type: none"> What a Surprise!: Comprehension What a Surprise!: Speak/Listen
	Friends Help Each Other	<ul style="list-style-type: none"> Friends Help Each Other: Comprehension Friends Help Each Other: Speak/Listen
	Friends Are Kind	<ul style="list-style-type: none"> Friends Are Kind: Comprehension Friends Are Kind: Fluency
	What a Friend Needs	<ul style="list-style-type: none"> What a Friend Needs: Comprehension
Phonics and Word Recognition		
CC.1.1.K.D		
Know and apply grade-level phonics and word analysis skills in decoding words.		
<ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence. 	No Place Like Home	<ul style="list-style-type: none"> No Place Like Home: Speak/Listen No Place Like Home: Synthesize
	What a Surprise!	<ul style="list-style-type: none"> What a Surprise!: Comprehension What a Surprise!: Speak/Listen What a Surprise!: Fluency
	Friends Are Kind	<ul style="list-style-type: none"> Friends Are Kind: Comprehension Friends Are Kind: Speak/Listen Friends Are Kind: Fluency Friends Are Kind: Synthesize
	Animals Learn and Grow	<ul style="list-style-type: none"> Animals Learn and Grow: Comprehension Animals Learn and Grow: Speak/Listen Animals Learn and Grow: Fluency Animals Learn and Grow: Synthesize
	Ways Animals Are Different	<ul style="list-style-type: none"> Ways Animals Are Different: Genre

Pennsylvania Core Standards (2014) English Language Arts: Kindergarten	Language Arts K A/B	
	Unit Name	Lesson Name
<ul style="list-style-type: none"> Associate the long and short sounds with common spellings for the five major vowels. 	Friends Help Each Other	<ul style="list-style-type: none"> Friends Help Each Other: Speak/Listen Friends Help Each Other: Fluency
	What a Friend Needs	<ul style="list-style-type: none"> What a Friend Needs: Comprehension What a Friend Needs: Speak/Listen What a Friend Needs: Synthesize
	Ways Animals Are Different	<ul style="list-style-type: none"> Ways Animals Are Different: Comprehension Ways Animals Are Different: Speak/Listen Ways Animals Are Different: Fluency Ways Animals Are Different: Synthesize
	Animals Working Together	<ul style="list-style-type: none"> Animals Working Together: Comprehension Animals Working Together: Speak/Listen Animals Working Together: Fluency Animals Working Together: Synthesize
	Feeling Happy	<ul style="list-style-type: none"> Feeling Happy: Genre Feeling Happy: Comprehension Feeling Happy: Speak/Listen Feeling Happy: Fluency
	Feeling Scared	<ul style="list-style-type: none"> Feeling Scared: Genre Feeling Scared: Comprehension Feeling Scared: Speak/Listen Feeling Scared: Fluency Feeling Scared: Synthesize
	On Our Own	<ul style="list-style-type: none"> On Our Own: Comprehension
	Small Helpers	<ul style="list-style-type: none"> Small Helpers: Comprehension Small Helpers: Speak/Listen
	Ways We Help	<ul style="list-style-type: none"> Ways We Help: Comprehension
	Where the Wind Blows	<ul style="list-style-type: none"> Where the Wind Blows: Comprehension Where the Wind Blows: Speak/Listen
	Ready for the Rain	<ul style="list-style-type: none"> Ready for the Rain: Comprehension Ready for the Rain: Speak/Listen Ready for the Rain: Fluency
	Snowy Days	<ul style="list-style-type: none"> Snowy Days: Comprehension Snowy Days: Speak/Listen
	All About Fog	<ul style="list-style-type: none"> All About Fog: Comprehension All About Fog: Speak/Listen All About Fog: Fluency
	Good Food for You	<ul style="list-style-type: none"> Good Food for You: Comprehension Good Food for You: Speak/Listen
	A World of Healthy Food	<ul style="list-style-type: none"> A World of Healthy Food: Comprehension A World of Healthy Food: Speak/Listen
	Many Ways to Eat a Food	<ul style="list-style-type: none"> Many Ways to Eat a Food: Comprehension Many Ways to Eat a Food: Speak/Listen

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	Unit Name	Lesson Name	
<ul style="list-style-type: none"> • Read grade-level high-frequency sight words with automaticity. 	Different Kinds of Families	• Different Kinds of Families: Synthesize	
	Fun For Everyone	• Fun For Everyone: Comprehension • Fun For Everyone: Synthesize	
	No Place Like Home	• No Place Like Home: Speak/Listen • No Place Like Home: Fluency • No Place Like Home: Synthesize	
	What a Surprise!	• What a Surprise!: Synthesize	
	Friends Help Each Other	• Friends Help Each Other: Write	
	Friends Are Kind	• Friends Are Kind: Fluency • Friends Are Kind: Synthesize	
	Animals Learn and Grow	• Animals Learn and Grow: Synthesize	
	Ways Animals Are Different	• Ways Animals Are Different: Synthesize	
	Animal Parents and Babies	• Animal Parents and Babies: Synthesize	
	Animals Working Together	• Animals Working Together: Synthesize	
	Feeling Angry	• Feeling Angry: Synthesize	
	Feeling Happy	• Feeling Happy: Write	
	Feeling Sad	• Feeling Sad: Synthesize	
	Feeling Scared	• Feeling Scared: Synthesize	
	We Learn About the World	• We Learn About the World: Fluency • We Learn About the World: Synthesize	
	Now I Can Do It	• Now I Can Do It: Synthesize	
	Help Can Be a Surprise	• Help Can Be a Surprise: Synthesize	
	Snowy Days	• Snowy Days: Fluency	
	<ul style="list-style-type: none"> • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	Now I Can Do It	• Now I Can Do It: Genre
		Say Goodbye to Fear!	• Say Goodbye to Fear!: Genre
Fluency			
CC.1.1.K.E Read emergent-reader text with purpose and understanding.	Animal Parents and Babies	• Animal Parents and Babies: Synthesize	
	Feeling Sad	• Feeling Sad: Fluency	
	Help Can Be a Surprise	• Help Can Be a Surprise: Synthesize	
1.2 Reading Informational Text			
Key Ideas and Details			
Main Idea			
CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	Animals Learn and Grow	• Animals Learn and Grow: Synthesize	
	Ways Animals Are Different	• Ways Animals Are Different: Fluency • Ways Animals Are Different: Synthesize	
	Feeling Happy	• Feeling Happy: Synthesize	
	Snowy Days	• Snowy Days: Speak/Listen	
	All About Fog	• All About Fog: Speak/Listen • All About Fog: Fluency	
Key Ideas and Details			
Text Analysis			
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension • Animals Learn and Grow: Speak/Listen	
	Ways Animals Are Different	• Ways Animals Are Different: Comprehension	
	Animal Parents and Babies	• Animal Parents and Babies: Comprehension	
	Animals Working Together	• Animals Working Together: Comprehension	

Pennsylvania Core Standards (2014) English Language Arts: Kindergarten	Language Arts K A/B	
	Unit Name	Lesson Name
Key Ideas and Details Text Analysis		
CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	Ways Animals Are Different	• Ways Animals Are Different: Synthesize
	Animal Parents and Babies	• Animal Parents and Babies: Speak/Listen • Animal Parents and Babies: Fluency • Animal Parents and Babies: Synthesize
	Ready for the Rain	• Ready for the Rain: Speak/Listen
Craft and Structure Point of View		
Intentionally Blank		
Craft and Structure Text Structure		
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Feeling Angry	• Feeling Angry: Speak/Listen
Craft and Structure Vocabulary		
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	Animals Working Together	• Animals Working Together: Speak/Listen • Animals Working Together: Fluency
Integration of Knowledge and Ideas Diverse Media		
CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	Ways Animals Are Different	• Ways Animals Are Different: Genre • Ways Animals Are Different: Comprehension
	Animals Working Together	• Animals Working Together: Genre
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	Feeling Scared	• Feeling Scared: Fluency
Integration of Knowledge and Ideas Analysis Across Texts		
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.	Ready for the Rain	• Ready for the Rain: Fluency • Ready for the Rain: Synthesize
Vocabulary Acquisition and Use		
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Incorporate and assign an activity to use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	
Vocabulary Acquisition and Use		
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.	Many Ways to Eat a Food	• Many Ways to Eat a Food: Comprehension • Many Ways to Eat a Food: Fluency
	Good Food for You	• Good Food for You: Genre • Good Food for You: Speak/Listen
Range of Reading		
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	Where the Wind Blows	• Where the Wind Blows: Speak/Listen

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1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.K.A With prompting and support, retell familiar stories including key details.	Friends Are Kind	• Friends Are Kind: Synthesize
	Say Goodbye to Fear!	• Say Goodbye to Fear!: Synthesize
	Help Can Be Anywhere	• Help Can Be Anywhere: Write
	Small Helpers	• Small Helpers: Synthesize
Key Ideas and Details		
Text Analysis		
CC.1.3.K.B Answer questions about key details in a text.	Different Kinds of Families	• Different Kinds of Families: Comprehension
	Outside in Any Weather	• Outside in Any Weather: Genre
		• Outside in Any Weather: Comprehension
	Fun For Everyone	• Outside in Any Weather: Fluency
		• Outside in Any Weather: Synthesize
	No Place Like Home	• Fun For Everyone: Genre
• Fun For Everyone: Comprehension		
What a Surprise!	• No Place Like Home: Genre	
	• No Place Like Home: Comprehension	
Friends Help Each Other	• What a Surprise!: Comprehension	
	• What a Surprise!: Fluency	
Friends Help Each Other	• Friends Help Each Other: Comprehension	
Key Ideas and Details		
Literary Elements		
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	Different Kinds of Families	• Different Kinds of Families: Fluency
		• Different Kinds of Families: Synthesize
	Outside in Any Weather	• Outside in Any Weather: Speak/Listen
	Fun For Everyone	• Fun For Everyone: Comprehension
Small Helpers	• Small Helpers: Genre	
Craft and Structure		
Point of View		
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	Different Kinds of Families	• Different Kinds of Families: Genre
	Outside in Any Weather	• Outside in Any Weather: Genre
	Fun For Everyone	• Fun For Everyone: Genre
	No Place Like Home	• No Place Like Home: Fluency
	What a Surprise!	• What a Surprise!: Genre
Friends Help Each Other	• Friends Help Each Other: Genre	
Craft and Structure		
Text Structure		
CC.1.3.K.E Recognize common types of text.	Help Can Be Anywhere	• Help Can Be Anywhere: Speak/Listen
	Small Helpers	• Small Helpers: Speak/Listen
	Ways We Help	• Ways We Help: Comprehension

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	Unit Name	Lesson Name
Craft and Structure Vocabulary		
CC.1.3.K.F Ask and answer questions about unknown words in a text.	Fun For Everyone	<ul style="list-style-type: none"> • Fun For Everyone: Speak/Listen • Fun For Everyone: Fluency
Integration of Knowledge and Ideas Sources of Information		
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	Ways Animals Are Different	<ul style="list-style-type: none"> •Ways Animals Are Different: Comprehension
Integration of Knowledge and Ideas Text Analysis		
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	Help Can Be a Surprise	<ul style="list-style-type: none"> • Help Can Be a Surprise: Speak/Listen • Help Can Be a Surprise: Fluency Extend the lessons to compare and contrast the adventures of characters in familiar stories.
Vocabulary Acquisition and Use Strategies		
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.	Feeling Happy	<ul style="list-style-type: none"> • Feeling Happy: Genre • Feeling Happy: Speak/Listen
	Many Ways to Eat a Food	<ul style="list-style-type: none"> • Many Ways to Eat a Food: Genre • Many Ways to Eat a Food: Comprehension • Many Ways to Eat a Food: Fluency
	Ways We Help	<ul style="list-style-type: none"> • Ways We Help: Genre • Ways We Help: Speak/Listen
	Good Food for You	<ul style="list-style-type: none"> • Good Food for You: Genre • Good Food for You: Speak/Listen
	A World of Healthy Food	<ul style="list-style-type: none"> • A World of Healthy Food: Genre • A World of Healthy Food: Speak/Listen
Vocabulary Acquisition and Use		
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Incorporate and assign an activity to use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	
Range of Reading		
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	What a Surprise!	<ul style="list-style-type: none"> • What a Surprise!: Synthesize
1.4 Writing Informative/ Explanatory		
CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	Feeling Happy	<ul style="list-style-type: none"> • Feeling Happy: Genre • Feeling Happy: Comprehension • Feeling Happy: Speak/Listen • Feeling Happy: Fluency • Feeling Happy: Write
	Good Food for You	<ul style="list-style-type: none"> • Good Food for You: Fluency • Good Food for You: Synthesize
	A World of Healthy Food	<ul style="list-style-type: none"> • A World of Healthy Food: Genre

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	Unit Name	Lesson Name
Informative/Explanatory Focus		
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	Feeling Happy	<ul style="list-style-type: none"> Feeling Happy: Genre Feeling Happy: Comprehension Feeling Happy: Fluency Feeling Happy: Write
Informative/Explanatory Content		
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Feeling Happy	<ul style="list-style-type: none"> Feeling Happy: Genre Feeling Happy: Comprehension Feeling Happy: Fluency Feeling Happy: Write
Informative/Explanatory Organization		
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	Feeling Happy	<ul style="list-style-type: none"> Feeling Happy: Genre Feeling Happy: Comprehension Feeling Happy: Fluency Feeling Happy: Write
	Feeling Sad	<ul style="list-style-type: none"> Feeling Sad: Synthesize
Informative/Explanatory Style		
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	Feeling Sad	<ul style="list-style-type: none"> Feeling Sad: Synthesize Feeling Sad: Fluency
Informative/Explanatory Conventions of Language		
CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Animals Learn and Grow	<ul style="list-style-type: none"> Animals Learn and Grow: Comprehension Animals Learn and Grow: Speak/Listen
	Snowy Days	<ul style="list-style-type: none"> Snowy Days: Speak/Listen
• Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation.	Animals Learn and Grow	<ul style="list-style-type: none"> Animals Learn and Grow: Comprehension
	Ready for the Rain	<ul style="list-style-type: none"> Ready for the Rain: Fluency
• Spell simple words phonetically.	Chefs Cook	<ul style="list-style-type: none"> Chefs Cook: Comprehension Chefs Cook: Speak/Listen Chefs Cook: Fluency Chefs Cook: Synthesize
Opinion/Argumentative		
CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	What a Friend Needs	<ul style="list-style-type: none"> What a Friend Needs: Speak/Listen What a Friend Needs: Fluency
	Help Can Be a Surprise	<ul style="list-style-type: none"> Help Can Be a Surprise: Synthesize
	Help Can Be Anywhere	<ul style="list-style-type: none"> Help Can Be Anywhere: Genre Help Can Be Anywhere: Comprehension Help Can Be Anywhere: Speak/Listen

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Opinion/Argumentative Focus		
CC.1.4.K.H Form an opinion by choosing between two given topics.	Feeling Scared	• Feeling Scared: Comprehension
	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Comprehension Extend the lessons to form an opinion by choosing between two given topics.
Opinion/Argumentative Content		
CC.1.4.K.I Support the opinion with reasons.	Help Can Be Anywhere	• Help Can Be Anywhere: Speak/Listen
Opinion/Argumentative Organization		
CC.1.4.K.J Make logical connections between drawing and writing.	Help Can Be Anywhere	• Help Can Be Anywhere: Comprehension
Opinion/Argumentative Style		
Intentionally Blank		
Opinion/Argumentative Conventions of Language		
CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize first word in sentence and pronoun I.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension • Animals Learn and Grow: Speak/Listen Extend the lessons to cover an opinion/argumentative text.
• Recognize and use end punctuation.	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Speak/Listen • Help Can Be Anywhere: Fluency Extend the lessons to cover an opinion/argumentative text.
	Snowy Days	• Snowy Days: Speak/Listen
• Spell simple words phonetically.	Ready for the Rain	• Ready for the Rain: Fluency • Chefs Cook: Comprehension
	Chefs Cook	• Chefs Cook: Speak/Listen • Chefs Cook: Fluency • Chefs Cook: Synthesize Extend the lessons to cover an opinion/argumentative text.
Narrative		
CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Friends Help Each Other	• Friends Help Each Other: Comprehension • Friends Help Each Other: Speak/Listen • Friends Help Each Other: Fluency
	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen

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Narrative Focus		
CC.1.4.K.N Establish who and what the narrative will be about.	Small Helpers	<ul style="list-style-type: none"> • Small Helpers: Comprehension • Small Helpers: Speak/Listen
Narrative Content		
CC.1.4.K.O Describe experiences and events.	Small Helpers	<ul style="list-style-type: none"> • Small Helpers: Comprehension • Small Helpers: Speak/Listen
Narrative Organization		
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.	Friends Help Each Other	<ul style="list-style-type: none"> • Friends Help Each Other: Comprehension • Friends Help Each Other: Speak/Listen • Friends Help Each Other: Fluency
	Small Helpers	<ul style="list-style-type: none"> • Small Helpers: Comprehension • Small Helpers: Speak/Listen
Narrative Style		
Intentionally Blank		
Narrative Conventions of Language		
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. 	Friends Are Kind	• Friends Are Kind: Comprehension
	What a Friend Needs	• What a Friend Needs: Speak/Listen
	Help Can Be Anywhere	• Help Can Be Anywhere: Fluency
<ul style="list-style-type: none"> • Recognize and use end punctuation. 	On Our Own	<ul style="list-style-type: none"> • On Our Own: Comprehension • On Our Own: Speak/Listen
	Help Can Be Anywhere	<ul style="list-style-type: none"> • Help Can Be Anywhere: Genre • Help Can Be Anywhere: Speak/Listen • Help Can Be Anywhere: Fluency
<ul style="list-style-type: none"> • Spell simple words phonetically. 	Ready for the Rain	• Ready for the Rain: Fluency
	Chefs Cook	<ul style="list-style-type: none"> • Chefs Cook: Comprehension • Chefs Cook: Speak/Listen • Chefs Cook: Fluency • Chefs Cook: Synthesize Extend the lessons to cover a narrative text.
Response to Literature		
Intentionally Blank		
Production and Distribution of Writing Writing Process		
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.	Friends Help Each Other	• Friends Help Each Other: Fluency
	Help Can Be Anywhere	<ul style="list-style-type: none"> • Help Can Be Anywhere: Fluency • Help Can Be Anywhere: Write
	Small Helpers	• Small Helpers: Fluency
	A World of Healthy Food	• A World of Healthy Food: Comprehension
	Chefs Cook	• Chefs Cook: Genre

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Technology and Publication		
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.	Good Food for You	• Good Food for You: Synthesize
	Chefs Cook	• Chefs Cook: Speak/Listen
Conducting Research		
CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	Feeling Scared	• Feeling Scared: Comprehension
Credibility, Reliability, and Validity of Sources		
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Feeling Scared	• Feeling Scared: Comprehension
Range of Writing		
CC.1.4.K.X Write routinely over short time frames.	Feeling Angry	• Feeling Angry: Genre • Feeling Angry: Comprehension • Feeling Angry: Fluency
	Feeling Sad	• Feeling Sad: Genre • Feeling Sad: Comprehension
	Feeling Scared	• Feeling Scared: Genre • Feeling Scared: Comprehension • Feeling Scared: Speak/Listen
	Help Can Be a Surprise	• Help Can Be a Surprise: Comprehension • Help Can Be a Surprise: Speak/Listen • Help Can Be a Surprise: Fluency
	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Comprehension • Help Can Be Anywhere: Speak/Listen
	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen • Small Helpers: Fluency
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	Different Kinds of Families	• Different Kinds of Families: Synthesize
	Fun For Everyone	• Fun For Everyone: Synthesize
	Outside in Any Weather	• Outside in Any Weather: Fluency • Outside in Any Weather: Synthesize
	Say Goodbye to Fear!	• Say Goodbye to Fear!: Synthesize
	Where the Wind Blows	• Where the Wind Blows: Synthesize
	Ready for the Rain	• Ready for the Rain: Synthesize

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Comprehension and Collaboration Critical Listening		
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.	Animals Learn and Grow	<ul style="list-style-type: none"> Animals Learn and Grow: Comprehension Animals Learn and Grow: Speak/Listen
	Ways Animals Are Different	<ul style="list-style-type: none"> Ways Animals Are Different: Comprehension
	Animal Parents and Babies	<ul style="list-style-type: none"> Animal Parents and Babies: Comprehension
	Animals Working Together	<ul style="list-style-type: none"> Animals Working Together: Comprehension
Comprehension and Collaboration Evaluating Information		
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Friends Are Kind	<ul style="list-style-type: none"> Friends Are Kind: Synthesize
	Animals Learn and Grow	<ul style="list-style-type: none"> Animals Learn and Grow: Synthesize
	Help Can Be a Surprise	<ul style="list-style-type: none"> Help Can Be a Surprise: Speak/Listen
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	What a Surprise!	<ul style="list-style-type: none"> What a Surprise!: Synthesize Extend the lesson to use appropriate volume.
	Animal Parents and Babies	<ul style="list-style-type: none"> Animal Parents and Babies: Synthesize
	Feeling Angry	<ul style="list-style-type: none"> Feeling Angry: Synthesize
	We Learn About the World	<ul style="list-style-type: none"> We Learn About the World: Synthesize
	Now I Can Do It	<ul style="list-style-type: none"> Now I Can Do It: Synthesize
Presentation of Knowledge and Ideas Context		
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	Feeling Happy	<ul style="list-style-type: none"> Feeling Happy: Write
	Feeling Scared	<ul style="list-style-type: none"> Feeling Scared: Speak/Listen
	Help Can Be a Surprise	<ul style="list-style-type: none"> Help Can Be a Surprise: Genre Help Can Be a Surprise: Comprehension Help Can Be a Surprise: Synthesize
	Help Can Be Anywhere	<ul style="list-style-type: none"> Help Can Be Anywhere: Write
	Where the Wind Blows	<ul style="list-style-type: none"> Where the Wind Blows: Speak/Listen Where the Wind Blows: Fluency
Integration of Knowledge and Ideas Multimedia		
Intentionally Blank		
Conventions of Standard English		
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Say Goodbye to Fear!	<ul style="list-style-type: none"> Say Goodbye to Fear!: Speak/Listen
	On Our Own	<ul style="list-style-type: none"> On Our Own: Genre
	We Learn About the World	<ul style="list-style-type: none"> We Learn About the World: Comprehension
	What a Friend Needs	<ul style="list-style-type: none"> What a Friend Needs: Genre What a Friend Needs: Synthesize
	Help Can Be a Surprise	<ul style="list-style-type: none"> Help Can Be a Surprise: Genre Help Can Be a Surprise: Speak/Listen
	Feeling Angry	<ul style="list-style-type: none"> Feeling Angry: Comprehension
	Ready for the Rain	<ul style="list-style-type: none"> Ready for the Rain: Comprehension
	Feeling Scared	<ul style="list-style-type: none"> Feeling Scared: Speak/Listen
	Small Helpers	<ul style="list-style-type: none"> Small Helpers: Speak/Listen
	Chefs Cook	<ul style="list-style-type: none"> Chefs Cook: Speak/Listen

Language Arts 1

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
CC.1.1.1.B		
Demonstrate understanding of the organization and basic features of print.		
<ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. 	Let's Be Friends	1
	Buildings All Around	1
	A Community in Nature	1
	Let's Help	1
	Follow the Map	1
	What Time Is It?	1
	Tales Over Time	1
	Now and Then	1
Phonological Awareness		
CC.1.1.1.C		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
<ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. 	What Time Is It?	1
	Insects!	4
	Working with Animals	3
	At School	5
	Where I Live	5
	Let's Be Friends	2, 3, 5
	Let's Move!	2
	A Community in Nature	5
	Let's Help	5
	Follow the Map	1
	What Time Is It?	5
	Tales Over Time	2, 4
	Now and Then	1, 3, 5
	From Farm to Table	1, 4
	Animals Together	2, 5
	Great Inventions	5
	Build It!	2
	Taking Action	2, 4, 5
	My Team	5
	Weather Together	2, 5
Sharing Traditions	2, 4	
	At School	3
	Where I Live	3
	Our Pets	2, 4
	Let's Be Friends	1, 4, 5
	Let's Move!	3, 4, 5
	Jobs Around Town	1, 4, 5
Buildings All Around	3, 5	

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
<ul style="list-style-type: none"> Orally produce single-syllable words, including consonant blends and digraphs. 	A Community in Nature	2, 5
	Let's Help	5
	Follow the Map	3, 5
	Tales Over Time	3, 5
	Now and Then	3, 5
	From Farm to Table	2, 5
	In the Wild	2, 5
	Working with Animals	3
	See It, Sort It	3, 5
	Up in the Sky	3, 5
	Great Inventions	2, 3
	Sounds All Around	3
	Build It!	1
	Taking Action	4, 5
	My Team	3
	Weather Together	3
	Sharing Traditions	3, 5
<ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 	At School	2
	Where I Live	1, 4
	Our Pets	1
	Let's Move!	1
	Jobs Around Town	2, 3
	Buildings All Around	1, 2, 4
	A Community in Nature	1, 3, 4
	Let's Help	1
	What Time Is It?	4
	Now and Then	2, 4
	From Farm to Table	3, 5
	Animal Features	2, 3
	Animals Together	1, 3
	In the Wild	1, 3, 4
	Insects!	1
	Working with Animals	1
	See It, Sort It	1, 2, 4
	Great Inventions	4
	Sounds All Around	2
	Build It!	3
Taking Action	1	
My Team	1, 4	
Weather Together	1, 4	
<ul style="list-style-type: none"> Add or substitute individual sounds (phonemes) in one-syllable words to make new words. 	Let's Be Friends	2, 3, 5
	Let's Move!	2
	A Community in Nature	5
	Let's Help	5
	Follow the Map	1

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
Phonics and Word Recognition	What Time Is It?	5
CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.		
<ul style="list-style-type: none"> Identify common consonant digraphs, final-e, and common vowel teams. 	Let's Help	2, 3, 4, 5
	Follow the Map	1, 2, 3, 4, 5
	From Farm to Table	1, 2
	In the Wild	4
	Working with Animals	1, 2
	Build It!	3, 4, 5
<ul style="list-style-type: none"> Decode one and two-syllable words with common patterns. 	What Time Is It?	1, 2, 3, 4, 5
	Watch It Grow!	1
	Tales Over Time	1, 2, 3, 4, 5
	Now and Then	1, 2, 3, 4, 5
	From Farm to Table	1, 2, 3, 4, 5
	Animal Features	1, 2
	Animals Together	1, 4
	Up in the Sky	1, 2, 3, 4, 5
	Great Inventions	1, 2, 3, 4, 5
	Sounds All Around	1, 2, 3, 4, 5
	Build It!	1, 2, 3, 4, 5
	Taking Action	1, 2, 3, 4, 5
	My Team	1, 2, 3, 4, 5
	Let's Help	4
	Watch It Grow!	3
	Now and Then	4
	In the Wild	4, 5
	Insects!	5
	Working with Animals	4, 5
	See It, Sort It	3, 5
	Up in the Sky	3, 5
	Sounds All Around	4, 5
	Build It!	4, 5
	My Team	4
	Weather Together	4
	Celebrate America	4, 5
<ul style="list-style-type: none"> Read grade-level words with inflectional endings. 	At School	4
	Our Pets	4, 5
	Jobs Around Town	4
	A Community in Nature	4, 5
	Follow the Map	4
	Watch It Grow!	5
	Tales Over Time	4
	From Farm to Table	4
Insects!	4	

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
	See It, Sort It	4
	Up in the Sky	4
	Sounds All Around	4, 5
	My Team	1
	Sharing Traditions	5
<ul style="list-style-type: none"> • Read grade-appropriate irregularly spelled words. 	Follow the Map	1, 2, 4
	See It, Sort It	4
	Weather Together	1
Fluency		
CC.1.1.1.E Read with accuracy and fluency to support comprehension:		
<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. 	What Time Is It?	2, 3
	Taking Action	3
<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	At School	3
	Where I Live	3
	Our Pets	2, 3
	Let's Be Friends	3
	Jobs Around Town	3
	Buildings All Around	3
	A Community in Nature	3
	Let's Help	3
	Now and Then	3
	From Farm to Table	3
	Animal Features	3
	Animals Together	3
	In the Wild	3
	Insects!	3
	Working with Animals	3
	See It, Sort It	3
	Up in the Sky	3
	Great Inventions	3
	Sounds All Around	3
	Build It!	3
	My Team	3
	Weather Together	3
	Sharing Traditions	3
Celebrate America	3	
<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	A Community in Nature	1, 4
	Let's Help	1, 3, 4
	Follow the Map	1, 3
	Watch It Grow!	1, 3, 4, 5
	Tales Over Time	3
	In the Wild	4
	Taking Action	1, 3, 4
My Team	1, 3, 4	

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
1.2 Reading Informational Text	Celebrate America	4
Key Ideas and Details		
Main Idea		
CC.1.2.1.A Identify the main idea and retell key details of text.	Let's Be Friends	4
	Let's Move!	1, 3
	A Community in Nature	2, 3
	Follow the Map	3
	From Farm to Table	4
	Animals Together	1, 2, 3, 4
	In the Wild	1, 2, 3, 4
	Insects!	4
	Working with Animals	1, 2, 3, 4
	Great Inventions	1
	My Team	1
	Celebrate America	2
Key Ideas and Details		
Text Analysis		
CC.1.2.1.B Ask and answer questions about key details in a text.	Let's Be Friends	1, 2, 3, 4
	Let's Move!	2, 3, 4, 5
	Follow the Map	4
	Now and Then	1, 2, 3, 4
	From Farm to Table	1
	Animals Together	1, 2, 3, 4
	In the Wild	1, 2, 3
	Great Inventions	1, 3
	Build It!	1, 2, 5
		Celebrate America
Key Ideas and Details		
Text Analysis		
CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.	Now and Then	2, 3, 4, 5
	From Farm to Table	2, 3
	Working with Animals	3, 5
	Great Inventions	2, 3, 5
	Build It!	2
	My Team	3
Craft and Structure		
Point of View		
Intentionally Blank		
Craft and Structure		
Text Structure		
	Our Pets	4, 5
	Let's Move!	1, 4, 5
	Buildings All Around	4
	A Community in Nature	2

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	Follow the Map	4
	What Time Is It?	4
	Now and Then	2, 4
	From Farm to Table	2, 4, 5
	Great Inventions	2
	Build It!	4, 5
	Weather Together	4
	Celebrate America	4
Craft and Structure Vocabulary		
CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Let's Be Friends	3, 4
Integration of Knowledge and Ideas Diverse Media		
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	Let's Be Friends	2, 3, 4
	Working with Animals	2
	Sharing Traditions	1
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.1.H Identify the reasons an author gives to support points in a text.	Follow the Map	5
	Working with Animals	5
	Celebrate America	5
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	At School	4, 5
	Our Pets	5
	Let's Be Friends	5
	Let's Move!	5
	Jobs Around Town	4, 5
	Buildings All Around	5
	A Community in Nature	5
	Let's Help	5
	Follow the Map	5
	What Time Is It?	5
	Watch It Grow!	5
	Now and Then	5
	From Farm to Table	5
	Animals Together	3, 5
	In the Wild	5
	Insects!	5
	See It, Sort It	5
	Great Inventions	5
	Build It!	5
	Taking Action	5
My Team	5	

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	Unit Name	Lesson Number
	Weather Together	5
	Sharing Traditions	5
	Celebrate America	5
Vocabulary Acquisition and Use		
CC.1.2.1.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.	Let's Be Friends	3, 4
	From Farm to Table	2, 4, 5
	Great Inventions	2
	My Team	2, 4
	Weather Together	4
	Working with Animals	5
	Celebrate America	5
Vocabulary Acquisition and Use		
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.	Let's Be Friends	3, 4
Range of Reading		
CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Where I Live	1
	Let's Be Friends	4
	Jobs Around Town	2
	Buildings All Around	4
	A Community in Nature	2, 3, 4
	Let's Help	1
	Follow the Map	1,3
	What Time Is It?	2
	Now and Then	1, 3, 4
	From Farm to Table	1, 2, 3, 4
	Animals Together	1, 2, 3, 4
	In the Wild	1, 3, 4
	Insects!	1, 2, 4
	Working with Animals	1, 2, 3, 4
	Great Inventions	2, 3
	Build It!	2, 3, 4
My Team	2, 3, 4	
Celebrate America	2, 3, 4	
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	At School	3, 5
	Let's Be Friends	3
	A Community in Nature	1
	Follow the Map	1, 2
	Tales Over Time	1
	Animals Together	2
	Build It!	3
	Taking Action	2, 3, 4

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	Unit Name	Lesson Number
Key Ideas and Details Text Analysis	Sharing Traditions	2, 3
CC.1.3.1.B Ask and answer questions about key details in a text.	At School	2
	Where I Live	2, 3, 4
	Our Pets	2, 3, 4
	Let's Be Friends	1, 2
	Jobs Around Town	2, 3, 4
	Buildings All Around	1, 2, 3, 4
	Watch It Grow!	4
	Tales Over Time	1, 3
	Animal Features	1, 2, 3, 4
	Animals Together	2
	See It, Sort It	1, 2, 4
	Up in the Sky	1, 2, 3
	Sounds All Around	1, 2
	Build It!	3
	Taking Action	1, 3, 4
Celebrate America	1, 3	
Key Ideas and Details Literary Elements		
CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	Our Pets	2, 3, 4
	Jobs Around Town	2, 3, 4
	Buildings All Around	2, 3, 4, 5
	Let's Help	2, 3, 4
	What Time Is It?	2, 4
	Watch It Grow!	2, 3, 4
	Tales Over Time	2, 3
	Animal Features	2, 4
	Insects!	1, 4
	Up in the Sky	2, 3, 4
	Sounds All Around	2, 3, 4
	Weather Together	2, 3
Celebrate America	3	
Craft and Structure Point of View		
CC.1.3.1.D Identify who is telling the story at various points in a text.	Watch It Grow!	2
	Insects!	2, 3
	See It, Sort It	2, 3, 4, 5
	Sounds All Around	4
	Sharing Traditions	4
Craft and Structure Text Structure		
	Let's Be Friends	1, 2
	Let's Move!	2

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	Unit Name	Lesson Number
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.	Let's Help	2
	Follow the Map	2
	What Time Is It?	2
	Tales Over Time	2
	Insects!	2
	See It, Sort It	2
	Up in the Sky	2
	Sounds All Around	2
	Build It!	2
	My Team	2
	Weather Together	2
	Celebrate America	2
Craft and Structure Vocabulary		
CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Watch It Grow!	3
	Tales Over Time	4
	Taking Action	2
	Sharing Traditions	2
Integration of Knowledge and Ideas Sources of Information		
CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	At School	2
	Where I Live	2
	Our Pets	4, 5
	Let's Be Friends	5
	What Time Is It?	4
	Insects!	4
	Working with Animals	1
Weather Together	1, 3	
Integration of Knowledge and Ideas Text Analysis		
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	What Time Is It?	5
	Tales Over Time	4, 5
	Animal Features	5
	Sounds All Around	4, 5
	Taking Action	4
Vocabulary Acquisition and Use Strategies		
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	Where I Live	1
	Let's Be Friends	5
	Jobs Around Town	5
	Buildings All Around	5
	Let's Help	5
Vocabulary Acquisition and Use		
CC.1.3.1.J	Where I Live	1, 2, 4, 5
	Let's Be Friends	1, 2, 4, 5

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	Unit Name	Lesson Number
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.	Jobs Around Town	1, 2, 4, 5
	Buildings All Around	1, 2, 3, 4, 5
	Let's Help	2, 3, 4
Range of Reading		
CC.1.3.1.K Read and comprehend literature on grade-level, reading independently and proficiently.	Our Pets	1
	A Community in Nature	1
	Let's Help	2, 3, 4
	What Time Is It?	1, 3
	Tales Over Time	1, 4
	Insects!	3
	See It, Sort It	2
	Up in the Sky	1
	Great Inventions	4
	Sounds All Around	3
Sharing Traditions	3, 4	
1.4 Writing		
Informative/ Explanatory		
CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.	At School	2, 3
	Where I Live	1, 2, 3
	Let's Move!	1, 2, 3
	Buildings All Around	1, 2, 3
	A Community in Nature	1, 2, 3, 4, 5
	Let's Help	1
	Follow the Map	1, 2, 3
	From Farm to Table	1
	Animals Together	1, 2, 3
	In the Wild	1, 2
	Insects!	1, 2, 3
	Working with Animals	1, 2, 3
	See It, Sort It	2, 3
	Up in the Sky	1, 2, 3
	Great Inventions	1, 2
	Build It!	1
	Taking Action	2
	My Team	1, 2, 3
	Weather Together	1, 2, 3, 4, 5
Celebrate America	1, 2, 3	
Informative/Explanatory Focus		
CC.1.4.1.B Identify and write about one specific topic	At School	2, 3
	Where I Live	1, 2, 3
	Let's Move!	1, 2, 3
	Buildings All Around	1, 2, 3
	A Community in Nature	1, 2, 3, 4, 5
	Let's Help	1

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	Unit Name	Lesson Number
Identify and write about one specific topic.	Follow the Map	1, 2, 3
	From Farm to Table	1
	Animals Together	1, 2, 3
	In the Wild	1, 2
	Weather Together	1, 2, 3, 4, 5
Informative/Explanatory Content		
CC.1.4.1.C Develop the topic with two or more facts.	Working with Animals	1, 2, 3
	See It, Sort It	2, 3
	Up in the Sky	1, 2, 3
	Great Inventions	1, 2
	Build It!	1
	Taking Action	2
	My Team	1, 2, 3
	Weather Together	1, 2, 3, 4, 5
	Celebrate America	1, 2, 3
A Community in Nature	1, 2, 3, 4, 5	
Informative/Explanatory Organization		
CC.1.4.1.D Group information and provide some sense of closure.	Weather Together	1, 2, 3, 4, 5
Informative/Explanatory Style		
CC.1.4.1.E Choose words and phrases for effect.	A Community in Nature	1, 2, 3, 4, 5
Informative/Explanatory Conventions of Language		
CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize dates and names of people.	Let's Move!	3
	Animals Together	3
	In the Wild	5
	Build It!	3, 5
	My Team	3, 5
• Use end punctuation; use commas in dates and words in series.	A Community in Nature	1, 2, 3, 4, 5
	Working with Animals	1, 2, 3
	Weather Together	1, 2, 3, 4, 5
	At School	2,3
	Where I Live	1, 2, 3
	Follow the Map	1, 2, 3
	Let's Move!	1, 2, 3
	Buildings All Around	1, 2, 3, 5
	A Community in Nature	4, 5
	Let's Help	1

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
<ul style="list-style-type: none"> Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	From Farm to Table	1
	Animals Together	1
	In the Wild	1
	Insects!	1
	Working with Animals	1, 2
	See it, Sort It	2, 3
	Up in the Sky	1, 2, 3
	Great Inventions	1, 2
	Build It!	1
	My Team	1, 2
	Weather Together	1, 2, 3, 4, 5
Celebrate America!	1, 2	
Opinion/Argumentative		
CC.1.4.1.G Write opinion pieces on familiar topics.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative Focus		
CC.1.4.1.H Form an opinion by choosing among given topics.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative Content		
CC.1.4.1.I Support the opinion with reasons related to the opinion.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative Organization		
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative Style		
CC.1.4.1.K Use a variety of words and phrases.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4

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	Unit Name	Lesson Number
Opinion/Argumentative Conventions of Language	Build It!	2, 3
CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize dates and names of people.	Animals Together Build It!	3 3
• Use end punctuation; use commas in dates and words in series.	Jobs Around Town Animals Together	2, 3 2, 3
• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Jobs Around Town From Farm to Table Great Inventions Build It!	2 2, 3 4 2
Narrative		
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	Our Pets Let's Be Friends What Time Is It? Watch It Grow! Tales Over Time Animal Features Taking Action	1, 2, 3 1, 2, 3 1, 2, 3 1,2, 3 1, 2, 3, 4 2, 3 3
Narrative Focus		
CC.1.4.1.N Establish who and what the narrative will be about.	Our Pets Let's Be Friends What Time Is It? Watch It Grow! Tales Over Time Animal Features Taking Action	1, 2, 3 1, 2, 3 1, 2, 3 1,2, 3 1, 2, 3, 4 2, 3 3
Narrative Content		
CC.1.4.1.O Include thoughts and feelings to describe experiences and events	Our Pets Let's Be Friends What Time Is It? Watch It Grow! Tales Over Time Animal Features Taking Action	1, 2, 3 1, 2, 3 1, 2, 3 1,2, 3 1, 2, 3, 4 2, 3 3
Narrative Organization		
CC.1.4.1.P	Our Pets Let's Be Friends What Time Is It?	1, 2, 3 1, 2, 3 1, 2, 3

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	Unit Name	Lesson Number
Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
	Taking Action	3
Narrative Style		
CC.1.4.1.Q Use a variety of words and phrases.	Our Pets	1, 2, 3
	Let's Be Friends	1, 2, 3
	What Time Is It?	1, 2, 3
	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
Taking Action	3	
Narrative Conventions of Language		
CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize dates and names of people.	Tales Over Time	1, 2, 3, 4: Extend the lessons to capitalize dates and names of people.
• Use end punctuation; use commas in dates and words in series.	Our Pets	1
	Let's Be Friends	3
	What Time Is It?	3
	Tales Over Time	3
• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Our Pets	2, 3
	Let's Be Friends	1, 2
	What Time Is It?	1, 2, 3
	Watch It Grow!	1, 2, 3
	Tales Over Time	1, 2
Taking Action	3	
Response to Literature		
Intentionally Blank		
Production and Distribution of Writing Writing Process		
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.	Let's Help	1, 2
	Tales Over Time	5
	Now and Then	1, 2
	Great Inventions	5
	Sounds All Around	1, 2
	Taking Action	2, 3
	Weather Together	1, 2, 4, 5
	Sharing Traditions	1, 2
Celebrate America	1, 2, 3	
Technology and Publication		

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
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.	Let's Help	3
	Now and Then	3
	Sounds All Around	3
	Sharing Traditions	3
Conducting Research		
CC.1.4.1.V Participate in individual or shared research and writing projects.	From Farm to Table	5
Credibility, Reliability, and Validity of Sources		
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	At School	5
	Where I Live	5
	Our Pets	5
	Let's Be Friends	5
	Let's Move	5
	Jobs Around Town	5
	Buildings All Around	5
	A Community in Nature	5
	Let's Help	5
	Follow the Map	5
	What Time Is It?	5
	Watch It Grow!	5
	Tales Over Time	5
	Now and Then	5
	Animal Features	5
	Animals Together	5
	In the Wild	5
	Insects!	4
	Working with Animals	5
	See It, Sort It	5
Up in the Sky	5	
Build It!	5	
Taking Action	5	
My Team	5	
Sharing Traditions	5	
Celebrate America	5	
Range of Writing		
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.	Throughout the courses	This standard is met throughout all lessons in the Language Arts 1 A/B courses.
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
	At School	2
	Where I Live	1
	Our Pets	5
	Let's Be Friends	5

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	Let's Move!	5
	What Time Is It?	5
	Now and Then	1
	From Farm to Table	1, 2
	Animal Features	1
	Animals Together	1, 5
	Insects!	1
	Working with Animals	1
	See it, Sort It	1
	Up in the Sky	1
	Great Inventions	1
	Sounds All Around	1
	Taking Action	1, 5
	My Team	1
	Weather Together	1
	Sharing Traditions	1
	Celebrate America!	1
Comprehension and Collaboration Critical Listening		
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.	At School	5
	Where I Live	1, 5
	Let's Be Friends	2
	Let's Move!	1, 2
	Jobs Around Town	3
	Buildings All Around	1, 2
	Let's Help	1
	What Time Is It?	2
	Watch It Grow!	2
	Tales Over Time	2
	Now and Then	2
	Animal Features	2
	In the Wild	2
	Insects!	2, 5
	Working with Animals	2
	See it, Sort It	2, 5
	Up in the Sky	2, 3
	Sounds All Around	2, 3
	Build It!	1, 2, 3
	Taking Action	2
My Team	2	
Weather Together	2, 5	
Sharing Traditions	2, 5	
Celebrate America!	2	
Comprehension and Collaboration Evaluating Information		

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
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.	Our Pets	5
	Let's Be Friends	5
	Let's Move!	5
	Let's Help	3
	What Time Is It?	5
	Animals Together	5
	Up in the Sky	5
	Sounds All Around	5
	Taking Action	5
	Sharing Traditions	2
	Celebrate America!	5
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	At School	5
	Where I Live	5
	A Community in Nature	5
	Let's Help	5
	Now and Then	5
	Animal Features	5
	In the Wild	5
	Working with Animals	5
	See it, Sort It	5
	Sounds All Around	5
	Build It!	5
	My Team	5
	Celebrate America!	5
Presentation of Knowledge and Ideas Context		
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	From Farm to Table	5
	Insects!	5
	Working with Animals	4
	Great Inventions	5
	Build It!	5
	Weather Together	5
Integration of Knowledge and Ideas Multimedia		
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Tales Over Time	5
	Up in the Sky	5
	My Team	5
Conventions of Standard English		
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	Where I Live	1
	Animal Features	1
	Animals Together	1, 5
	Working with Animals	1
	My Team	1

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
	Celebrate America!	1

Language Arts 2

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.2.D		
Know and apply grade-level phonics and word analysis skills in decoding words.		
<ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. 	Animals Need Our Care	1, 2, 3, 4, 5
	Families Working Together	1, 2, 3, 4, 5
	Animals and Nature	1, 2, 3, 4, 5
	Animals in Stories	1, 2, 3, 4, 5
	Look at the Sky	1, 2, 3, 4
	Express Yourself	1, 2, 3, 4, 5
<ul style="list-style-type: none"> Decode two-syllable words with long vowels and words with common prefixes and suffixes. 	Look at the Sky	4, 5
	Express Yourself	1, 2, 3, 5
	Plant Myths and Facts	1, 2, 3, 4, 5
	We Need Energy	1, 2, 3, 4, 5
	Team Up to Explore	1, 2, 3, 4, 5
	Money Matters	2, 3, 4
	Families Around the World	2
	Animals Need Our Care	5
	Animals in Stories	4
	Animal Habitats	4
	Baby Animals	4
	Different Places	4
	Earth Changes	4
	Being a Good Citizen	4
Cooperation Works!	2	
We Need Energy	4	
<ul style="list-style-type: none"> Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. 	Animal Habitats	4
	The Earth's Forces	1, 2
	Look at the Sky	1, 2, 3, 4
	Different Places	1, 2, 3
	Our Culture Makes Us Special	1, 2, 3, 4, 5
	Folktales about Nature	1, 2, 3, 4, 5
	Rights and Rules	1, 2, 3, 4, 5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
<ul style="list-style-type: none"> • Read grade-appropriate irregularly spelled words. 	Friends Help Friends	5
	Families Around the World	3, 4, 5
	Pets are Our Friends	1, 2, 3, 4, 5
	Animals Need Our Care	3, 4, 5
	Families Around the World	2, 3, 4, 5
	Animals and Nature	3, 4, 5
	Animals in Stories	3, 5
	Animal Habitats	3, 5
	Baby Animals	3, 5
	Animals in Poems	3, 5
	The Earth's Forces	3, 4, 5
	Look at the Sky	3, 5
	Ways People Help	3, 5
	Weather Alert!	3, 5
	Express Yourself	3, 4, 5
	Different Places	3, 4, 5
	Earth Changes	3, 5
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	3, 5
	Poems about Nature	3, 5
	Being a Good Citizen	5
	Cooperation Works!	3, 5
	Our Heroes	3, 5
	Preserving Our Earth	3, 5
	Rights and Rules	3, 5
	Plant Myths and Facts	3, 5
	We Need Energy	3, 5
	Money Matters	3
	The World of Ideas	3, 5
	Fluency	
CC.1.1.2.E		
Read with accuracy and fluency to support comprehension:		
<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. 	Throughout the courses	This standard is met throughout all lessons in the Language Arts 2 A/B courses.

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	Friends Help Friends	1
	Families Around the World	1
	Pets are Our Friends	1, 3, 4, 5
	Animals Need Our Care	1, 2
	Families Working Together	1, 2, 3
	Animals and Nature	1
	Animals in Stories	1
	Animal Habitats	1, 3
	Baby Animals	1, 2, 3, 4
	The Earth's Forces	1, 3
	Look at the Sky	1, 3, 4
	Ways People Help	1
	Weather Alert!	1, 4
	Express Yourself	1
	Different Places	1
	Earth Changes	1
	Our Culture Makes Us Special	1
	Folktales about Nature	1
	Poems about Nature	1
	Being a Good Citizen	1, 2
	Cooperation Works!	1
	Our Heroes	1, 2, 4, 5
	Preserving Our Earth	1
	Rights and Rules	1
	Plant Myths and Facts	1
	We Need Energy	1
	Team Up to Explore	1
	Money Matters	1
	The World of Ideas	1

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
<ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Friends Help Friends	1
	Pets are Our Friends	2, 4, 5
	Baby Animals	1, 2, 3, 4
	Animals in Poems	1, 2
	The Earth's Forces	1, 2
	Look at the Sky	1, 3
	Express Yourself	3, 4
	Different Places	1, 2
	Earth Changes	1, 2, 3
	Plant Myths and Facts	1, 2, 3
	We Need Energy	2, 3
	1.2 Reading Informational Text	
Key Ideas and Details		
Main Idea		
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.	Families Working Together	2, 3
	Animal Habitats	2, 3, 4
	Baby Animals	2, 3, 4, 5
	Weather Alert!	2, 3, 4
	Express Yourself	2, 3
	Our Heroes	1, 2, 3
	Rights and Rules	2
	Team Up to Explore	1, 2, 3, 4
	Money Matters	1, 2, 3

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Key Ideas and Details Text Analysis		
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.	Families Around the World	4
	Pets are Our Friends	5
	Families Working Together	2, 3
	Animals in Stories	5
	Animal Habitats	2, 3, 4
	Baby Animals	1, 2, 3, 4, 5
	Animals in Poems	3, 4
	The Earth's Forces	3, 4, 5
	Ways People Help	1, 2, 3, 4
	Weather Alert!	1, 2, 3, 4, 5
	Express Yourself	2, 4, 5
	Different Places	1, 3, 4, 5
	Earth Changes	5
	Our Heroes	4, 5
	Rights and Rules	2, 3, 4, 5
	We Need Energy	2, 3, 4, 5
	Team Up to Explore	4, 5
Money Matters	5	
Key Ideas and Details Text Analysis		
CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	Different Places	2, 3
	Earth Changes	2, 3, 4, 5
	Our Culture Makes Us Special	4
	Our Heroes	2, 3
	Rights and Rules	2, 3
	Money Matters	2, 3, 4, 5
Craft and Structure Point of View		
Intentionally Blank		
Craft and Structure Text Structure		
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	Families Working Together	5
	Animal Habitats	3, 4
	Baby Animals	3
	The Earth's Forces	3
	Ways People Help	3
	Weather Alert!	3, 4
	Express Yourself	3, 4
	Different Places	3, 4, 5
	Earth Changes	3
	Our Culture Makes Us Special	4
	Our Heroes	2, 3
	Rights and Rules	3
	We Need Energy	3
	Team Up to Explore	3
Money Matters	3	

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Craft and Structure Vocabulary		
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	Friends Help Friends	1
	Families Around the World	1
	Animal Habitats	1
	Baby Animals	1
	Animals in Poems	4
	Rights and Rules	4
	The Earth's Forces	1
	Ways People Help	1
	Weather Alert!	1
	We Need Energy	4
Integration of Knowledge and Ideas Diverse Media		
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	Families Working Together	3
	Animal Habitats	3
	Baby Animals	3
	The Earth's Forces	3
	Ways People Help	3
	Express Yourself	3, 4
	Different Places	3, 5
	Our Culture Makes Us Special	4
	Rights and Rules	3
	We Need Energy	3
	Team Up to Explore	3
	Money Matters	3, 4
	Integration of Knowledge and Ideas Evaluating Arguments	
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	The Earth's Forces	2, 3
	Ways People Help	2
	We Need Energy	2
	Team Up to Explore	2
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	Friends Help Friends	5
	Families Around the World	5
	Animals and Nature	5
	Animal Habitats	4, 5
	Baby Animals	5
	The Earth's Forces	5
	Ways People Help	4, 5
	Weather Alert!	5
	Express Yourself	4, 5
	Different Places	5
	Earth Changes	5
	We Need Energy	5
	Money Matters	5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Vocabulary Acquisition and Use		
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Friends Help Friends	1
	Families Around the World	1
	Animal Habitats	1
	Baby Animals	1
	The Earth's Forces	1
	Ways People Help	1
	Weather Alert!	1
	We Need Energy	4
Vocabulary Acquisition and Use		
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.	Different Places	2, 3, 5
	Earth Changes	2, 3, 4
	Our Culture Makes Us Special	2, 3, 5
	Folktales about Nature	2, 3, 4
	Poems About Nature	2, 5
	Being a Good Citizen	2
	Cooperation Works!	2, 5
	Our Heroes	2, 3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	4, 5
	Plant Myths and Facts	2, 5
	We Need Energy	2, 5
	Team Up to Explore	2, 4, 5
	Money Matters	2, 5
The World of Ideas	5	
Range of Reading		
CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Families Working Together	1, 2, 3, 4, 5
	Baby Animals	1, 2, 3, 4
	The Earth's Forces	1, 2, 3, 4
	Weather Alert!	1, 2, 3, 4
	Express Yourself	1, 2, 3, 4, 5
	Different Places	1, 2, 3, 4
	Earth Changes	1, 2, 3, 4
	Our Culture Makes Us Special	4
	Our Heroes	4, 5
	Rights and Rules	1, 2, 3, 4, 5
	We Need Energy	1, 2, 3, 4
	Team Up to Explore	1, 2, 3, 4, 5
	Money Matters	1, 2, 3, 4

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	Animals in Stories	3
	Folktales about Nature	2, 3, 5
	Poems about Nature	2, 3
	Being a Good Citizen	1, 2, 4
	Cooperation Works!	1, 2
	Plant Myths and Facts	2, 3
Key Ideas and Details		
Text Analysis		
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.	Friends Help Friends	1, 2, 3, 4, 5
	Families Around the World	3, 5
	Pets are Our Friends	3, 4
	Animals Need Our Care	1, 2, 3, 4, 5
	Families Around the World	3, 5
	Pets are Our Friends	3, 4
	Animals Need Our Care	1, 2, 3, 4, 5
	Families Working Together	1, 4
	Animals in Stories	5
	Animals in Poems	2, 5
	Look at the Sky	1, 3, 4, 5
	Folktales about Nature	5
	Poems about Nature	1, 5
	Being a Good Citizen	5
	Cooperation Works!	5
	Preserving Our Earth	1, 2, 3, 5
Plant Myths and Facts	1, 2, 3, 4, 5	
The World of Ideas	1, 2, 4, 5	
Key Ideas and Details		
Literary Elements		
CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	Families Around the World	1, 2, 3, 4
	Pets are Our Friends	2, 3
	Animals and Nature	1, 2, 3, 4
	Animals in Stories	3, 4
	Look at the Sky	4
	Our Culture Makes Us Special	2, 3, 4
	Cooperation Works!	4
Preserving Our Earth	3, 4	

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Craft and Structure Point of View		
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.	Folktales about Nature	3
	Being a Good Citizen	2, 4
	Cooperation Works!	2, 3, 4
	The World of Ideas	2, 3
Craft and Structure Text Structure		
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.	Families Around the World	3, 5
	Animals Need Our Care	2, 3, 4
	Animals and Nature	1, 2, 3, 4
	Animals in Stories	2, 3
	Look at the Sky	3, 4, 5
	Our Culture Makes Us Special	2, 3, 4
	Cooperation Works!	3
Preserving Our Earth	2, 3	
Craft and Structure Vocabulary		
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Animals in Poems	3, 4, 5
	Poems about Nature	3, 4
	The World of Ideas	2, 3
Integration of Knowledge and Ideas Sources of Information		
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Friends Help Friends	1, 2, 3, 4
	Families Around the World	1, 2, 3, 4
	Pets are Our Friends	2
	Animals and Nature	3, 5
	Our Culture Makes Us Special	1, 2, 3, 4
	Folktales about Nature	1, 2, 3, 4
	Poems about Nature	2
Plant Myths and Facts	4	
Integration of Knowledge and Ideas Text Analysis		
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.	Animals in Stories	5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Vocabulary Acquisition and Use Strategies		
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.	Different Places	2, 3, 5
	Earth Changes	2, 3, 4
	Our Culture Makes Us Special	2, 3, 5
	Folktales about Nature	2, 3, 4
	Poems About Nature	2, 5
	Being a Good Citizen	2
	Cooperation Works!	2, 5
	Our Heroes	2, 3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	4, 5
	Plant Myths and Facts	2, 5
	We Need Energy	2, 5
	Team Up to Explore	2, 4, 5
	Money Matters	2, 5
	The World of Ideas	5
Vocabulary Acquisition and Use		
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Friends Help Friends	1
	Families Around the World	1
	Animal Habitats	1
	Baby Animals	1
	The Earth's Forces	1
	Ways People Help	1
	Weather Alert!	1
	We Need Energy	4
Range of Reading		
CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.	Friends Help Friends	1, 2, 3, 4
	Families Around the World	1, 2, 3, 4
	Pets are Our Friends	1, 2, 3, 4, 5
	Animals and Nature	1, 2, 3, 4
	Animals in Stories	1, 2, 3, 4, 5
	Animals in Poems	1, 2, 3, 4, 5
	Look at the Sky	2, 3, 4
	Our Culture Makes Us Special	1, 2, 3, 4
	Folktales about Nature	1, 2, 3, 4, 5
	Poems about Nature	1, 2, 3, 4, 5
	Being a Good Citizen	1, 2, 4
	Cooperation Works!	1, 2, 3, 4, 5
	Preserving Our Earth	1, 2, 3, 4, 5
	Plant Myths and Facts	1, 2, 3, 4, 5
	The World of Ideas	1, 2, 3, 4, 5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
1.4 Writing		
Informative/ Explanatory		
CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Families Around the World	4
	Pets are Our Friends	3
	Animals Need Our Care	3, 4
	Families Working Together	3
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	2, 4, 5
	Animals in Poems	3
	The Earth's Forces	5
	Ways People Help	3
	Weather Alert!	4
	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Team Up to Explore	3, 5
Money Matters	4, 5	
The World of Ideas	3	
Informative/Explanatory Focus		

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
CC.1.4.2.B Identify and introduce the topic.	Families Around the World	4
	Pets are Our Friends	3
	Animals Need Our Care	3, 4
	Families Working Together	3
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	2, 4, 5
	Animals in Poems	3
	The Earth's Forces	5
	Ways People Help	3
	Weather Alert!	4
	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Team Up to Explore	3, 5
	Money Matters	4, 5
	The World of Ideas	3

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Informative/Explanatory Content		
CC.1.4.2.C Develop the topic with facts and/or definitions	Families Around the World	4
	Pets are Our Friends	3
	Animals Need Our Care	3, 4
	Families Working Together	3
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	2, 4, 5
	Animals in Poems	3
	The Earth's Forces	5
	Ways People Help	3
	Weather Alert!	4
	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Team Up to Explore	3, 5
	Money Matters	4, 5
	The World of Ideas	3

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Informative/Explanatory Organization		
CC.1.4.2.D Group information and provide a concluding statement or section.	Pets are Our Friends	3
	Animals Need Our Care	4
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	4, 5
	Animals in Poems	3
	Ways People Help	3
	Weather Alert!	4, 5
	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Money Matters	4, 5
The World of Ideas	3	
Informative/Explanatory Style		
CC.1.4.2.E Choose words and phrases for effect.	Friends Help Friends	1, 3, 4, 5
	Pets are Our Friends	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
	Families Around the World	1, 2, 3, 4, 5
Informative/Explanatory Conventions of Language		
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B		
	Unit Name	Lesson Number	
• Capitalize proper nouns.	Animal Habitats	3, 4, 5	
	Different Places	3, 4, 5	
	Our Heroes	3, 4, 5	
	We Need Energy	3, 4	
	Money Matters	3, 4, 5	
• Use commas and apostrophes appropriately.	Pets are Our Friends	3, 4, 5	
	Ways People Help	3, 4, 5	
	Folktales about Nature	3, 4, 5	
	Families Working Together	4	
	Animals in Poems	2, 3, 4, 5	
	The Earth's Forces	4	
	Poems About Nature	1, 2, 3, 4, 5	
	Our Heroes	4	
	Preserving Our Earth	1, 2, 3, 4, 5	
	Team Up to Explore	3, 4, 5	
	• Spell words drawing on common spelling patterns.	Friends Help Friends	1, 2, 3, 4, 5
		Families Around the World	1, 2, 3, 4, 5
Pets are Our Friends		1, 3, 5	
Animals Need Our Care		1, 2, 3, 5	
Families Working Together		1, 3,	
Animals and Nature		1, 2, 3, 4, 5	
Animals in Stories		1, 3, 4, 5	
Animal Habitats		1, 2, 3, 5	
Baby Animals		2, 3, 4, 5	
Animals in Poems		1, 3, 4, 5	
The Earth's Forces		1, 2, 3, 4	
Look at the Sky		1, 2, 3, 4, 5	
Ways People Help		1, 2, 4	
Weather Alert!		1, 2, 3, 4, 5	
Express Yourself		1, 3, 4, 5	
Different Places		1, 2, 3, 4, 5	
Earth Changes		1, 2, 3, 4, 5	
Our Culture Makes Us Special		1, 2, 3, 5	
Folktales about Nature		1, 2	
Poems About Nature		1, 2, 3, 5	
Being a Good Citizen		1, 2	
Cooperation Works!		1, 2, 3, 4, 5	
Our Heroes		2, 3, 4, 5	
Preserving Our Earth		1, 2, 3, 4, 5	
Rights and Rules		1, 2, 3, 4, 5	
Plant Myths and Facts		1, 2, 3, 4, 5	
We Need Energy		1, 2, 3, 4, 5	
Team Up to Explore		1, 2, 3, 4, 5	
Money Matters		1, 2, 3, 4, 5	
The World of Ideas		1, 2, 3, 4, 5	

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Opinion/Argumentative		
CC.1.4.2.G Write opinion pieces on familiar topics or texts.	The Earth's Forces	1, 3, 4
	Look at the Sky	3, 4
	Ways People Help	5
	Weather Alert!	2, 4, 5
	Poems about Nature	5
Opinion/Argumentative Focus		
CC.1.4.2.H Identify the topic and state an opinion.	The Earth's Forces	1, 3, 4
	Look at the Sky	3, 4
	Ways People Help	5
	Weather Alert!	2, 4, 5
	Poems about Nature	5
Opinion/Argumentative Content		
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	The Earth's Forces	3, 4
	Look at the Sky	3, 4
	Ways People Help	5
	Weather Alert!	2, 4, 5
	Poems about Nature	5
Opinion/Argumentative Organization		
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	Look at the Sky	3, 4
	Ways People Help	5
	Poems about Nature	5
Opinion/Argumentative Style		
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Opinion/Argumentative Conventions of Language		
CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize proper nouns.	The Earth's Forces	4, 5
	Look at the Sky	3, 4
	Ways People Help	2, 4, 5
	Weather Alert!	2, 4, 5
	Poems About Nature	5
• Use commas and apostrophes appropriately.	The Earth's Forces	4, 5
	Look at the Sky	3, 4
	Ways People Help	3, 4, 5
	Weather Alert!	2, 4, 5
	Poems About Nature	1, 2, 3, 4, 5
• Spell words drawing on common spelling patterns.	The Earth's Forces	1, 2, 3, 4
	Look at the Sky	1, 2, 3, 4, 5
	Ways People Help	1, 2, 4
	Weather Alert!	1, 2, 3, 4, 5
	Poems About Nature	1, 2, 3, 5
• Consult reference material as needed.	Weather Alert!	2, 4, 5
Narrative		
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
Narrative Focus		
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
Narrative Content		
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Narrative Organization		
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	Animals and Nature	1, 2
	The Earth's Forces	4, 5
Narrative Style		
CC.1.4.2.Q Choose words and phrases for effect	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
Narrative Conventions of Language		
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize proper nouns.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
• Use commas and apostrophes appropriately.	Pets are Our Friends	3, 4, 5
	Animals in Poems	2, 3, 4, 5
	The Earth's Forces	4
• Spell words drawing on common spelling patterns.	Pets are Our Friends	1, 3, 5
	Animals and Nature	1, 2, 3, 4, 5
	Animals in Poems	1, 3, 4, 5
	The Earth's Forces	1, 2, 3, 4
	The World of Ideas	1, 2, 3, 4, 5
• Consult reference material as needed.	Weather Alert!	4, 5
	Preserving Our Earth	4, 5
Response to Literature		
Intentionally Blank		
Production and Distribution of Writing		
Writing Process		

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
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.	Families Around the World	4
	Pets are Our Friends	5
	Animals in Stories	3, 4
	Animal Habitats	5
	Baby Animals	2, 4, 5
	Animals in Poems	5
	Ways People Help	5
	Weather Alert!	5
	Folktales about Nature	4
	Poems about Nature	5
	Cooperation Works!	3, 4
	Preserving Our Earth	2, 4, 5
	Rights and Rules	5
	Money Matters	2, 4
	The World of Ideas	3
Technology and Publication		
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.	Families Working Together	4, 5
	Animal Habitats	5
	Baby Animals	5
	Animals in Poems	5
	Weather Alert!	5
	Express Yourself	5
	Our Culture Makes Us Special	5
	Poems about Nature	5
	Our Heroes	5
	Rights and Rules	4
Conducting Research		
CC.1.4.2.V Participate in individual or shared research and writing projects.	Plant Myths and Facts	4
	We Need Energy	3, 4
	Money Matters	2, 4, 5
Credibility, Reliability, and Validity of Sources		
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	Families Around the World	5
	Animals Need Our Care	5
	Animals and Nature	5
	Animals in Stories	5
	Baby Animals	5
	Look at the Sky	5
	Weather Alert!	5
	Different Places	5
	Earth Changes	4, 5
	Folktales about Nature	5
	Poems about Nature	3
	Being a Good Citizen	5
	Preserving Our Earth	4, 5
	Plant Myths and Facts	5
	We Need Energy	5
Money Matters	5	

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Range of Writing		
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.	Animals in Nature	4
	Animals in Stories	2, 3, 4
	Baby Animals	1, 2, 3, 4, 5
	The Earth's Forces	4
	Look at the Sky	2, 3, 4
	Weather Alert!	1, 2, 3, 4, 5
	Being a Good Citizen	4
	Cooperation Works!	2, 3, 4
	Preserving Our Earth	1, 2, 3, 4, 5
	Plant Myths and Facts	4
	We Need Energy	2, 3, 4
	Money Matters	1, 2, 3, 4, 5
	1.5 Speaking and Listening	
Comprehension and Collaboration		
Collaborative Discussion		
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	Families Around the World	1
	Animals Need Our Care	5
	Animals in Stories	2
	Animal Habitats	5
	Baby Animals	5
	Animals in Poems	5
	Ways People Help	5
	Weather Alert!	1, 5
	Express Yourself	1, 5
	Different Places	5
	Earth Changes	1, 5
	Our Culture Makes Us Special	5
	Folktales about Nature	1, 5
	Poems about Nature	5
	Being a Good Citizen	5
	Cooperation Works!	5
	Our Heroes	5
	Preserving Our Earth	5
	Rights and Rules	1, 5
	Plant Myths and Facts	5
	We Need Energy	1, 5
	Team Up to Explore	1, 5
	Money Matters	5
The World of Ideas	5	

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Comprehension and Collaboration Critical Listening 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.		
	Friends Help Friends	2
	Families Around the World	2
	Pets are Our Friends	2
	Animals Need Our Care	2
	Families Working Together	2
	Animals and Nature	2
	Animals in Stories	2
	Animal Habitats	2
	Baby Animals	2
	Animals in Poems	2
	The Earth's Forces	2
	Ways People Help	2
	Weather Alert!	2
	Express Yourself	2
	Different Places	2
	Earth Changes	2
	Our Culture Makes Us Special	2
	Folktales about Nature	2
	Poems about Nature	2
	Being a Good Citizen	2
	Cooperation Works!	2
	Our Heroes	2
	Preserving Our Earth	2
	Rights and Rules	2
	Plant Myths and Facts	2
	We Need Energy	2
	Team Up to Explore	1, 2
	Money Matters	2
	The World of Ideas	2

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Comprehension and Collaboration		
Evaluating Information		
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.	Friends Help Friends	1
	Pets are Our Friends	1, 2
	Animals Need Our Care	1, 2
	Families Working Together	2
	Animals and Nature	1, 2
	Animals in Stories	1, 2
	Animal Habitats	1
	Baby Animals	1
	Animals in Poems	1
	The Earth's Forces	1
	Look at the Sky	1
	Ways People Help	1, 2
	Weather Alert!	1
	Express Yourself	1
	Different Places	1
	Earth Changes	1
	Our Culture Makes Us Special	1
	Folktales about Nature	1
	Being a Good Citizen	1
	Cooperation Works!	1
	Our Heroes	1
	Preserving Our Earth	1
	Rights and Rules	1
	Plant Myths and Facts	1
	We Need Energy	1
	Team Up to Explore	1
	Money Matters	1
	The World of Ideas	1

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Friends Help Friends	2
	Families Around the World	2
	Pets are Our Friends	2
	Animals Need Our Care	2
	Families Working Together	2
	Animals and Nature	2
	Animals in Stories	2
	Animal Habitats	2
	Baby Animals	2
	Animals in Poems	2
	The Earth's Forces	2
	Look at the Sky	2
	Ways People Help	2
	Weather Alert!	2
	Express Yourself	2
	Different Places	2
	Earth Changes	2
	Our Culture Makes Us Special	2
	Folktales about Nature	2
	Poems About Nature	2
	Being a Good Citizen	2
	Cooperation Works!	2
	Our Heroes	2
	Preserving Our Earth	2, 5
	Rights and Rules	2
	We Need Energy	2
	Team Up to Explore	2
Money Matters	2	
The World of Ideas	2	

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Presentation of Knowledge and Ideas Context		
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Look at the Sky	5
	Different Places	1
	Cooperation Works!	5
	Preserving Our Earth	1
Integration of Knowledge and Ideas Multimedia		
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Look at the Sky	2
Conventions of Standard English		
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Friends Help Friends	1, 3, 4, 5
	Families Around the World	1, 2, 3, 4, 5
	Pets are Our Friends	1, 3
	Animals Need Our Care	2, 5
	Animals and Nature	1, 2, 3, 4, 5
	Animals in Stories	1, 5
	Animal Habitats	1
	Baby Animals	3, 5
	Animals in Poems	1, 2, 5
	The Earth's Forces	1, 2, 3, 4, 5
	Look at the Sky	1, 2, 4, 5
	Ways People Help	1, 2, 5
	Weather Alert!	1, 2, 5
	Express Yourself	4
	Different Places	1, 2, 5
	Earth Changes	1, 2, 5
	Our Culture Makes Us Special	1, 2, 5
	Folktales about Nature	1, 2, 5
	Poems About Nature	1, 2, 5
	Being a Good Citizen	1, 2
	Cooperation Works!	1, 2, 5
	Our Heroes	1, 2, 5
	Preserving Our Earth	1, 2, 5
	Rights and Rules	1, 2, 5
	Plant Myths and Facts	1, 2, 5
	We Need Energy	1, 2, 5
	Team Up to Explore	1, 2, 5
Money Matters	1, 2, 5	
The World of Ideas	1, 2, 5	

Language Arts 3

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.3.D		
Know and apply grade-level phonics and word analysis skills in decoding words.		
<ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. 	Adventure Stories	<ul style="list-style-type: none"> Adventure Stories: Genre Adventure Stories: Comprehension
	Better Together	<ul style="list-style-type: none"> Better Together: Genre Better Together: Comprehension
	Adventures on Water	<ul style="list-style-type: none"> Adventures on Water: Genre
	Learning New Things	<ul style="list-style-type: none"> Learning New Things: Genre Learning New Things: Comprehension
	Getting to Know You	<ul style="list-style-type: none"> Getting to Know You: Comprehension
	Out in Space	<ul style="list-style-type: none"> Out in Space: Genre
	Changes in the Night Sky	<ul style="list-style-type: none"> Changes in the Night Sky: Genre Changes in the Night Sky: Fluency
<ul style="list-style-type: none"> Decode words with common Latin suffixes. 	Adventure Stories	<ul style="list-style-type: none"> Adventure Stories: Genre
	Adventures on Water	<ul style="list-style-type: none"> Adventures on Water: Comprehension
	Out in Space	<ul style="list-style-type: none"> Out in Space: Genre Out in Space: Comprehension
<ul style="list-style-type: none"> Decode multisyllable words. 	Adventure Stories	<ul style="list-style-type: none"> Adventure Stories: Comprehension
	Better Together	<ul style="list-style-type: none"> Better Together: Genre
	Adventures on Water	<ul style="list-style-type: none"> Adventures on Water: Fluency
	Adventures Near and Far	<ul style="list-style-type: none"> Adventures Near and Far: Genre Adventures Near and Far: Fluency
	Discovering Folktales	<ul style="list-style-type: none"> Discovering Folktales: Genre Discovering Folktales: Comprehension Discovering Folktales: Fluency
	Characters Who Change	<ul style="list-style-type: none"> Characters Who Change: Genre Characters Who Change: Comprehension Characters Who Change: Fluency
	Clever Characters	<ul style="list-style-type: none"> Clever Characters: Genre
	Acting Out Folktales	<ul style="list-style-type: none"> Acting Out Folktales: Genre Acting Out Folktales: Comprehension
	Amazing Animals	<ul style="list-style-type: none"> Amazing Animals: Genre Amazing Animals: Comprehension
	Learning from Science	<ul style="list-style-type: none"> Learning from Science: Genre
<ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words. 		

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
Fluency		
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. 	Adventure Stories	• Adventure Stories: Speak and Listen
	Discovering Folktales	• Discovering Folktales: Comprehension
	Adventures Near and Far	• Adventures Near and Far: Genre
	Characters Who Change	• Characters Who Change: Comprehension
	Clever Characters	• Clever Characters: Speak and Listen
	Amazing Animals	• Amazing Animals: Fluency
	Animals and Their Habitats	• Animal Habitats: Fluency
	Animal Features	• Animal Features: Fluency
	Family First	• Family First: Fluency
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre
	Surprising Characters	• Surprising Characters: Fluency
	Keeping an Open Mind	• Keeping an Open Mind: Genre • Keeping an Open Mind: Fluency
	Out in Space	• Out in Space: Genre
	Creatures of the Night	• Creatures of the Night: Genre
<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	Adventure Stories	• Adventure Stories: Fluency
	Adventures Near and Far	• Adventures Near and Far: Genre • Adventures Near and Far: Fluency
	Discovering Folktales	• Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Fluency
	Clever Characters	• Clever Characters: Speak and Listen • Clever Characters: Fluency
	Acting Out Folktales	• Acting Out Folktales: Fluency
	Use Your Imagination	• Use Your Imagination: Fluency
	Family First	• Family First: Fluency
	Think Creatively	• Think Creatively: Genre • Think Creatively: Fluency
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Fluency
	Getting to Know You	• Getting to Know You: Fluency
	Surprising Characters	• Surprising Characters: Comprehension • Surprising Characters: Fluency
	Keeping an Open Mind	• Keeping an Open Mind: Genre • Keeping an Open Mind: Speak/Listen • Keeping an Open Mind: Fluency
	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Acting Out Folktales
Animal Features		• Animal Features: Genre
Conflicts Help Us Grow		• Conflicts Help Us Grow: Genre
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	Amazing Animals	<ul style="list-style-type: none"> Amazing Animals: Synthesize
	Learning New Things	<ul style="list-style-type: none"> Learning New Things: Comprehension Learning New Things: Speak and Listen Learning New Things: Fluency Learning New Things: Synthesize
	Learning Starts with Questions	<ul style="list-style-type: none"> Question to Learn: Speak and Listen Question to Learn: Fluency Question to Learn: Synthesize
	Out in Space	<ul style="list-style-type: none"> Out in Space: Comprehension Out in Space: Fluency
	It Happens at Night!	<ul style="list-style-type: none"> It Happens at Night!: Comprehension
	Sea Creatures	<ul style="list-style-type: none"> Sea Creatures: Synthesize
	The Importance of Oceans	<ul style="list-style-type: none"> The Importance of Oceans: Comprehension
	Ocean Journeys	<ul style="list-style-type: none"> Ocean Journeys: Comprehension Ocean Journeys: Speak/Listen
	Key Ideas and Details Text Analysis	
CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Amazing Animals	<ul style="list-style-type: none"> Amazing Animals: Genre Amazing Animals: Speak and Listen Amazing Animals: Fluency Amazing Animals: Synthesize
	Animals and Their Habitats	<ul style="list-style-type: none"> Animal Habitats: Genre Animal Habitats: Comprehension Animal Habitats: Speak and Listen Animal Habitats: Fluency Animal Habitats: Synthesize
	Animal Behaviors	<ul style="list-style-type: none"> Animal Behaviors: Genre Animal Behaviors: Comprehension
	Animal Features	<ul style="list-style-type: none"> Animal Features: Speak and Listen
	Out in Space	<ul style="list-style-type: none"> Out in Space: Comprehension Out in Space: Speak/Listen Out in Space: Fluency Out in Space: Synthesize
	Creatures of the Night	<ul style="list-style-type: none"> Creatures of the Night: Comprehension Creatures of the Night: Speak/Listen
	It Happens at Night!	<ul style="list-style-type: none"> It Happens at Night!: Comprehension It Happens at Night!: Speak/Listen It Happens at Night!: Fluency It Happens at Night!: Synthesize
	Changes in the Night Sky	<ul style="list-style-type: none"> Changes in the Night Sky: Comprehension Changes in the Night Sky: Speak/Listen Changes in the Night Sky: Fluency
	Sea Creatures	<ul style="list-style-type: none"> Sea Creatures: Comprehension Sea Creatures: Synthesize
	The Importance of Oceans	<ul style="list-style-type: none"> The Importance of Oceans: Comprehension
	Ocean Journeys	<ul style="list-style-type: none"> Ocean Journeys: Comprehension Ocean Journeys: Speak/Listen

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
Key Ideas and Details Text Analysis		
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.	Animal Features	<ul style="list-style-type: none"> Animal Features: Comprehension Animal Features: Speak and Listen
	Learning from Science	<ul style="list-style-type: none"> Learning from Science: Comprehension Learning from Science: Speak and Listen Learning from Science: Fluency Learning from Science: Synthesize
	Exploring the World	<ul style="list-style-type: none"> Exploring the World: Comprehension Exploring the World: Speak and Listen Exploring the World: Fluency
	It Happens at Night!	<ul style="list-style-type: none"> It Happens at Night!: Speak/Listen It Happens at Night!: Fluency
Craft and Structure Point of View		
CC.1.2.3.D Explain the point of view of the author.	Ocean Journeys	<ul style="list-style-type: none"> Ocean Journeys: Speak/Listen Ocean Journeys: Fluency
Craft and Structure Text Structure		
CC.1.2.3.E Use text features and search tools to locate and interpret information.	Amazing Animals	<ul style="list-style-type: none"> Amazing Animals: Comprehension
	Animal Behaviors	<ul style="list-style-type: none"> Animal Behaviors: Comprehension Animal Behaviors: Speak and Listen Animal Behaviors: Synthesize
	Creatures of the Night	<ul style="list-style-type: none"> Creatures of the Night: Comprehension
	Ocean Journeys	<ul style="list-style-type: none"> Ocean Journeys: Genre
Craft and Structure Vocabulary		
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.	Learning from Science	<ul style="list-style-type: none"> Learning from Science: Comprehension Extend the lesson to determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning.
	Ocean Journeys	<ul style="list-style-type: none"> Ocean Journeys: Genre Ocean Journeys: Speak/Listen Ocean Journeys: Synthesize
Integration of Knowledge and Ideas Diverse Media		
CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	Amazing Animals	<ul style="list-style-type: none"> Amazing Animals: Comprehension
	Animals and Their Habitats	<ul style="list-style-type: none"> Animal Habitats: Comprehension Animal Habitats: Speak and Listen Animal Habitats: Fluency Animal Habitats: Synthesize
	Animal Behaviors	<ul style="list-style-type: none"> Animal Behaviors: Speak and Listen Animal Behaviors: Synthesize
	Creatures of the Night	<ul style="list-style-type: none"> Creatures of the Night: Genre
	Dangers to Our Oceans	<ul style="list-style-type: none"> Dangers in Our Oceans: Comprehension
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	It Happens at Night!	<ul style="list-style-type: none"> It Happens at Night!: Fluency It Happens at Night!: Synthesize

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Integration of Knowledge and Ideas		
Analysis Across Texts		
CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	The Importance of Oceans	<ul style="list-style-type: none"> • The Importance of Oceans: Speak/Listen • The Importance of Oceans: Synthesize
	Ocean Journeys	<ul style="list-style-type: none"> • Ocean Journeys: Synthesize
Vocabulary Acquisition and Use		
CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Ocean Journeys	<ul style="list-style-type: none"> • Ocean Journeys: Synthesize
	Dangers to Our Oceans	<ul style="list-style-type: none"> • Dangers in Our Oceans: Speak/Listen • Dangers in Our Ocean: Fluency
Vocabulary Acquisition and Use		
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.	Learning from Science	<ul style="list-style-type: none"> • Learning from Science: Genre • Learning from Science: Comprehension • Learning from Science: Speak and Listen
	Out in Space	<ul style="list-style-type: none"> • Out in Space: Comprehension
	It Happens at Night!	<ul style="list-style-type: none"> • It Happens at Night!: Comprehension
	Ocean Journeys	<ul style="list-style-type: none"> • Ocean Journeys: Synthesize
	Dangers to Our Oceans	<ul style="list-style-type: none"> • Dangers in Our Oceans: Speak/Listen • Dangers in Our Ocean: Fluency
Range of Reading		
	Amazing Animals	<ul style="list-style-type: none"> • Amazing Animals: Comprehension • Amazing Animals: Speak and Listen • Amazing Animals: Fluency • Amazing Animals: Synthesize
	Animals and Their Habitats	<ul style="list-style-type: none"> • Animal Habitats: Genre • Animal Habitats: Comprehension • Animal Habitats: Speak and Listen • Animal Habitats: Fluency • Animal Habitats: Synthesize
	Animal Behaviors	<ul style="list-style-type: none"> • Animal Behaviors: Genre • Animal Behaviors: Comprehension • Animal Behaviors: Speak and Listen • Animal Behaviors: Fluency • Animal Behaviors: Synthesize
	Animal Features	<ul style="list-style-type: none"> • Animal Features: Genre • Animal Features: Comprehension • Animal Features: Speak and Listen
	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Genre • Learning New Things: Comprehension
	Learning Starts with Questions	<ul style="list-style-type: none"> • Question to Learn: Speak and Listen • Question to Learn: Fluency • Question to Learn: Synthesize
CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Learning from Science	<ul style="list-style-type: none"> • Learning from Science: Genre • Learning from Science: Comprehension • Learning from Science: Speak and Listen • Learning from Science: Fluency • Learning from Science: Synthesize
	Exploring the World	<ul style="list-style-type: none"> • Exploring the World: Genre • Exploring the World: Comprehension • Exploring the World: Speak and Listen

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	Out in Space	<ul style="list-style-type: none"> • Out in Space: Genre • Out in Space: Comprehension • Out in Space: Speak/Listen • Out in Space: Fluency • Out in Space: Synthesize
	Creatures of the Night	<ul style="list-style-type: none"> • Creatures of the Night: Genre • Creatures of the Night: Comprehension • Creatures of the Night: Speak/Listen
	It Happens at Night!	<ul style="list-style-type: none"> • It Happens at Night!: Comprehension • It Happens at Night!: Speak/Listen • It Happens at Night!: Fluency • It Happens at Night!: Synthesize
	Changes in the Night Sky	<ul style="list-style-type: none"> • Changes in the Night Sky: Comprehension • Changes in the Night Sky: Speak/Listen • Changes in the Night Sky: Fluency
	Sea Creatures	<ul style="list-style-type: none"> • Sea Creatures: Comprehension
	The Importance of Oceans	<ul style="list-style-type: none"> • The Importance of Oceans: Genre • The Importance of Oceans: Comprehension
	Ocean Journeys	<ul style="list-style-type: none"> • Ocean Journeys: Genre • Ocean Journeys: Comprehension
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Adventures Near and Far	<ul style="list-style-type: none"> • Adventures Near and Far: Genre • Adventures Near and Far: Speak and Listen • Adventures Near and Far: Fluency
	Discovering Folktales	<ul style="list-style-type: none"> • Discovering Folktales: Comprehension • Discovering Folktales: Speak and Listen • Discovering Folktales: Fluency • Discovering Folktales: Synthesize
	Clever Characters	<ul style="list-style-type: none"> • Clever Characters: Genre • Clever Characters: Synthesize
	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Synthesize

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	Unit Name	Lesson Name
Key Ideas and Details Text Analysis		
CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Adventure Stories	<ul style="list-style-type: none"> • Adventure Stories: Comprehension • Adventure Stories: Speak and Listen • Adventure Stories: Fluency • Adventure Stories: Synthesize
	Adventures on Water	<ul style="list-style-type: none"> • Adventures on Water: Comprehension • Adventures on Water: Speak and Listen • Adventures on Water: Fluency • Adventures on Water: Synthesize
	Adventures Near and Far	<ul style="list-style-type: none"> • Adventures Near and Far: Genre • Adventures Near and Far: Fluency
	Discovering Folktales	<ul style="list-style-type: none"> • Discovering Folktales: Comprehension • Discovering Folktales: Fluency • Discovering Folktales: Synthesize
	Characters Who Change	<ul style="list-style-type: none"> • Characters Who Change: Comprehension • Characters Who Change: Fluency
	Clever Characters	<ul style="list-style-type: none"> • Clever Characters: Comprehension • Clever Characters: Fluency • Clever Characters: Synthesize
	Acting Out Folktales	<ul style="list-style-type: none"> • Acting Out Folktales: Comprehension • Acting Out Folktales: Fluency
	Think Creatively	<ul style="list-style-type: none"> • Think Creatively: Speak/Listen • Think Creatively: Synthesize
	Conflicts Help Us Grow	<ul style="list-style-type: none"> • Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Comprehension • Conflicts Help Us Grow: Speak/Listen • Conflicts Help Us Grow: Fluency
	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Genre • Getting to Know You: Comprehension • Getting to Know You: Speak/Listen • Getting to Know You: Fluency • Getting to Know You: Synthesize
	Surprising Characters	<ul style="list-style-type: none"> • Surprising Characters: Genre • Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency • Surprising Characters: Synthesize
	Keeping an Open Mind	<ul style="list-style-type: none"> • Keeping an Open Mind: Genre • Keeping an Open Mind: Comprehension • Keeping an Open Mind: Synthesize
Asking for Help	<ul style="list-style-type: none"> • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency 	

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Key Ideas and Details Literary Elements		
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	Adventures on Water	<ul style="list-style-type: none"> Adventures on Water: Comprehension Adventures on Water: Speak and Listen Adventures on Water: Fluency Adventures on Water: Synthesize
	Discovering Folktales	<ul style="list-style-type: none"> Discovering Folktales: Comprehension
	Characters Who Change	<ul style="list-style-type: none"> Characters Who Change: Comprehension Characters Who Change: Fluency
	Clever Characters	<ul style="list-style-type: none"> Clever Characters: Fluency Clever Characters: Synthesize
	Think Creatively	<ul style="list-style-type: none"> Think Creatively: Speak/Listen
	Conflicts Help Us Grow	<ul style="list-style-type: none"> Conflicts Help Us Grow: Genre Conflicts Help Us Grow: Speak/Listen
	Getting to Know You	<ul style="list-style-type: none"> Getting to Know You: Comprehension Getting to Know You: Fluency Getting to Know You: Synthesize
	Surprising Characters	<ul style="list-style-type: none"> Surprising Characters: Genre Surprising Characters: Comprehension
	Keeping an Open Mind	<ul style="list-style-type: none"> Keeping an Open Mind: Comprehension
	Asking for Help	<ul style="list-style-type: none"> Asking for Help: Speak/Listen
Craft and Structure Point of View		
CC.1.3.3.D Explain the point of view of the author.	Characters Who Change	<ul style="list-style-type: none"> Characters Who Change: Comprehension Characters Who Change: Synthesize Extend the lessons to explain the point of view of the author.
Craft and Structure Text Structure		
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.	Adventures on Water	<ul style="list-style-type: none"> Adventures on Water: Synthesize
	Clever Characters	<ul style="list-style-type: none"> Clever Characters: Comprehension Clever Characters: Speak and Listen Clever Characters: Fluency
	Acting Out Folktales	<ul style="list-style-type: none"> Acting Out Folktales: Comprehension Acting Out Folktales: Speak and Listen Acting Out Folktales: Fluency
	Surprising Characters	<ul style="list-style-type: none"> Surprising Characters: Genre Surprising Characters: Comprehension Surprising Characters: Speak/Listen Surprising Characters: Fluency Surprising Characters: Synthesize
	Changes in the Night Sky	<ul style="list-style-type: none"> Changes in the Night Sky: Genre

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Craft and Structure Vocabulary		
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.	Use Your Imagination	<ul style="list-style-type: none"> • Use Your Imagination: Genre • Use Your Imagination: Comprehension Extend the lessons to distinguish shades of meaning among related words.
Integration of Knowledge and Ideas Sources of Information		
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).	Clever Characters	• Clever Characters: Comprehension
	Think Creatively	• Think Creatively: Speak/Listen
	Asking for Help	<ul style="list-style-type: none"> • Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
Integration of Knowledge and Ideas Text Analysis		
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.	Think Creatively	<ul style="list-style-type: none"> • Think Creatively: Speak/Listen • Think Creatively: Fluency • Think Creatively: Synthesize
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Speak/Listen
	Getting to Know You	• Getting to Know You: Synthesize
	Keeping an Open Mind	• Keeping an Open Mind: Synthesize
Vocabulary Acquisition and Use Strategies		
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.	Adventures Near and Far	• Adventures Near and Far: Genre
	Family First	• Family First: Synthesize
	Asking for Help	• Asking for Help: Comprehension
	Creatures of the Night	• Creatures of the Night: Comprehension
Vocabulary Acquisition and Use		
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.	Incorporate and assign an activity to acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	

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Range of Reading		
<p>CC.1.3.3.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p>	Adventure Stories	<ul style="list-style-type: none"> • Adventure Stories: Comprehension • Adventure Stories: Speak and Listen • Adventure Stories: Fluency • Adventure Stories: Synthesize
	Better Together	<ul style="list-style-type: none"> • Better Together: Genre • Better Together: Comprehension • Better Together: Fluency • Better Together: Synthesize
	Adventures on Water	<ul style="list-style-type: none"> • Adventures on Water: Genre • Adventures on Water: Comprehension • Adventures on Water: Speak and Listen • Adventures on Water: Fluency • Adventures on Water: Synthesize
	Adventures Near and Far	<ul style="list-style-type: none"> • Adventures Near and Far: Genre • Adventures Near and Far: Speak and Listen • Adventures Near and Far: Fluency
	Discovering Folktales	<ul style="list-style-type: none"> • Discovering Folktales: Genre • Discovering Folktales: Comprehension • Discovering Folktales: Fluency • Discovering Folktales: Synthesize
	Characters Who Change	<ul style="list-style-type: none"> • Characters Who Change: Comprehension • Characters Who Change: Fluency
	Clever Characters	<ul style="list-style-type: none"> • Clever Characters: Comprehension • Clever Characters: Speak and Listen • Clever Characters: Fluency
	Acting Out Folktales	<ul style="list-style-type: none"> • Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
	Use Your Imagination	<ul style="list-style-type: none"> • Use Your Imagination: Genre • Use Your Imagination: Comprehension
	Family First	<ul style="list-style-type: none"> • Family First: Genre • Family First: Comprehension • Family First: Fluency • Family First: Synthesize

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	Think Creatively	<ul style="list-style-type: none"> • Think Creatively: Genre • Think Creatively: Comprehension • Think Creatively: Speak/Listen • Think Creatively: Fluency • Think Creatively: Synthesize
	Conflicts Help Us Grow	<ul style="list-style-type: none"> • Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Comprehension • Conflicts Help Us Grow: Speak/Listen • Conflicts Help Us Grow: Fluency
	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Comprehension • Getting to Know You: Speak/Listen • Getting to Know You: Fluency • Getting to Know You: Synthesize
	Surprising Characters	<ul style="list-style-type: none"> • Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency • Surprising Characters: Synthesize
	Keeping an Open Mind	<ul style="list-style-type: none"> • Keeping an Open Mind: Comprehension • Keeping an Open Mind: Speak/Listen • Keeping an Open Mind: Fluency
	Asking for Help	<ul style="list-style-type: none"> • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
1.4 Writing		
Informative/ Explanatory		
CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Speak and Listen • Learning New Things: Fluency
	Learning Starts with Questions	<ul style="list-style-type: none"> • Question to Learn: Genre • Question to Learn: Speak and Listen
	Sea Creatures	<ul style="list-style-type: none"> • Sea Creatures: Fluency
	The Importance of Oceans	<ul style="list-style-type: none"> • The Importance of Oceans: Speak/Listen • The Importance of Oceans: Fluency
Informative/Explanatory Focus		
CC.1.4.3.B Identify and introduce the topic.	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Speak and Listen • Learning New Things: Fluency
	Sea Creatures	<ul style="list-style-type: none"> • Sea Creatures: Fluency
Informative/Explanatory Content		
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Speak and Listen
	Learning Starts with Questions	<ul style="list-style-type: none"> • Question to Learn: Speak and Listen
	Exploring the World	<ul style="list-style-type: none"> • Exploring the World: Write
	The Importance of Oceans	<ul style="list-style-type: none"> • The Importance of Oceans: Speak/Listen
	Dangers to Our Oceans	<ul style="list-style-type: none"> • Dangers in Our Oceans: Fluency

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Informative/Explanatory Organization		
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	Learning Starts with Questions	<ul style="list-style-type: none"> • Question to Learn: Genre • Question to Learn: Speak and Listen • Question to Learn: Fluency
	The Importance of Oceans	<ul style="list-style-type: none"> • The Importance of Oceans: Fluency
Informative/Explanatory Style		
CC.1.4.3.E Choose words and phrases for effect.	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Fluency Incorporate and assign an activity to choose words and phrases for effect.
Informative/Explanatory Conventions of Language		
CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Genre • Learning New Things: Comprehension • Learning New Things: Fluency
	Learning Starts with Questions	<ul style="list-style-type: none"> • Question to Learn: Comprehension • Question to Learn: Speak and Listen • Question to Learn: Fluency
	Exploring the World	<ul style="list-style-type: none"> • Exploring the World: Genre • Exploring the World: Comprehension • Exploring the World: Speak/Listen • Exploring the World: Fluency
Opinion/Argumentative		
CC.1.4.3.G Write opinion pieces on familiar topics or texts.	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Speak/Listen • Getting to Know You: Fluency
	Surprising Characters	<ul style="list-style-type: none"> • Surprising Characters: Speak/Listen • Surprising Characters: Fluency
	Asking for Help	<ul style="list-style-type: none"> • Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
Opinion/Argumentative Focus		
CC.1.4.3.H Introduce the topic and state an opinion on the topic.	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Speak/Listen
Opinion/Argumentative Content		
CC.1.4.3.I Support an opinion with reasons.	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Fluency
	Surprising Characters	<ul style="list-style-type: none"> • Surprising Characters: Speak/Listen

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Opinion/Argumentative Organization		
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	Learning Starts with Questions	• Question to Learn: Genre
	Creatures of the Night	• Creatures of the Night: Synthesize
	Surprising Characters	• Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency
Opinion/Argumentative Style		
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.	Getting to Know You	• Getting to Know You: Speak/Listen
	Surprising Characters	• Surprising Characters: Synthesize
	Asking for Help	• Asking for Help: Comprehension • Asking for Help: Write
Opinion/Argumentative Conventions of Language		
CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Getting to Know You	• Getting to Know You: Speak/Listen
	Surprising Characters	• Surprising Characters: Speak/Listen • Surprising Characters: Fluency
	Asking for Help	• Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
Narrative		
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	Discovering Folktales	• Discovering Folktales: Speak and Listen • Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Fluency • Characters Who Change: Synthesize
	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
Narrative Focus		
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.	Discovering Folktales	• Discovering Folktales: Speak and Listen • Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Fluency
Narrative Content		
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.	Characters Who Change	• Characters Who Change: Fluency • Characters Who Change: Synthesize

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Narrative Organization		
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.	Characters Who Change	<ul style="list-style-type: none"> • Characters Who Change: Fluency • Characters Who Change: Synthesize
Narrative Style		
CC.1.4.3.Q Choose words and phrases for effect.	Characters Who Change	<ul style="list-style-type: none"> • Characters Who Change: Speak and Listen
Narrative Conventions of Language		
CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Discovering Folktales	<ul style="list-style-type: none"> • Discovering Folktales: Fluency
	Characters Who Change	<ul style="list-style-type: none"> • Characters Who Change: Synthesize
	Acting Out Folktales	<ul style="list-style-type: none"> • Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
Response to Literature		
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.	Adventure Stories	<ul style="list-style-type: none"> • Adventure Stories: Speak and Listen
	Learning New Things	<ul style="list-style-type: none"> • Learning New Things: Synthesize
	Learning Starts with Questions	<ul style="list-style-type: none"> • Question to Learn: Speak and Listen
	Ocean Journeys	<ul style="list-style-type: none"> • Ocean Journeys: Speak/Listen
Production and Distribution of Writing Writing Process		
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Acting Out Folktales	<ul style="list-style-type: none"> • Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
	Getting to Know You	<ul style="list-style-type: none"> • Getting to Know You: Fluency
	Exploring the World	<ul style="list-style-type: none"> • Exploring the World: Genre • Exploring the World: Comprehension • Exploring the World: Speak and Listen
	Asking for Help	<ul style="list-style-type: none"> • Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen
	Sea Creatures	<ul style="list-style-type: none"> • Sea Creatures: Speak/Listen • Sea Creatures: Fluency • Sea Creatures: Synthesize
	Dangers to Our Oceans	<ul style="list-style-type: none"> • Dangers in Our Ocean: Comprehension • Dangers in Our Ocean: Speak/Listen
Technology and Publication		
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.	Characters Who Change	<ul style="list-style-type: none"> • Characters Who Change: Speak/Listen
	Acting Out Folktales	<ul style="list-style-type: none"> • Acting Out Folktales: Write
	Exploring the World	<ul style="list-style-type: none"> • Exploring the World: Fluency
	Asking for Help	<ul style="list-style-type: none"> • Asking for Help: Fluency
	Dangers to Our Oceans	<ul style="list-style-type: none"> • Dangers in Our Oceans: Fluency

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Conducting Research		
CC.1.4.3.V Conduct short research projects that build knowledge about a topic.	Animal Behaviors	• Animal Behaviors: Fluency
	Learning New Things	• Learning New Things: Speak and Listen
	Sea Creatures	• Sea Creatures: Speak/Listen • Sea Creatures: Fluency
Credibility, Reliability, and Validity of Sources		
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.	Animal Behaviors	• Animal Behaviors: Fluency
	Exploring the World	• Exploring the World: Speak and Listen
	Sea Creatures	• Sea Creatures: Speak/Listen • Sea Creatures: Fluency
Range of Writing		
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.	Adventure Stories	• Adventure Stories: Fluency • Adventure Stories: Synthesize
	Better Together	• Better Together: Fluency
	Discovering Folktales	• Discovering Folktales: Synthesize
	Characters Who Change	• Characters Who Change: Synthesize
	Clever Characters	• Clever Characters: Genre • Clever Characters: Synthesize
	Acting Out Folktales	• Acting Out Folktales: Genre • Acting Out Folktales: Write
	Animal Behaviors	• Animal Behaviors: Genre • Animal Behaviors: Synthesize
	Animal Features	• Animal Features: Genre
	Learning New Things	• Learning New Things: Genre • Learning New Things: Speak and Listen • Learning New Things: Synthesize
	Learning Starts with Questions	• Question to Learn: Synthesize
	Learning from Science	• Learning from Science: Fluency • Learning from Science: Synthesize
	Exploring the World	• Learning from Science: Write
	Family First	• Family First: Synthesize
	Think Creatively	• Think Creatively: Synthesize
	Getting to Know You	• Getting to Know You: Synthesize
	Surprising Characters	• Surprising Characters: Genre • Surprising Characters: Synthesize
	Keeping an Open Mind	• Keeping an Open Mind: Synthesize
	Asking for Help	• Asking for Help: Comprehension • Asking for Help: Write
	Out in Space	• Out in Space: Synthesize
	It Happens at Night!	• It Happens at Night!: Fluency • It Happens at Night!: Synthesize
	Changes in the Night Sky	• Changes in the Night Sky: Speak/Listen
	Sea Creatures	• Sea Creatures: Synthesize
	The Importance of Oceans	• The Importance of Oceans: Speak/Listen • The Importance of Oceans: Synthesize
Ocean Journeys	• Ocean Journeys: Synthesize	

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1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
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.	Adventure Stories	• Adventure Stories: Speak and Listen
	Acting Out Folktales	• Acting Out Folktales: Speak and Listen
	Animal Behaviors	• Animal Behaviors: Speak and Listen
	Animal Features	• Animal Features: Fluency
	Asking for Help	• Asking for Help: Genre • Asking for Help: Write
	Out in Space	• Out in Space: Speak/Listen
	It Happens at Night!	• It Happens at Night!: Genre
	Changes in the Night Sky	• Changes in the Night Sky: Genre • Changes in the Night Sky: Fluency
Comprehension and Collaboration		
Critical Listening		
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.	Discovering Folktales	• Discovering Folktales: Speak and Listen
	Characters Who Change	• Characters Who Change: Speak and Listen
	Clever Characters	• Clever Characters: Genre
	Acting Out Folktales	• Acting Out Folktales: Genre
	Amazing Animals	• Amazing Animals: Genre • Amazing Animals: Speak and Listen
	Animal Behaviors	• Animal Behaviors: Genre
	Learning New Things	• Learning New Things: Genre
	Learning from Science	• Learning from Science: Comprehension
	Exploring the World	• Exploring the World: Genre
	Think Creatively	• Think Creatively: Speak/Listen
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre
	Getting to Know You	• Getting to Know You: Speak/Listen
	Keeping an Open Mind	• Keeping an Open Mind: Genre
	Asking for Help	• Asking for Help: Genre
Changes in the Night Sky	• Changes in the Night Sky: Genre	

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
Comprehension and Collaboration Evaluating Information		
CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	Animal Features	• Animal Features: Fluency
	Asking for Help	• Asking for Help: Genre
	Out in Space	• Out in Space: Speak/Listen
	It Happens at Night!	• It Happens at Night!: Genre
	Changes in the Night Sky	• Changes in the Night Sky: Genre • Changes in the Night Sky: Fluency
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Learning from Science	• Learning from Science: Speak and Listen
	Exploring the World	• Exploring the World: Speak and Listen • Exploring the World: Write
	Asking for Help	• Asking for Help: Write
	Dangers to Our Oceans	• Dangers in Our Oceans: Speak/Listen • Dangers in Our Oceans: Write
Presentation of Knowledge and Ideas Context		
CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Adventures on Water	• Adventures on Water: Speak and Listen
	Family First	• Family First: Speak/Listen
	Dangers to Our Oceans	• Dangers in Our Oceans: Write
Integration of Knowledge and Ideas Multimedia		
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.	Clever Characters	• Clever Characters: Speak and Listen
	Acting Out Folktales	• Acting Out Folktales: Write
	Family First	• Family First: Fluency
	Keeping an Open Mind	• Keeping an Open Mind: Fluency
	The Importance of Oceans	• The Importance of Oceans: Genre
	Dangers to Our Oceans	• Dangers in Our Oceans: Fluency • Dangers in Our Oceans: Write
Conventions of Standard English		
CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	Acting Out Folktales	• Acting Out Folktales: Comprehension
	Amazing Animals	• Amazing Animals: Speak and Listen
	Animals and Their Habitats	• Animal Habitats: Speak and Listen
	Animal Behaviors	• Animal Behaviors: Speak and Listen
	Animal Features	• Animal Features: Speak and Listen
	Think Creatively	• Think Creatively: Speak/Listen
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Speak/Listen

Language Arts 4

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.4.D		
Know and apply grade-level phonics and word analysis skills in decoding words.		
<ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	Actions Speak Louder than Words	• Actions and Words: Genre
	A Bird's Eye View	• A Bird's Eye View: Genre
	Unearthing the Past	• Unearthing the Past: Genre
	Seriously Funny	• Seriously Funny: Comprehension
Fluency		
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. 	Actions Speak Louder than Words	• Actions Speak Louder than Words: Speak/Listen
<ul style="list-style-type: none"> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	A Fresh Point of View	• A Fresh Point of View: Fluency
<ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	The Science of Sickness	• The Science of Sickness: Comprehension
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
CC.1.2.4.A		
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Mighty Medicines	<ul style="list-style-type: none"> Mighty Medicines: Fluency Mighty Medicines: Synthesize
Key Ideas and Details		
Text Analysis		
CC.1.2.4.B		
Refer to details and examples in text to support what the text says explicitly and make inferences.	Mighty Medicines	• Mighty Medicines: Speak/Listen
	Nature's Medicines	• Nature's Medicines: Fluency
Key Ideas and Details		
Text Analysis		
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.	Nature's Medicines	• Nature's Medicines: Synthesize
Craft and Structure		
Point of View		
CC.1.2.4.D		
Compare and contrast an event or topic told from two different points of view.	Watching Animals	• Watching Animals: Synthesize

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
Craft and Structure Text Structure		
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Holding Onto History	• Holding Onto History: Genre
Craft and Structure Vocabulary		
CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Seriously Funny	• Seriously Funny: Comprehension • Seriously Funny: Speak/Listen
Integration of Knowledge and Ideas Diverse Media		
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.	Finding the Cure	• Finding the Cure: Speak/Listen
	Creature Features	• Creatures Features: Fluency
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.	We Need Trees	• We Need Trees: Genre
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Trial, Error, and--Oops	• Trial, Error, and--Oops: Fluency
Vocabulary Acquisition and Use		
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.	Keeping Promises	• Keeping Promises: Speak/Listen
	All Fired Up	• All Fired Up: Comprehension • All Fired Up: Fluency
Vocabulary Acquisition and Use		
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.	Actions Speak Louder than Words	• Actions and Words: Comprehension
	Animal Power	• Animal Power: Genre
Range of Reading		
CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading	A Bird's Eye View	• A Bird's Eye View: Comprehension
	Mighty Medicines	• Mighty Medicines: Speak/Listen
1.3 Reading Literature		
Key Ideas and Details Theme		
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.	Actions Speak Louder than Words	• Actions and Words: Fluency
	Understanding Animals	• Understanding Animals: Fluency

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
Key Ideas and Details Text Analysis		
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.	Actions Speak Louder than Words	• Actions and Words: Fluency
	A Boost in Kindness	• A Boost in Kindness: Fluency
Key Ideas and Details Literary Elements		
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.	Understanding Animals	• Understanding Animals: Speak/Listen
Craft and Structure Point of View		
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.	Watching Animals	• Watching Animals: Synthesize
Craft and Structure Text Structure		
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.	Watching Animals	• Watching Animals: Fluency
	Seriously Funny	• Seriously Funny: Speak/Listen
	Acting Out History	• Acting Out History: Speak/Listen Extend the lesson to explain major differences between poems, drama and prose.
Craft and Structure Vocabulary		
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Seriously Funny	• Seriously Funny: Comprehension • Seriously Funny: Speak/Listen
Integration of Knowledge and Ideas Sources of Information		
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.	A World of Gods and Heroes	• A World of Gods and Heroes: Speak/Listen
Integration of Knowledge and Ideas Text Analysis		
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	A Bird's Eye View	• A Bird's Eye View: Fluency • A Bird's Eye View: Synthesize
	A World of Gods and Heroes	• A World of Gods and Heroes: Speak/Listen
	Animal Power	• Animal Power: Speak/Listen
Vocabulary Acquisition and Use Strategies		
CC.1.3.4.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.	Actions Speak Louder than Words	• Actions and Words: Comprehension
	Animal Power	• Animal Power: Genre

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
Vocabulary Acquisition and Use		
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.	Keeping Promises	• Keeping Promises: Speak/Listen
	All Fired Up	• All Fired Up: Genre • All Fired Up: Fluency
Range of Reading		
CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	Actions Speak Louder than Words	• Actions and Words: Fluency
1.4 Writing		
Informative/ Explanatory		
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Keeping Promises	• Keeping Promises: Genre
Informative/Explanatory Focus		
CC.1.4.4.B Identify and introduce the topic clearly.	All Fired Up	• All Fired Up: Comprehension
Informative/Explanatory Content		
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.	Keeping Promises	• Keeping Promises: Genre • Keeping Promises: Comprehension
	Objects Tell Stories	• Objects Tell Stories: Genre • Objects Tell Stories: Speak/Listen
Informative/Explanatory Organization		
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.	Keeping Promises	• Keeping Promises: Genre • Keeping Promises: Comprehension • Keeping Promises: Fluency
Informative/Explanatory Style		
CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.	Keeping Promises	• Keeping Promises: Speak/Listen
Informative/Explanatory Conventions of Language		
CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Kindness Goes a Long Way	• Kindness Goes a Long Way: Comprehension
	Lessons in Kindness	• Lessons in Kindness: Comprehension
	Acting Out History	• Acting Out History: Fluency
Opinion/Argumentative		
CC.1.4.4.G Write opinion pieces on topics or texts.	A Fresh Point of View	• A Fresh Point of View: Speak/Listen
Opinion/Argumentative Focus		

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
CC.1.4.4.H Introduce the topic and state an opinion on the topic. Opinion/Argumentative Content	A Fresh Point of View	• A Fresh Point of View: Speak/Listen
CC.1.4.4.I Provide reasons that are supported by facts and details. Opinion/Argumentative Organization	A Fresh Point of View	• A Fresh Point of View: Speak/Listen
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. Opinion/Argumentative Style	You Can Make a Difference	• You Can Make a Difference: Speak/Listen • You Can Make a Difference: Fluency
CC.1.4.4.K Choose words and phrases to convey ideas precisely. Opinion/Argumentative Conventions of Language	You Can Make a Difference	• You Can Make a Difference: Fluency
CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Narrative	It Takes Teamwork	• It Takes Teamwork: Genre • It Takes Teamwork: Comprehension • It Takes Teamwork: Speak/Listen
CC.1.4.4.M Write narratives to develop real or imagined experiences or events. Narrative Focus	Watching Animals	• Watching Animals: Synthesize
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. Narrative Content	Watching Animals	• Watching Animals: Comprehension
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. Narrative Organization	Watching Animals	• Watching Animals: Fluency
	Understanding Animals	• Understanding Animals: Speak/Listen
	People Need Animals	• People Need Animals: Genre
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. Narrative Style	Watching Animals	• Watching Animals: Speak/Listen
	Understanding Animals	• Understanding Animals: Fluency
	People Need Animals	• People Need Animals: Comprehension

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
CC.1.4.4.Q Choose words and phrases to convey ideas precisely.	Watching Animals	• Watching Animals: Fluency
Narrative Conventions of Language		
CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Watching Animals	• Watching Animals: Fluency
	People Need Animals	• People Need Animals: Speak/Listen • People Need Animals: Fluency
Response to Literature		
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.	Kindness Goes a Long Way	• Kindness Goes a Long Way: Comprehension • Kindness Goes a Long Way: Synthesize
	Holding Onto History	• Holding Onto History: Comprehension
Production and Distribution of Writing Writing Process		
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Watching Animals	• Watching Animals: Comprehension
	People Need Animals	• People Need Animals: Fluency
	Objects Tell Stories	• Objects Tell Stories: Genre
Technology and Publication		
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.	Humans Help Out	• Humans Help Out: Write
Conducting Research		
CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Objects Tell Stories	• Objects Tell Stories: Fluency
Credibility, Reliability, and Validity of Sources		
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.	Objects Tell Stories	• Objects Tell Stories: Speak/Listen
	All Fired Up	• All Fired Up: Speak/Listen
Range of Writing		
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.	A Bird's Eye View	• A Bird's Eye View: Fluency
	People Need Animals	• People Need Animals: Comprehension • People Need Animals: Speak/Listen
	Holding Onto History	• Holding Onto History: Comprehension
1.5 Speaking and Listening Comprehension and Collaboration Collaborative Discussion		
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.	Actions Speak Louder than Words	• Actions Speak Louder than Words: Speak/Listen
	Explaining the Natural World	• Explaining the Natural World: Speak/Listen

Pennsylvania Core Standards English Language Arts: Grade 4	Language Arts 4 A/B	
	Unit Name	Lesson Name
Comprehension and Collaboration Critical Listening		
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.	Seriously Funny	• Seriously Funny: Genre
	Animal Power	• Animal Power: Synthesize
	It Takes Teamwork	• It Takes Teamwork: Speak/Listen
	Creature Features	• Creature Features: Fluency
Comprehension and Collaboration Evaluating Information		
CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	We Need Trees	• We Need Trees: Genre
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Kindness Goes a Long Way	• Kindness Goes a Long Way: Speak/Listen
	A Bird's Eye View	• A Bird's Eye View: Fluency
Presentation of Knowledge and Ideas Context		
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	Keeping Promises	• Keeping Promises: Speak/Listen
Integration of Knowledge and Ideas Multimedia		
CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Humans Help Out	• Humans Help Out: Comprehension • Humans Help Out: Speak/Listen
Conventions of Standard English		
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	Explaining the Natural World	• Explaining the Natural World: Speak/Listen

Language Arts 5

Pennsylvania Core Standards English Language Arts: Grade 5	Language Arts 5 A/B	
	Unit Name	Lesson Number
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.		
<ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	Open Minds	• Open Minds: Comprehension
	Showing the World	• Showing the World: Comprehension
	Call to Action	• Call to Action: Comprehension
	Information in Social Media	• Social Media: Comprehension
Fluency		
CC.1.1.5.E Read with accuracy and fluency to support comprehension:		
<ul style="list-style-type: none"> Read on-level text with purpose and understanding. 	Shared Interests	• Shared Interests: Speak/Listen
<ul style="list-style-type: none"> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	Funny and Inspiring	• Funny and Inspiring: Fluency
<ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Characters Who Are Kind	• Kind Characters: Comprehension
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	Influencers Making a Difference	<ul style="list-style-type: none"> Making a Difference: Comprehension Making a Difference: Speak/Listen Making a Difference: Fluency
Key Ideas and Details		
Text Analysis		
CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Showing the World	• Showing the World: Synthesize
Key Ideas and Details		
Text Analysis		
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.	Starting a New Life	• Starting a New Life: Comprehension
Craft and Structure		
Point of View		
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.	Learning from Our Ancestors	<ul style="list-style-type: none"> Learning from Our Ancestors: Speak/Listen Learning from Our Ancestors: Fluency

Pennsylvania Core Standards English Language Arts: Grade 5	Language Arts 5 A/B	
	Unit Name	Lesson Number
Craft and Structure Text Structure		
CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Information in Social Media	<ul style="list-style-type: none"> • Social Media: Fluency • Social Media: Synthesize
Craft and Structure Vocabulary		
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.	Robot Helpers	<ul style="list-style-type: none"> • Robot Helpers: Comprehension Extend the lesson to interpret figurative language.
Integration of Knowledge and Ideas Diverse Media		
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.	Branches of Government	<ul style="list-style-type: none"> • Branches of Government: Fluency
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.	What Makes You Unique?	<ul style="list-style-type: none"> • What Makes You Unique?: Speak/Listen • What Makes You Unique?: Fluency
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Information in Social Media	<ul style="list-style-type: none"> • Social Media: Speak/Listen
Vocabulary Acquisition and Use		
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.	Justice for All	<ul style="list-style-type: none"> • Justice for All: Fluency Extend the lesson to acquire and use accurately grade-appropriate conversational words and phrases.
Vocabulary Acquisition and Use		
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.	Call to Action	<ul style="list-style-type: none"> • Call to Action: Comprehension
	Robot Helpers	<ul style="list-style-type: none"> • Robot Helpers: Comprehension
Range of Reading		
CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Stronger Together	<ul style="list-style-type: none"> • Stronger Together: Speak/Listen
	What Makes You Unique?	<ul style="list-style-type: none"> • What Makes You Unique?: Comprehension
	Protecting Data	<ul style="list-style-type: none"> • Protecting the Data: Comprehension
	Robot Helpers	<ul style="list-style-type: none"> • Robot Helpers: Comprehension
	Branches of Government	<ul style="list-style-type: none"> • Branches of Government: Comprehension

Pennsylvania Core Standards English Language Arts: Grade 5	Language Arts 5 A/B	
	Unit Name	Lesson Number
1.3 Reading Literature		
Key Ideas and Details		
Theme		
Key Ideas and Details		
Text Analysis		
CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Good Leaders	• Good Leaders: Fluency
Key Ideas and Details		
Literary Elements		
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.	Family Relationships	• Family Relationships: Comprehension
Craft and Structure		
Point of View		
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.	Dare to Dream	• Dare to Dream: Fluency • Dare to Dream: Synthesize
Craft and Structure		
Text Structure		
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.	Funny and Inspiring	• Funny and Inspiring: Synthesize
Craft and Structure		
Vocabulary		
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.	Characters Who Are Kind	• Kind Characters: Genre • Kind Characters: Comprehension
Integration of Knowledge and Ideas		
Sources of Information		
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).	Characters and Their Values Dare to Dream	• Characters and Values: Speak/Listen • Characters and Values: Fluency • Dare to Dream: Synthesize
Integration of Knowledge and Ideas		
Text Analysis		
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.	Don't Give Up!	• Don't Give Up!: Speak/Listen

Pennsylvania Core Standards English Language Arts: Grade 5	Language Arts 5 A/B	
	Unit Name	Lesson Number
Vocabulary Acquisition and Use Strategies		
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.	Family Relationships	<ul style="list-style-type: none"> Family Relationships: Comprehension Extend the lesson to determine or clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content.
	Good Leaders	<ul style="list-style-type: none"> Good Leaders: Comprehension
	Characters Who Are Kind	<ul style="list-style-type: none"> Kind Characters: Comprehension
Vocabulary Acquisition and Use		
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.	Family Relationships	<ul style="list-style-type: none"> Family Relationships: Speak/Listen Extend the lesson to acquire and use accurately grade-appropriate conversational and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships..
Range of Reading		
CC.1.3.5.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	Family Relationships	<ul style="list-style-type: none"> Family Relationships: Comprehension
	Open Minds	<ul style="list-style-type: none"> Open Minds: Comprehension
	Say it With Poetry	<ul style="list-style-type: none"> Say it With Poetry: Comprehension
	Unsung Heroes	<ul style="list-style-type: none"> Unsung Heroes: Comprehension
1.4 Writing		
Informative/Explanatory		
CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	What Makes You Unique?	<ul style="list-style-type: none"> What Makes You Unique?: Synthesize
Informative/Explanatory Focus		
CC.1.4.5.B Identify and introduce the topic clearly.	What Makes You Unique?	<ul style="list-style-type: none"> What Makes You Unique?: Comprehension What Makes You Unique?: Speak/Listen What Makes You Unique?: Synthesize
Informative/Explanatory Content		
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.	What Makes You Unique?	<ul style="list-style-type: none"> What Makes You Unique?: Comprehension What Makes You Unique?: Speak/Listen
	Protecting Data	<ul style="list-style-type: none"> Protecting the Data: Comprehension
	Robot Helpers	<ul style="list-style-type: none"> Robot Helpers: Fluency
Informative/Explanatory Organization		
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.	What Makes You Unique?	<ul style="list-style-type: none"> What Makes You Unique?: Speak/Listen
	Protecting Data	<ul style="list-style-type: none"> Protecting Data: Genre Protecting Data: Fluency
	Robot Helpers	<ul style="list-style-type: none"> Robot Helpers: Genre

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	Unit Name	Lesson Number
Informative/Explanatory Style		
CC.1.4.5.E Write with an awareness of style.		
<ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length. 	What Makes You Unique?	<ul style="list-style-type: none"> What Makes You Unique?: Fluency
	Protecting Data	<ul style="list-style-type: none"> Protecting the Data: Speak/Listen
	Protecting Data	<ul style="list-style-type: none"> Protecting the Data: Fluency
	Information in Social Media	<ul style="list-style-type: none"> Social Media: Speak/Listen
	Robot Helpers	<ul style="list-style-type: none"> Robot Helpers: Comprehension
Informative/Explanatory Conventions of Language		
CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Shared Interests	<ul style="list-style-type: none"> Shared Interests: Genre Shared Interests: Comprehension Shared Interests: Fluency
	Showing the World	<ul style="list-style-type: none"> Showing the World: Genre Showing the World: Comprehension
	Robot Helpers	<ul style="list-style-type: none"> Robot Helpers: Comprehension
	Believe in Yourself	<ul style="list-style-type: none"> Believe in Yourself: Comprehension Believe in Yourself: Fluency
	Don't Give Up!	<ul style="list-style-type: none"> Don't Give Up!: Speak/Listen
	Immigrant Stories	<ul style="list-style-type: none"> Immigrant Stories: Speak/Listen
	Justice for All	<ul style="list-style-type: none"> Justice for All: Fluency
Opinion/Argumentative		
CC.1.4.5.G Write opinion pieces on topics or texts.		
Opinion/Argumentative Focus		
CC.1.4.5.H Introduce the topic and state an opinion on the topic.		
	Believe in Yourself	<ul style="list-style-type: none"> Believe in Yourself: Comprehension Believe in Yourself: Speak/Listen Believe in Yourself: Synthesize
Opinion/Argumentative Content		
CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.	Believe in Yourself	<ul style="list-style-type: none"> Believe in Yourself: Fluency Believe in Yourself: Synthesize
	Dare to Dream	<ul style="list-style-type: none"> Dare to Dream: Comprehension
Opinion/Argumentative Organization		
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.	Believe in Yourself	<ul style="list-style-type: none"> Believe in Yourself: Fluency Believe in Yourself: Synthesize
	Dare to Dream	<ul style="list-style-type: none"> Dare to Dream: Speak/Listen Dare to Dream: Fluency

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	Unit Name	Lesson Number
Opinion/Argumentative Style		
CC.1.4.5.K Write with an awareness of style.		
• Use sentences of varying length.	What Makes You Unique?	• What Makes You Unique?: Fluency Extend the lesson in an opinion essay.
	Information in Social Media	• Social Media: Speak/Listen
• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	What Makes You Unique?	• What Makes You Unique?: Comprehension • What Makes You Unique?: Fluency Extend the lessons in an opinion essay.
	Protecting Data	• Protecting the Data: Comprehension • Protecting the Data: Fluency
	Information in Social Media	• Social Media: Comprehension • Social Media: Speak/Listen
Opinion/Argumentative Conventions of Language		
CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Shared Interests	• Shared Interests: Genre • Shared interests: Comprehension • Shared interests: Fluency Extend the lessons in an opinion essay.
	Showing the World	• Showing the World: Genre • Showing the World: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Follow Your Heart	• Follow Your Heart: Comprehension
	Immigrant Stories	• Immigrant Stories: Speak/Listen
Justice for All	• Justice for All: Fluency	
Narrative		
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	Family Values	• Family Values: Synthesize
Narrative Focus		
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	Characters Who Are Kind	• Kind Characters: Comprehension • Kind Characters: Speak/Listen
Narrative Content		
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.	Family Values	• Family Values: Comprehension • Family Values: Speak/Listen

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	Unit Name	Lesson Number
Narrative Organization		
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.	Characters Who Are Kind	• Kind Characters: Comprehension
	Reactions Show Character	• Reactions and Character: Comprehension
	Family Values	• Family Values: Fluency
Narrative Style		
CC.1.4.5.Q Write with an awareness of styles.		
• Use sentences of varying length.	Reactions Show Character	• Reactions and Character: Speak/Listen • Reactions and Character: Fluency
• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Reactions Show Character	• Reactions and Character: Speak/Listen • Reactions and Character: Fluency
Narrative Conventions of Language		
CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Shared Interests	• Shared Interests: Genre • Shared interests: Comprehension • Shared interests: Fluency Extend the lessons in a narrative essay.
	Reactions Show Character	• Reactions and Character: Fluency
	Showing the World	• Showing the World: Genre • Showing the World: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Immigrant Stories	• Immigrant Stories: Speak/Listen
Justice for All	• Justice for All: Fluency	
Response to Literature		
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.	Family Relationships	• Family Relationships: Fluency
	Don't Give Up!	• Don't Give Up!: Genre
	Branches of Government	• Branches of Government: Comprehension • Branches of Government: Synthesize
Production and Distribution of Writing Writing Process		
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.	Characters Who Are Kind	• Kind Characters: Comprehension • Kind Characters: Synthesize
	Reactions Show Character	• Reactions and Characters: Comprehension • Reactions and Characters: Fluency

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	Unit Name	Lesson Number
Technology and Publication		
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.	Reactions Show Character	<ul style="list-style-type: none"> • Reactions and Character: Fluency • Reactions and Character: Write
	Call to Action	<ul style="list-style-type: none"> • Call to Action: Fluency
	What Makes You Unique?	<ul style="list-style-type: none"> • What Makes You Unique?: Synthesize
Conducting Research		
CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Branches of Government	<ul style="list-style-type: none"> • Branches of Government: Comprehension • Branches of Government: Speak/Listen
Credibility, Reliability, and Validity of Sources		
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.	Protecting Data	<ul style="list-style-type: none"> • Protecting the Data: Fluency
	Information in Social Media	<ul style="list-style-type: none"> • Social Media: Comprehension • Social Media: Speak/Listen
	Robot Helpers	<ul style="list-style-type: none"> • Robot Helpers: Genre
	Branches of Government	<ul style="list-style-type: none"> • Branches of Government: Speak/Listen
	Rights and Freedoms	<ul style="list-style-type: none"> • Rights and Freedoms: Synthesize
Range of Writing		
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.	Shared Interests	<ul style="list-style-type: none"> • Shared Interests: Fluency
	Characters Who Are Kind	<ul style="list-style-type: none"> • Kind Characters: Synthesize
	Call to Action	<ul style="list-style-type: none"> • Call to Action: Comprehension
	What Makes You Unique?	<ul style="list-style-type: none"> • What Makes You Unique?: Synthesize
	Funny and Inspiring	<ul style="list-style-type: none"> • Funny and Inspiring: Synthesize
	Follow Your Heart	<ul style="list-style-type: none"> • Follow Your Heart: Genre
	Justice for All	<ul style="list-style-type: none"> • Justice for All: Fluency • Justice for All: Write
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
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.	Stronger Together	<ul style="list-style-type: none"> • Stronger Together: Speak/Listen
	Don't Give Up!	<ul style="list-style-type: none"> • Don't Give Up!: Speak/Listen
	Get Ready to Vote: Speak/Listen	<ul style="list-style-type: none"> • Get Ready to Vote: Speak/Listen
Comprehension and Collaboration		
Critical Listening		
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.	Open Minds	<ul style="list-style-type: none"> • Open Minds: Speak/Listen
Comprehension and Collaboration		
Evaluating Information		
CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Influencers Making a Difference	<ul style="list-style-type: none"> • Making a Difference: Fluency

Pennsylvania Core Standards English Language Arts: Grade 5	Language Arts 5 A/B	
	Unit Name	Lesson Number
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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,	Call to Action Protecting Data Information in Social Media	<ul style="list-style-type: none"> • Call to Action: Speak/Listen • Protecting the Data: Synthesize • Social Media: Speak/Listen
Presentation of Knowledge and Ideas Context		
CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Family Values Call to Action Funny and Inspiring	<ul style="list-style-type: none"> • Family Values: Speak/Listen • Call to Action: Speak/Listen • Funny and Inspiring: Speak/Listen
Integration of Knowledge and Ideas Multimedia		
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Rights and Freedoms	<ul style="list-style-type: none"> • Rights and Freedoms: Speak/Listen
Conventions of Standard English		
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	Shared Interests	<ul style="list-style-type: none"> • Shared Interests: Genre • Shared interests: Comprehension
	Showing the World	<ul style="list-style-type: none"> • Showing the World: Genre • Showing the World: Comprehension
	Call to Action	<ul style="list-style-type: none"> • Call to Action: Speak/Listen
	Robot Helpers	<ul style="list-style-type: none"> • Robot Helpers: Comprehension
	Believe in Yourself	<ul style="list-style-type: none"> • Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	<ul style="list-style-type: none"> • Don't Give Up!: Speak/Listen
	Immigrant Stories	<ul style="list-style-type: none"> • Immigrant Stories: Speak/Listen

Language Arts 6

Pennsylvania Core Standards English Language Arts: Grade 6	Language Arts 6 A/B	
	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	Informational Text Analysis	<ul style="list-style-type: none"> Identifying Central Ideas Effective Summaries Author's Purpose Portfolio: Informational Text Analysis 1
Key Ideas and Details		
Text Analysis		
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.	Informational Text Analysis	<ul style="list-style-type: none"> Explicit Details and Inferences
Key Ideas and Details		
Text Analysis		
CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Informational Text Analysis	<ul style="list-style-type: none"> Analyzing Details Portfolio: Informational Text Analysis 1
	Comparisons	<ul style="list-style-type: none"> Informative Point of View
Craft and Structure		
Point of View		
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.	Informational Text Analysis	<ul style="list-style-type: none"> Identifying Central Ideas Author's Purpose Portfolio: Informational Text Analysis 2 Portfolio: Informational Text Analysis 3
	Comparisons	<ul style="list-style-type: none"> Informative Point of View Comparing Informational Texts
Craft and Structure		
Text Structure		
CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.	Informational Text Analysis	<ul style="list-style-type: none"> Text Structure Portfolio: Informational Text Analysis 2
Craft and Structure		
Vocabulary		
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.	Informational Text Analysis	<ul style="list-style-type: none"> Figurative and Connotative Meanings
Integration of Knowledge and Ideas		
Diverse Media		
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.	Informational Text Analysis	<ul style="list-style-type: none"> Varying Media/Formats
	Research and Present	<ul style="list-style-type: none"> Interpreting Information Evaluating Visuals
	Argument Analysis	<ul style="list-style-type: none"> Table and a Text
Integration of Knowledge and Ideas		
Evaluating Arguments		
CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.	Informational Text Analysis	<ul style="list-style-type: none"> Identifying Central Ideas Author's Purpose
	Argument Analysis	<ul style="list-style-type: none"> Argument Analysis Introduction Identifying a Claim Evaluating Claims Reviewing Argument Audio Argument Summaries
	Argumentative Essay	<ul style="list-style-type: none"> Counter Claims
	Debate	<ul style="list-style-type: none"> Speaker's Claims and Reasons

Pennsylvania Core Standards English Language Arts: Grade 6	Language Arts 6 A/B	
	Unit Name	Lesson Name
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.6.I Examine how two authors present similar information in different types of text.	Informational Text Analysis Comparisons	<ul style="list-style-type: none"> • Comparing Texts • Different Forms: Informative • Comparing Informational Texts
Vocabulary Acquisition and Use		
CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	Informational Text Analysis Informative Writing	<ul style="list-style-type: none"> • Learning New Words • Choosing Vocabulary
Vocabulary Acquisition and Use		
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.	Informational Text Analysis	<ul style="list-style-type: none"> • Relationship Between Words • Learning New Words • Technical Definitions and Reading Fluency
Range of Reading		
CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Informational Text Analysis Comparisons Debate	<ul style="list-style-type: none"> • Relationships Between Words • Learning New Words • Technical Definitions and Reading Fluency • Figurative and Connotative Meanings • Explicit Details and Inferences • Identifying Central Ideas • Effective Summaries • Author's Purpose • Text Structure • Analyzing Details • Varying Media/Formats • Comparing Texts • Portfolio: Informational Text Analysis 1 • Portfolio: Informational Text Analysis 2 • Portfolio: Informational Text Analysis 3 • Different Forms: Informative • Comparing Informational Texts • Language in Speeches • Collaborative Discussion • Interpret and Clarify a Speaker's Message
1.3 Reading Literature		
Key Ideas and Details Theme		
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.	Standard English Novel Study Literary Analysis	<ul style="list-style-type: none"> • Standard English Apply • Theme • Analyzing Theme • Summarizing • Character's Responses • Dialogue and Descriptions • Literary Analysis: Apply • Discussion Strategies

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	Unit Name	Lesson Name
Key Ideas and Details Text Analysis		
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.	Novel Study	<ul style="list-style-type: none"> • Setting and Plot • Theme
	Literary Analysis	<ul style="list-style-type: none"> • Literary Analysis • Making Inferences • Analyzing Theme • Summarizing • Character's Responses • Versions • Literary Analysis: Apply
	Comparisons	<ul style="list-style-type: none"> • Portfolio Comparing Texts 1 • Portfolio Comparing Texts 2
Key Ideas and Details Literary Elements		
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.	Novel Study	<ul style="list-style-type: none"> • Setting and Plot • Theme
	Literary Analysis	<ul style="list-style-type: none"> • Summarizing • Character's Responses • Versions • Narrative Introductions • Dialogue and Descriptions • Organizing a Narrative • Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Purpose and Audience
	Comparisons	<ul style="list-style-type: none"> • Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2
Craft and Structure Point of View		
CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text.	Literary Analysis	<ul style="list-style-type: none"> • Making Inferences
	Writing a Narrative	<ul style="list-style-type: none"> • Transition Words • Purpose and Audience
	Comparisons	<ul style="list-style-type: none"> • Point of View in a Poem
Craft and Structure Text Structure		
CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Literary Analysis	<ul style="list-style-type: none"> • Analyzing Theme • Versions • Genres • Organizing a Narrative • Literary Analysis: Apply
	Novel Study	<ul style="list-style-type: none"> • Setting and Plot • Theme
	Writing a Narrative	<ul style="list-style-type: none"> • Purpose and Audience
	Comparisons	<ul style="list-style-type: none"> • Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2

Pennsylvania Core Standards English Language Arts: Grade 6	Language Arts 6 A/B	
	Unit Name	Lesson Name
Craft and Structure Vocabulary		
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.	Literary Analysis	<ul style="list-style-type: none"> Literary Context Clues Poetry Literary Analysis Figures of Speech Making Inferences
	Writing a Narrative	<ul style="list-style-type: none"> Narrative Context Clues Connotative Meanings Word Choice
Integration of Knowledge and Ideas Sources of Information		
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.	Literary Analysis	<ul style="list-style-type: none"> Versions Literary Analysis: Apply
	Comparisons	<ul style="list-style-type: none"> Compare Video and Text Compare Media
Integration of Knowledge and Ideas		
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.	Literary Analysis	<ul style="list-style-type: none"> Literary Analysis Versions Genres Comparing Genres Literary Analysis: Apply
	Comparisons	<ul style="list-style-type: none"> Portfolio: Comparing Texts 1 Portfolio: Comparing Texts 2
Vocabulary Acquisition and Use		
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.	Standard English	<ul style="list-style-type: none"> Context Confirmed
	Literary Analysis	<ul style="list-style-type: none"> Literary Context Clues Figures of Speech
	Writing a Narrative	<ul style="list-style-type: none"> Word Choice
Vocabulary Acquisition and Use		
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.	Literary Analysis	<ul style="list-style-type: none"> Literary Context Clues Literary Analysis Figures of Speech

Pennsylvania Core Standards English Language Arts: Grade 6	Language Arts 6 A/B	
	Unit Name	Lesson Name
Range of Reading		
CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Novel Study Introduction	<ul style="list-style-type: none"> • Novel Lesson Introduction • Literary Context Clues
	Literary Analysis	<ul style="list-style-type: none"> • Poetry • Literary Analysis • Figures of Speech • Making Inferences • Analyzing Theme • Summarizing • Character's Responses • Point of View • Versions • Genres • Comparing Genres • Narrative Introductions • Dialogue and Descriptions • Organizing a Narrative • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Connotative Meanings • Word Choice • Transition Words • Details • Sensory Language • Pacing • Purpose and Audience • Concluding a Story
	Comparisons	<ul style="list-style-type: none"> • Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2 • Point of View in a Poem • Comparisons: Apply
	Debate	<ul style="list-style-type: none"> • Collaborative Discussion • Discussion Strategies
	Novel Study	<ul style="list-style-type: none"> • Setting and Plot • Theme
1.4 Writing		
Informative/ Explanatory		
CC.1.4.6.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Informative Writing	<ul style="list-style-type: none"> • Organizational Strategies • Effective Organization • Effective Text • Concluding a Text • Portfolio: Informative Essay II • Informative Writing: Apply

Pennsylvania Core Standards English Language Arts: Grade 6	Language Arts 6 A/B	
	Unit Name	Lesson Name
Informative/Explanatory Focus		
CC.1.4.6.B Identify and introduce the topic for the intended audience.	Informative Writing	<ul style="list-style-type: none"> • Effective Organization • Portfolio: Informative Essay II • Informative Writing: Apply
Informative/Explanatory Content		
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.	Informative Writing	<ul style="list-style-type: none"> • Effective Text • Portfolio: Informative Essay II • Informative Writing: Apply
Informative/Explanatory Organization		
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.	Informative Writing	<ul style="list-style-type: none"> • Organizational Strategies • Effective Organization • Effective Text • Using Transitions • Concluding a Text • Portfolio: Informative Essay II • Informative Writing: Apply
Informative/Explanatory Style		
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	Informative Writing	<ul style="list-style-type: none"> • Choosing Vocabulary • Evaluating Formal Writing • Portfolio: Informative Essay II • Informative Writing: Apply
	Research and Present	• English to Context
	Comparisons	<ul style="list-style-type: none"> • Style and Tone • Informative Point of View
Informative/Explanatory Conventions of Language		
CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Standard English	• Subject-Verb Agreement
	Informative Writing	<ul style="list-style-type: none"> • Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Research and Present	• English to Context
Opinion/Argumentative		
CC.1.4.6.G Write arguments to support claims.	Argument Analysis	<ul style="list-style-type: none"> • Identifying a Claim • Introducing a Claim • Clear Organization • Portfolio: Present a Claim • Argumentative Analysis: Apply
	Argumentative Essay	<ul style="list-style-type: none"> • Argumentative Essay Introduction • Counter Claims • Portfolio: Argument Plan • Credible Sources • Relationships • Concluding Statement • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III • Argumentative Essay: Apply
	Literary Analysis	• Versions
	Debate	• Debate: Apply and Review

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Opinion/Argumentative Focus		
CC.1.4.6.H Introduce and state an opinion on a topic.	Argument Analysis	<ul style="list-style-type: none"> Introducing a Claim Clear Organization Portfolio: Present a Claim Argumentative Analysis: Apply
	Argumentative Essay	<ul style="list-style-type: none"> Argumentative Essay Introduction Portfolio: Argument Plan Portfolio: Argument Essay I Portfolio: Argument Essay II Portfolio: Argument Essay III Argumentative Essay: Apply
	Debate	<ul style="list-style-type: none"> Debate: Apply and Review
Opinion/Argumentative Content		
CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Argument Analysis	<ul style="list-style-type: none"> Identifying a Claim Introducing a Claim Clear Organization Portfolio: Present a Claim Argumentative Analysis: Apply
	Argumentative Essay	<ul style="list-style-type: none"> Argumentative Essay Introduction Counter Claims Portfolio: Argument Plan Credible Sources Portfolio: Argument Essay I Portfolio: Argument Essay II Portfolio: Argument Essay III Argumentative Essay: Apply
	Debate	<ul style="list-style-type: none"> Debate: Apply and Review
Opinion/Argumentative Organization		
CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s)	Argument Analysis	<ul style="list-style-type: none"> Audio Argument Summaries Clear Organization Portfolio: Present a Claim Argumentative Analysis: Apply
	Argumentative Essay	<ul style="list-style-type: none"> Argumentative Essay Introduction Counter Claims Portfolio: Argument Plan Relationships Concluding Statement Portfolio: Argument Essay I Portfolio: Argument Essay II Portfolio: Argument Essay III Argumentative Essay: Apply
	Debate	<ul style="list-style-type: none"> Debate: Apply and Review
Opinion/Argumentative Style		
CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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. 	Argumentative Essay	<ul style="list-style-type: none"> Formal Writing Portfolio: Argument Essay I Portfolio: Argument Essay II Portfolio: Argument Essay III Argumentative Essay: Apply
	Debate	<ul style="list-style-type: none"> Debate: Apply and Review

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Opinion/Argumentative Conventions of Language		
CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Argument Analysis	<ul style="list-style-type: none"> Portfolio: Present a Claim
	Argumentative Essay	<ul style="list-style-type: none"> Argumentative Essay Introduction Counter Claims Portfolio: Argument Plan Credible Sources Relationships Concluding Statement Portfolio: Argument Essay I Portfolio: Argument Essay II Portfolio: Argument Essay III
Narrative		
CC.1.4.6.M Write narratives to develop real or imagined experiences or events.	Research and Present	<ul style="list-style-type: none"> Parentheses and Dashes
	Novel Study	<ul style="list-style-type: none"> Portfolio: Evaluate a Novel
	Literary Analysis	<ul style="list-style-type: none"> Poetry Narrative Introductions Portfolio: Introducing A Narrative Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> Narrative Context Clues Pacing Portfolio: Writing a Narrative I Portfolio: Writing a Narrative II Portfolio: Writing a Narrative III Writing a Narrative: Apply
	Comparisons	<ul style="list-style-type: none"> Point of View in a Poem Comparisons: Apply
Narrative Focus		
CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	Literary Analysis	<ul style="list-style-type: none"> Narrative Introductions Portfolio: Introducing A Narrative Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> Portfolio: Writing a Narrative I Portfolio: Writing a Narrative II Portfolio: Writing a Narrative III Writing a Narrative: Apply
Narrative Content		
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.	Literary Analysis	<ul style="list-style-type: none"> Poetry Dialogue and Descriptions Portfolio: Introducing A Narrative Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> Details Sensory Language Pacing Purpose and Audience Portfolio: Writing a Narrative I Portfolio: Writing a Narrative II Portfolio: Writing a Narrative III Writing a Narrative: Apply

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Narrative Organization		
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.	Literary Analysis	<ul style="list-style-type: none"> Organizing a Narrative Portfolio: Introducing A Narrative Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> Transition Words Purpose and Audience Concluding a Story Portfolio: Writing a Narrative I Portfolio: Writing a Narrative II Portfolio: Writing a Narrative III Writing a Narrative: Apply
Narrative Style		
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice. 	Writing a Narrative	<ul style="list-style-type: none"> Details Sensory Language Purpose and Audience Portfolio: Writing a Narrative I Portfolio: Writing a Narrative II Portfolio: Writing a Narrative III Writing a Narrative: Apply
	Comparisons	<ul style="list-style-type: none"> Style and Tone Comparisons: Apply
Narrative Conventions of Language		
CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Standard English	<ul style="list-style-type: none"> Subject-Verb Agreement Verb Tense Using Standard English Standard English Apply
	Research and Present	<ul style="list-style-type: none"> Parentheses and Dashes
	Literary Analysis	<ul style="list-style-type: none"> Poetry
	Writing a Narrative	<ul style="list-style-type: none"> Writing Process Portfolio: Writing a Narrative I Portfolio: Writing a Narrative II Portfolio: Writing a Narrative III Writing a Narrative: Apply
Comparisons	<ul style="list-style-type: none"> Style and Tone Comparisons: Apply 	
Response to Literature		
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.	Research and Present	<ul style="list-style-type: none"> Quoting and Paraphrasing
	Comparisons	<ul style="list-style-type: none"> Portfolio: Comparing Texts 1 Portfolio: Comparing Texts 2 Point of View in a Poem

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Production and Distribution of Writing Writing Process		
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.	Standard English	<ul style="list-style-type: none"> • Standard English Apply
	Informative Writing	<ul style="list-style-type: none"> • Effective Text • Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Research and Present	<ul style="list-style-type: none"> • Portfolio: Research and Present • Research and Present: Apply
	Argumentative Essay	<ul style="list-style-type: none"> • Portfolio: Argument Plan • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
	Literary Analysis	<ul style="list-style-type: none"> • Narrative Introductions • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Details • Purpose and Audience • Writing Process • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
	Comparisons	<ul style="list-style-type: none"> • Comparisons Introduction • Style and Tone
Technology and Publication		
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.	Informative Writing	<ul style="list-style-type: none"> • Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Argumentative Essay	<ul style="list-style-type: none"> • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
	Writing a Narrative	<ul style="list-style-type: none"> • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III
Conducting Research		
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Research and Present	<ul style="list-style-type: none"> • Using Sources • Interpreting Information • Portfolio: Research and Present
Credibility, Reliability, and Validity of Sources		
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.	Research and Present	<ul style="list-style-type: none"> • Credibility of Sources • Quoting and Paraphrasing • Understanding a Topic • Source Effectiveness • Using Sources • Bibliographic Information • Interpreting Information • Portfolio: Research and Present • Research and Present: Apply
	Argumentative Essay	<ul style="list-style-type: none"> • Credible Sources
	Writing a Narrative	<ul style="list-style-type: none"> • Portfolio: Writing a Narrative I
	Comparisons	<ul style="list-style-type: none"> • Different Forms: Informative

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Range of Writing		
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.	Informational Text Analysis	<ul style="list-style-type: none"> • Portfolio: Informational Text Analysis 1 • Portfolio: Informational Text Analysis 2 • Portfolio: Informational Text Analysis 3
	Informative Writing	<ul style="list-style-type: none"> • Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Research and Present	<ul style="list-style-type: none"> • Portfolio: Research and Present
	Argumentative Essay	<ul style="list-style-type: none"> • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
	Literary Analysis	<ul style="list-style-type: none"> • Portfolio: Introducing A Narrative
	Writing a Narrative	<ul style="list-style-type: none"> • Narrative Context Clues • Connotative Meanings • Word Choice • Transition Words • Details • Sensory Language • Pacing • Purpose and Audience • Writing Process • Concluding a Story • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
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.	Argument Analysis	<ul style="list-style-type: none"> • Presenting Claims • Portfolio: Debate and Reflection
	Debate	<ul style="list-style-type: none"> • Collegial Discussion • Active Listening • Collaborative Discussion • Discussion Strategies • Interpret and Clarify a Speaker's Message • Debate: Apply and Review
Comprehension and Collaboration Critical Listening		
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.	Debate	<ul style="list-style-type: none"> • Collaborative Discussion • Speaker's Claims and Reasons • Interpret and Clarify a Speaker's Message • Debate: Apply and Review
Comprehension and Collaboration Evaluating Information		
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.	Research and Present	<ul style="list-style-type: none"> • Understanding a Topic • Interpreting Information • Evaluating Visuals
	Argument Analysis	<ul style="list-style-type: none"> • Formal vs. Informal

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Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Informative Writing	<ul style="list-style-type: none"> • Informative Writing: Apply
	Argument Analysis	<ul style="list-style-type: none"> • Portfolio: Present a Claim • Presenting Claims • Portfolio: Debate and Reflection
	Debate	<ul style="list-style-type: none"> • Debate: Apply and Review
Presentation of Knowledge and Ideas Context		
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	Research and Present	<ul style="list-style-type: none"> • English to Context
	Argument Analysis	<ul style="list-style-type: none"> • Formal vs. Informal • Portfolio: Present a Claim • Presenting Claims • Portfolio: Debate and Reflection
	Debate	<ul style="list-style-type: none"> • Language in Speeches • Standard English Debate • Interpret and Clarify a Speaker's Message • Debate: Apply and Review
Integration of Knowledge and Ideas Multimedia		
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.	Research and Present	<ul style="list-style-type: none"> • Evaluating Visuals
Conventions of Standard English		
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.	Informational Text Analysis	<ul style="list-style-type: none"> • Technical Definitions and Reading Fluency
	Informative Writing	<ul style="list-style-type: none"> • Informative Writing: Apply
	Research and Present	<ul style="list-style-type: none"> • English to Context
	Argument Analysis	<ul style="list-style-type: none"> • Portfolio: Present a Claim • Presenting Claims • Portfolio: Debate and Reflection
	Debate	<ul style="list-style-type: none"> • Language in Speeches • Standard English Debate • Interpret and Clarify a Speaker's Message • Debate: Apply and Review

Language Arts 7

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	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	Reading Informational Text	<ul style="list-style-type: none"> • Two or More Central Ideas • Analyzing Central Ideas • Summarizing Text • Providing Evidence • Reading Informational Text Apply
	Research and Presentation	<ul style="list-style-type: none"> • Conducting Research
Key Ideas and Details		
Text Analysis		
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.	Reading Informational Text	<ul style="list-style-type: none"> • Analyzing Central Ideas • Identifying Evidence • Providing Evidence • Supporting Inferences • Reading Informational Text Apply
	Research and Presentation	<ul style="list-style-type: none"> • Conducting Research
Key Ideas and Details		
Text Analysis		
CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	Reading Informational Text	<ul style="list-style-type: none"> • Analyzing Interactions
Craft and Structure		
Point of View		
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.	Analyzing Informational Text	<ul style="list-style-type: none"> • Analyzing Info Text Portfolio 2 • Analyzing Info Text Portfolio 3 • Emphasizing Different Evidence • Analyzing Informational Text Apply
Craft and Structure		
Text Structure		
CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major	Writing Informative Text	<ul style="list-style-type: none"> • Adding Graphics and Multimedia
	Analyzing Informational Text	<ul style="list-style-type: none"> • Analyze Info Text Portfolio 1
Craft and Structure		
Vocabulary		
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.	Reading Informational Text	<ul style="list-style-type: none"> • Meaning and Word Choice
Integration of Knowledge and Ideas		
Diverse Media		
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).	Analyzing Informational Text	<ul style="list-style-type: none"> • Comparing Print and Media
Integration of Knowledge and Ideas		
Evaluating Arguments		
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.	Analyzing Informational Text	<ul style="list-style-type: none"> • Tracing an Argument • Assessing Reasoning • Evaluating Evidence • Emphasizing Different Evidence • Interpreting Facts • Analyzing Informational Text Apply

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	Unit Name	Lesson Name
Integration of Knowledge and Ideas		
Analysis Across Texts		
CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.	Analyzing Informational Text	<ul style="list-style-type: none"> • Interpreting Facts • Analyzing Informational Text Apply
Vocabulary Acquisition and Use		
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.	Writing Informative Text	<ul style="list-style-type: none"> • Using Precise and Formal Language
	Building Vocabulary	<ul style="list-style-type: none"> • Understanding Context Clues • Building Vocabulary Apply
Vocabulary Acquisition and Use		
CC.1.2.7.K Determine or clarify the meaning of unknown	Reading Informational Text	<ul style="list-style-type: none"> • Meaning and Word Choice
	Building Vocabulary	<ul style="list-style-type: none"> • Understanding Context Clues
Range of Reading		
CC.1.2.7.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Speaking and Listening (B)	<ul style="list-style-type: none"> • Discussion Evidence • Discussion Protocols
	Reading Informational Text	<ul style="list-style-type: none"> • Reading Informational Text Introduction • Two or More Central Ideas • Analyzing Central Ideas • Determining Genre • Summarizing Text • Analyzing Interactions • Meaning and Word Choice • Identifying Evidence • Providing Evidence • Supporting Inferences • Reading Informational Text Apply
	Analyzing Informational Text	<ul style="list-style-type: none"> • Analyzing Informational Text Introduction • Analyzing Info Text Portfolio 1 • Analyzing Info Text Portfolio 2 • Analyzing Info Text Portfolio 3 • Comparing Print and Media • Tracing an Argument • Assessing Reasoning • Evaluating Evidence • Emphasizing Different Evidence • Interpreting Facts • Analyzing Informational Text Apply
	Research and Presentation	<ul style="list-style-type: none"> • Conducting Research
1.3 Reading Literature		
Key Ideas and Details		
Theme		
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.	Cultural Literacy	<ul style="list-style-type: none"> • Understanding Oral Tradition
	Novel Study	<ul style="list-style-type: none"> • Choosing a Novel • Novel Study 2 • Novel Study 4 • Novel Study 5 • Novel Study 6
	Reading Literary Text	<ul style="list-style-type: none"> • Central Idea or Theme • Summarizing Literary Text • Interaction of Story Elements • Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply

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Key Ideas and Details Text Analysis		
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.	Cultural Literacy	<ul style="list-style-type: none"> • Understanding Oral Tradition • Recognizing Heritage • Cultural Literacy Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Discussion Evidence
	Novel Study	<ul style="list-style-type: none"> • Elements of Fiction • Novel Study 2 • Novel Study 3 • Novel Study 4 • Novel Study 6
	Reading Literary Text	<ul style="list-style-type: none"> • Inferential and Explicit Evidence • Central Idea or Theme • Interaction of Story Elements • Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Key Ideas and Details Literary Elements		
CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	Cultural Literacy	<ul style="list-style-type: none"> • Understanding Oral Tradition • Recognizing Heritage
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Discussion Evidence
	Novel Study	<ul style="list-style-type: none"> • Elements of Fiction • Novel Study 2 • Novel Study 3 • Novel Study 4 • Novel Study 5 • Novel Study 6
	Reading Literary Text	<ul style="list-style-type: none"> • Interaction of Story Elements • Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Introduction • Drama Form and Structure • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Craft and Structure Point of View		
CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Novel Study	<ul style="list-style-type: none"> • Novel Study 3
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Craft and Structure Text Structure		
CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.	Cultural Literacy	<ul style="list-style-type: none"> • Structure of Cultural Literature
	Analyzing Literary Text	<ul style="list-style-type: none"> • Drama Form and Structure • Poem Form and Structure • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply

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Craft and Structure Vocabulary		
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.	Building Vocabulary	<ul style="list-style-type: none"> Understanding Context Clues
	Reading Literary Text	<ul style="list-style-type: none"> Figurative and Connotative Meaning Rhyme and Alliteration
	Language and Style	<ul style="list-style-type: none"> Language and Style Introduction Allusions and Figures of Speech Synonyms and Antonyms Analogies Connotations vs. Denotations Stylistic Techniques Language and Style Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> Analyzing Literary Text Portfolio 2 Analyzing Literary Text Portfolio 3 Analyzing Literary Text Apply
Integration of Knowledge and Ideas Sources of Information		
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).	Analyzing Literary Text	<ul style="list-style-type: none"> Comparing Text and Media
Integration of Knowledge and Ideas		
CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same	Cultural Literacy	<ul style="list-style-type: none"> Comparing Events and Texts
Vocabulary Acquisition and Use	Novel Study	<ul style="list-style-type: none"> Novel Study 5
CC.1.3.7.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.	Building Vocabulary	<ul style="list-style-type: none"> Understanding Context Clues Using Affixes and Roots
Vocabulary Acquisition and Use		
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.	Building Vocabulary	<ul style="list-style-type: none"> Understanding Context Clues Building Vocabulary Apply
Range of Reading		
CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Speaking and Listening (B)	<ul style="list-style-type: none"> Discussion Evidence
	Cultural Literacy	<ul style="list-style-type: none"> Cultural Literacy Introduction Understanding Oral Tradition Structure of Cultural Literature Recognizing Heritage Comparing Events and Texts Cultural Literacy Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> Discussion Evidence
	Novel Study Introduction	<ul style="list-style-type: none"> Elements of Fiction
	Reading Literary Text	<ul style="list-style-type: none"> Reading Literary Text Introduction Determining Genre Inferential and Explicit Evidence Central Idea or Theme Summarizing Literary Text Interaction of Story Elements Figurative and Connotative Meaning Rhyme and Alliteration Reading Literary Text Apply
	Novel Study 2	Novel Study 2
	Novel Study 3	Novel Study 3
	Novel Study 4	Novel Study 4

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	Analyzing Literary Text	<ul style="list-style-type: none"> Analyzing Literary Text Introduction Drama Form and Structure Poem Form and Structure Analyzing Literary Text Portfolio 1 Analyzing Literary Text Portfolio 2 Analyzing Literary Text Portfolio 3 Comparing Text and Media Analyzing Literary Text Apply
	Novel Study 5	Novel Study 5
	Novel Study 6	Novel Study 6
1.4 Writing		
Informative/ Explanatory		
CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing Informative Text	<ul style="list-style-type: none"> Writing Informative Text Introduction Writing an Introduction Organizing Informational Text Adding Graphics and Multimedia Developing a Topic Using Transitions Using Precise and Formal Language Writing an Effective Conclusion Writing Informative Text Portfolio 1 Writing Informative Text Portfolio 2 Writing Informative Text Portfolio 3
Informative/Explanatory Focus		
CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.	Writing Informative Text	<ul style="list-style-type: none"> Writing an Introduction Writing Informative Text Portfolio 2
Informative/Explanatory Content		
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.	Writing Informative Text	<ul style="list-style-type: none"> Adding Graphics and Multimedia Developing a Topic Writing Informative Text Portfolio 2
Informative/Explanatory Organization		
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.	Writing Informative Text	<ul style="list-style-type: none"> Organizing Informational Text Using Transitions Writing an Effective Conclusion Writing Informative Text Portfolio 2
Informative/Explanatory Style		
CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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. 	Writing Informative Text Grammar and Punctuation II	<ul style="list-style-type: none"> Using Precise and Formal Language Writing Informative Text Portfolio 2 Simple, Compound, Complex Sentences Sentence Structure Signals Choosing Sentence Structure More Phrases and Clauses Grammar and Punctuation II Apply

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	Unit Name	Lesson Name
Informative/Explanatory Conventions of Language		
CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Grammar and Punctuation	<ul style="list-style-type: none"> Using a Comma
	Writing Informative Text	<ul style="list-style-type: none"> Writing Informative Text Introduction Writing an Introduction Organizing Informational Text Adding Graphics and Multimedia Developing a Topic Using Transitions Using Precise and Formal Language Writing an Effective Conclusion Writing Informative Text Portfolio 1 Writing Informative Text Portfolio 2 Writing Informative Text Portfolio 3
Opinion/Argumentative		
CC.1.4.7.G Write arguments to support claims.	Writing an Argument	<ul style="list-style-type: none"> Writing an Argument Introduction Developing Claims Opposing Claims Organizing Reasons and Evidence Identifying Credible Sources Claims, Reasons and Evidence Cohesion Concluding an Argument Writing an Argument: Portfolio 1 Writing an Argument: Portfolio 2 Writing an Argument: Portfolio 3
Opinion/Argumentative Focus		
CC.1.4.7.H Introduce and state an opinion on a topic.	Writing an Argument	<ul style="list-style-type: none"> Developing Claims Writing an Argument: Portfolio 2
Opinion/Argumentative Content		
CC.1.4.7.I 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.	Writing an Argument	<ul style="list-style-type: none"> Developing Claims Opposing Claims Identifying Credible Sources Organizing Reasons and Evidence Writing an Argument: Portfolio 2
Opinion/Argumentative Organization		
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.	Writing an Argument	<ul style="list-style-type: none"> Organizing Reasons and Evidence Claims, Reasons and Evidence Cohesion Concluding an Argument Writing an Argument: Portfolio 2
Opinion/Argumentative Style		
CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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. 	Writing an Argument	<ul style="list-style-type: none"> Writing an Argument: Portfolio 1 Writing an Argument: Portfolio 2 Writing an Argument: Portfolio 3

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	Unit Name	Lesson Name
Opinion/Argumentative Conventions of Language		
CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing an Argument	<ul style="list-style-type: none"> • Writing an Argument Introduction • Developing Claims • Opposing Claims • Organizing Reasons and Evidence • Identifying Credible Sources • Claims, Reasons and Evidence • Cohesion • Concluding an Argument • Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
Narrative		
CC.1.4.7.M Write narratives to develop real or imagined experiences or events.	Language and Style	<ul style="list-style-type: none"> • Language and Style Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Introduction • Introducing a Narrative • Sequencing and Transitions • Using dialogue • Pacing and Description • Description and Sensory Language • Language and Style • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
Narrative Focus		
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.	Language and Style	<ul style="list-style-type: none"> • Language and Style Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Introducing a Narrative • Writing a Narrative Portfolio 2
Narrative Content		
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.	Language and Style	<ul style="list-style-type: none"> • Language and Style Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Using dialogue • Pacing and Description • Description and Sensory Language • Language and Style • Writing a Narrative Portfolio 2
Narrative Organization		
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.	Writing a Narrative	<ul style="list-style-type: none"> • Sequencing and Transitions • Writing a Conclusion • Writing a Narrative Portfolio 2
Narrative Style		
CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.	Language and Style	<ul style="list-style-type: none"> • Language and Style Apply
<ul style="list-style-type: none"> • 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. 	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Portfolio 2
	Grammar and Punctuation II	<ul style="list-style-type: none"> • Simple, Compound, Complex Sentences • Sentence Structure Signals • Choosing Sentence Structure • More Phrases and Clauses • Grammar and Punctuation II Apply

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	Unit Name	Lesson Name
Narrative Conventions of Language		
CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Grammar and Punctuation	<ul style="list-style-type: none"> • Grammar and Punctuation Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Introduction • Introducing a Narrative • Sequencing and Transitions • Using dialogue • Pacing and Description • Description and Sensory Language • Language and Style • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
Response to Literature		
CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Reading Informational Text	<ul style="list-style-type: none"> • Reading Informational Text Apply
	Analyzing Informational Text	<ul style="list-style-type: none"> • Analyzing Informational Text Apply
	Cultural Literacy	<ul style="list-style-type: none"> • Recognizing Heritage • Cultural Literacy Apply
	Reading Literary Text	<ul style="list-style-type: none"> • Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Introduction • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
	Novel Study	<ul style="list-style-type: none"> • Novel Study 6
	Research and Presentation	<ul style="list-style-type: none"> • Conducting Research • Avoiding Plagiarism • Evidence
Production and Distribution of Writing Writing Process		
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.	Writing Informative Text	<ul style="list-style-type: none"> • Writing Informative Text Portfolio 1 • Writing Informative Text Portfolio 2
	Writing an Argument	<ul style="list-style-type: none"> • Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Grammar and Punctuation II	<ul style="list-style-type: none"> • Grammar and Punctuation II Introduction
	Research and Presentation	<ul style="list-style-type: none"> • Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
Technology and Publication		
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.	Writing Informative Text	<ul style="list-style-type: none"> • Writing Informative Text Portfolio 3
	Writing an Argument	<ul style="list-style-type: none"> • Organizing Reasons and Evidence • Writing an Argument: Portfolio 3
	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Portfolio 3

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	Unit Name	Lesson Name
Conducting Research		
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.	Research and Presentation	<ul style="list-style-type: none"> • Research and Presentation Introduction • Conducting Research • Search Terms • Research Sources • Avoiding Plagiarism • Clarifying the Topic • Sound Reasoning • Evidence • Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
	Media Literacy	<ul style="list-style-type: none"> • Citations and Attributions
Credibility, Reliability, and Validity of Sources		
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.	Writing an Argument	<ul style="list-style-type: none"> • Organizing Reasons and Evidence
	Novel Study	<ul style="list-style-type: none"> • Novel Study 5
	Research and Presentation	<ul style="list-style-type: none"> • Conducting Research • Search Terms • Research Sources • Avoiding Plagiarism • Research and Presentation Portfolio 1
	Media Literacy	<ul style="list-style-type: none"> • Citations and Attributions
Range of Writing		
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.	Speaking and Listening (B)	<ul style="list-style-type: none"> • Discussion Evidence
	Writing Informative Text	<ul style="list-style-type: none"> • Writing Informative Text Portfolio 1 • Writing Informative Text Portfolio 2 • Writing Informative Text Portfolio 3
	Writing an Argument	<ul style="list-style-type: none"> • Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
	Cultural Literacy	<ul style="list-style-type: none"> • Cultural Literacy Introduction • Recognizing Heritage • Cultural Literacy Apply
	Grammar and Punctuation II	<ul style="list-style-type: none"> • Grammar and Punctuation II Introduction
	Research and Presentation	<ul style="list-style-type: none"> • Research and Presentation Introduction • Conducting Research • Search Terms • Research Sources • Avoiding Plagiarism • Clarifying the Topic • Sound Reasoning • Evidence • Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
	Media Literacy	<ul style="list-style-type: none"> • Media Literacy Introduction • Citations and Attributions
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
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.	Speaking and Listening (B)	<ul style="list-style-type: none"> • Discussion Evidence • Discussion Protocols
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Discussion Evidence • Discussion Protocols • Speaking and Listening Apply

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	Unit Name	Lesson Name
Comprehension and Collaboration Critical Listening		
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.	Speaking and Listening (A)	• Speaking and Listening Apply
	Research and Presentation	• Sound Reasoning • Evidence
Comprehension and Collaboration Evaluating Information		
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.	Research and Presentation	• Clarifying the Topic
	Media Literacy	• Media Literacy Introduction • Mass Media • Media Literacy: Apply
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
Presentation of Knowledge and Ideas Context		
CC.1.5.7.E Adapt speech to a variety of contexts and tasks.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
Integration of Knowledge and Ideas Multimedia		
CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Research and Presentation	• Clarifying the Topic • Research and Presentation Portfolio 2
Conventions of Standard English		
CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3

Language Arts 8

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	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	Reading Information Text	<ul style="list-style-type: none"> • Central Ideas • Summarizing • Reading Informational Text Apply
	Analyze Informational Text	<ul style="list-style-type: none"> • Analyze Informational Text Apply
Key Ideas and Details		
Text Analysis		
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.	Reading Information Text	<ul style="list-style-type: none"> • Providing Evidence • Reading Informational Text Apply
	Analyze Informational Text	<ul style="list-style-type: none"> • Analyze Informational Text Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Speaking and Listening Apply
Key Ideas and Details		
Text Analysis		
CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Reading Information Text	<ul style="list-style-type: none"> • Analyzing Connections • Reading Informational Text Apply
	Analyze Informational Text	<ul style="list-style-type: none"> • Analyze Informational Text Apply
Craft and Structure		
Point of View		
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.	Reading Information Text	<ul style="list-style-type: none"> • Comparing Authors
	Analyze Informational Text	<ul style="list-style-type: none"> • Author’s Purpose • Analyze Informational Text Apply
Craft and Structure		
Text Structure		
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 Informational Text	<ul style="list-style-type: none"> • Paragraph Structure • Analyze Informational Text Apply
Craft and Structure		
Vocabulary		
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.	Reading Information Text	<ul style="list-style-type: none"> • Determining Word Meaning • Analogies • Allusions • Word Choice • Reading Informational Text Apply
Integration of Knowledge and Ideas		
Diverse Media		
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.	Analyze Informational Text	<ul style="list-style-type: none"> • Using different Mediums • Analyze Informational Text Apply
Integration of Knowledge and Ideas		
Evaluating Arguments		
	Speaking and Listening (B)	<ul style="list-style-type: none"> • Discussion Evidence
CC.1.2.8.H Evaluate authors’ argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	Analyze Informational Text	<ul style="list-style-type: none"> • Delineating an Argument • Evaluating Reasoning • Evaluating Evidence • Analyze Informational Text Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Discussion Evidence • Speaking and Listening Apply

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	Unit Name	Lesson Name
Integration of Knowledge and Ideas Analysis Across Texts		
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.	Reading Information Text	<ul style="list-style-type: none"> Comparing Authors Extend the lesson to 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 Informational Text	<ul style="list-style-type: none"> Analyze Informational Text Apply
Vocabulary Acquisition and Use		
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.	Building Vocabulary	<ul style="list-style-type: none"> Using Context Clues Building Vocabulary Apply
Vocabulary Acquisition and Use		
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.	Reading Information Text	<ul style="list-style-type: none"> Determining Word Meaning
	Building Vocabulary	<ul style="list-style-type: none"> Using Context Clues Verifying Word Meanings
Range of Reading		
CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Reading Information Text	<ul style="list-style-type: none"> Reading Informational Text Introduction Genres Central Ideas Summarizing Analyzing Connections Determining Word Meaning Analogies Allusions Word Choice Providing Evidence Comparing Authors Reading Informational Text Apply
	Analyze Informational Text	<ul style="list-style-type: none"> Analyze Informational Text Introduction Paragraph Structure Author's Purpose Delineating an Argument Evaluating Reasoning Evaluating Evidence Using different Mediums Analyze Informational Text Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> Speaking and Listening Apply
1.3 Reading Literature		
Key Ideas and Details Theme		
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.	Novel Study	<ul style="list-style-type: none"> Elements of Fiction Choosing a Novel Theme and Summary Allusion and Themes Thematic Development
	Reading Literary Text	<ul style="list-style-type: none"> Central Idea and Theme Development of Theme Summarizing Literature Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> Analyzing Structure Analyzing Literary Text Portfolio 1 Analyzing Literary Text Portfolio 2 Analyzing Literary Text Portfolio 3 Analyzing Literary Text Apply

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	Unit Name	Lesson Name
Key Ideas and Details Text Analysis		
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.	Novel Study	<ul style="list-style-type: none"> • Elements of Fiction • Choosing a Novel • Thematic Development
	Reading Literary Text	<ul style="list-style-type: none"> • Textual Evidence • Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Introduction • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Key Ideas and Details Literary Elements		
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.	Novel Study Introduction	<ul style="list-style-type: none"> • Elements of Fiction • Choosing a Novel
	Reading Literary Text	<ul style="list-style-type: none"> • Plot Development • Reading Literary Text Apply
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Character and Plot • Analyzing Literary Text Introduction • Analyzing Structure • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Craft and Structure Point of View		
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.	Novel Study	<ul style="list-style-type: none"> • Characters and Dramatic Irony
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Introduction • Dramatic Irony • Suspense and Humor • Character Point of View • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Apply
Craft and Structure Text Structure		
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.	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3
Craft and Structure Vocabulary		
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.	Reading Literary Text	<ul style="list-style-type: none"> • Figurative and Connotative Meaning • Analyzing Word Choice
	Language and Style	<ul style="list-style-type: none"> • Language and Style Introduction • Irony • Puns • Figures of Speech • Comparative Word Meaning • Connotations and Denotations • Language and Style Apply
Integration of Knowledge and Ideas Sources of Information		
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.	Analyzing Literary Text	<ul style="list-style-type: none"> • Director's or Actor's Choices

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	Unit Name	Lesson Name	
Integration of Knowledge and Ideas			
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 Literary Text	<ul style="list-style-type: none"> • Director's or Actor's Choices • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 	
Vocabulary Acquisition and Use			
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.	Building Vocabulary	<ul style="list-style-type: none"> • Using Context Clues • Verifying Word Meanings 	
Vocabulary Acquisition and Use			
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.	Building Vocabulary	<ul style="list-style-type: none"> • Using Context Clues 	
Range of Reading			
CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Novel Study Introduction	<ul style="list-style-type: none"> • Elements of Fiction 	
	Reading Literary Text	<ul style="list-style-type: none"> • Reading Literary Text Intro • Textual Evidence • Central Idea and Theme • Development of Theme • Summarizing Literature • Plot Development • Figurative and Connotative Meaning • Analyzing Word Choice • Reading Literary Text Apply 	
	Novel Study	Theme and Summary	
	Novel Study	Characters and Dramatic Irony	
	Novel Study	Analyzing Character and Plot	
	Analyzing Literary Text	<ul style="list-style-type: none"> • Analyzing Literary Text Introduction • Analyzing Structure • Dramatic Irony • Suspense and Humor • Character Point of View • Director's or Actor's Choices • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply 	
	Novel Study	Allusion and Themes	
	Novel Study	Thematic Development	
	1.4 Writing		
	Informative/ Explanatory		
CC.1.4.8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing Explanatory Text	<ul style="list-style-type: none"> • Writing Explanatory Text Introduction • Introducing a Topic • Organizing Ideas • Providing Graphics • Using Relevant Details • Using Transitions • Using Precise Language • Conclusions • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3 	
	Reading Literary Text	<ul style="list-style-type: none"> • Reading Literary Text Apply 	
Informative/Explanatory Focus			
CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.	Writing Explanatory Text	<ul style="list-style-type: none"> • Introducing a Topic • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 	

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Informative/Explanatory Content		
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.	Writing Explanatory Text	<ul style="list-style-type: none"> • Providing Graphics • Using Relevant Details • Writing Explanatory Text Portfolio 2
Informative/Explanatory Organization		
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.	Writing Explanatory Text	<ul style="list-style-type: none"> • Organizing Ideas • Using Transitions • Conclusions • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2
Informative/Explanatory Style		
CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • 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. 	Writing Explanatory Text	<ul style="list-style-type: none"> • Using Precise Language • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
Informative/Explanatory Conventions of Language		
CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing Explanatory Text	<ul style="list-style-type: none"> • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Punctuation	• Punctuation Marks
	Reading Literary Text	• Reading Literary Text Apply
Opinion/Argumentative		
CC.1.4.8.G Write arguments to support claims.	Writing an Argument	<ul style="list-style-type: none"> • Writing an Argument Introduction • Develop Claims • Opposing Claims • Organize Arguments • Using Credible Sources • Claims and Evidence • Cohesion • Writing a Conclusion • Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Speaking and Listening (A)	• Speaking and Listening Apply
Opinion/Argumentative Focus		
CC.1.4.8.H Introduce and state an opinion on a topic.	Writing an Argument	<ul style="list-style-type: none"> • Develop Claims • Writing An Argument Portfolio 1
Opinion/Argumentative Content		
CC.1.4.8.I 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.	Writing an Argument	<ul style="list-style-type: none"> • Opposing Claims • Using Credible Sources • Writing An Argument Portfolio 1
Opinion/Argumentative Organization		
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.	Writing an Argument	<ul style="list-style-type: none"> • Organize Arguments • Claims and Evidence • Cohesion • Writing a Conclusion • Writing An Argument Portfolio 1
	Speaking and Listening (A)	• Speaking and Listening Apply

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	Unit Name	Lesson Name
Opinion/Argumentative Style		
CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • 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. 	Writing an Argument	<ul style="list-style-type: none"> • Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
Opinion/Argumentative Conventions of Language		
CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing an Argument	<ul style="list-style-type: none"> • Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Speaking and Listening Apply
Narrative		
CC.1.4.8.M Write narratives to develop real or imagined experiences or events.	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Introduction • Writing an Introduction • Organizing Events • Using Dialogue • Developing Narratives • Using Transitions • Precise Language • Figurative Language • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Research and Present	<ul style="list-style-type: none"> • Research and Present Introduction
Narrative Focus		
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.	Writing a Narrative	<ul style="list-style-type: none"> • Writing an Introduction • Figurative Language • Writing a Narrative Portfolio 1
Narrative Content		
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.	Writing a Narrative	<ul style="list-style-type: none"> • Using Dialogue • Developing Narratives • Precise Language • Figurative Language • Writing a Narrative Portfolio 2
	Verb Mood and Voice	<ul style="list-style-type: none"> • Verb Mood and Voice Introduction
Narrative Organization		
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.	Writing a Narrative	<ul style="list-style-type: none"> • Organizing Events • Using Transitions • Writing a Conclusion • Writing a Narrative Portfolio 2
Narrative Style		
CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. <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. through precise language. 	Writing a Narrative	<ul style="list-style-type: none"> • Precise Language • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2
	Verb Mood and Voice	<ul style="list-style-type: none"> • Verb Mood and Voice Introduction • Identifying Moods • Conditional Mood • Subjunctive Mood • Various Moods • Shifts in Verb Mood and Voice • Verb Mood and Voice Apply

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	Unit Name	Lesson Name
Narrative Conventions of Language		
CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Punctuation	<ul style="list-style-type: none"> • Ellipses • Colons and Semi-Colons • Punctuation Apply
	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Introduction • Writing an Introduction • Organizing Events • Using Dialogue • Developing Narratives • Using Transitions • Precise Language • Figurative Language • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Verb Mood and Voice	<ul style="list-style-type: none"> • Verb Mood and Voice Introduction • Identifying Moods • Conditional Mood • Subjunctive Mood • Various Moods • Shifts in Verb Mood and Voice • Verb Mood and Voice Apply
Response to Literature		
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.	Reading Information Text	• Reading Informational Text Apply
	Analyze Informational Text	• Analyze Informational Text Apply
	Novel Study	<ul style="list-style-type: none"> • Elements of Fiction • Allusion and Themes • Thematic Development
	Reading Literary Text	• Textual Evidence
	Analyzing Literary Text	• Development of Theme • Analyzing Literary Text Apply
Production and Distribution of Writing Writing Process		
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.	Writing Explanatory Text	<ul style="list-style-type: none"> • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Writing an Argument	<ul style="list-style-type: none"> • Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Writing a Narrative	<ul style="list-style-type: none"> • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Research and Present	<ul style="list-style-type: none"> • Conducting Research • Search Terms • Research and Present Portfolio 1 • Research and Present Portfolio 2
Technology and Publication		
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.	Writing Explanatory Text	• Writing Explanatory Text Portfolio 3
	Writing an Argument	• Writing An Argument Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 3
Conducting Research		
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.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence
	Research and Present	<ul style="list-style-type: none"> • Conducting Research • Search Terms • Research and Present Portfolio 1

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	Unit Name	Lesson Name
Credibility, Reliability, and Validity of Sources		
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.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence
	Research and Present	• Conducting Research • Search Terms • Gathering Information • Avoiding Plagiarism • Research and Present Portfolio 1
Range of Writing		
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.	Speaking and Listening (B)	• Discussion Evidence
	Writing Explanatory Text	• Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Writing an Argument	• Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
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.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
Comprehension and Collaboration Critical Listening		
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.	Speaking and Listening (A)	• Discussion Evidence • Speaking and Listening Apply
	Research and Present	• Speaker's Effectiveness • Soundness of Reasoning • Sufficiency of Evidence
Comprehension and Collaboration Evaluating Information		
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.	Speaking and Listening (B)	• Discussion Evidence
	Research and Present	• Diverse Media Formats • Research and Present Portfolio 2
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence • Speaking and Listening Apply
	Research and Present	• Diverse Media Formats • Soundness of Reasoning • Sufficiency of Evidence • Research and Present Portfolio 1 • Research and Present Portfolio 2 • Research and Present Portfolio 3

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Presentation of Knowledge and Ideas Context		
CC.1.5.8.E Adapt speech to a variety of contexts and tasks.	Speaking and Listening (B)	<ul style="list-style-type: none"> • Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Research and Present	<ul style="list-style-type: none"> • Diverse Media Formats • Research and Present Portfolio 3
Integration of Knowledge and Ideas Multimedia		
CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	Research and Present	<ul style="list-style-type: none"> • Diverse Media Formats • Research and Present Portfolio 2
Conventions of Standard English		
CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.	Speaking and Listening (B)	<ul style="list-style-type: none"> • Discussion Evidence • Speaking and Listening Apply
	Speaking and Listening (A)	<ul style="list-style-type: none"> • Discussion Evidence • Speaking and Listening Apply
	Research and Present	<ul style="list-style-type: none"> • Diverse Media Formats • Research and Present Portfolio 1 • Research and Present Portfolio 2 • Research and Present Portfolio 3

English 9

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	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 4: Who Has Won to Mastership • Chapter 7: The Sounding of the Call
	What Has Value?	<ul style="list-style-type: none"> • Fabric of Their Lives: Wallach • The Necklace: de Maupassant
	Romeo and Juliet	<ul style="list-style-type: none"> • Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction
Key Ideas and Details		
Text Analysis		
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.	The Forces of Nature	<ul style="list-style-type: none"> • Tsunami 2004
	Romeo and Juliet	<ul style="list-style-type: none"> • Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction
	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Evaluating Information • Prewriting: Taking Notes • Prewriting: Synthesizing Information
	Crossing Borders	<ul style="list-style-type: none"> • Hip-Hop Planet: McBride
Key Ideas and Details		
Text Analysis		
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.	The Forces of Nature	<ul style="list-style-type: none"> • The Forces of Nature: Unit Review
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act II • Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction
	The Research Paper	<ul style="list-style-type: none"> • Drafting: Integrating Ideas
	Crossing Borders	<ul style="list-style-type: none"> • Delfino II: Diez in the Desert • Hip-Hop Planet: McBride • Language Focus: Transitions and Organization
Craft and Structure		
Point of View		
CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	Growing Up	<ul style="list-style-type: none"> • The Bass, the River, and Sheila Mant: Wetherell
	The Forces of Nature	<ul style="list-style-type: none"> • Of Wolves and Men: Lopez
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Unit Introduction
	Crossing Borders	<ul style="list-style-type: none"> • Hip-Hop Planet: McBride
Craft and Structure		
Text Structure		
CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs,	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 4: Who Has Won to Mastership
	The Forces of Nature	<ul style="list-style-type: none"> • Of Wolves and Men: Lopez

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	Unit Name	Lesson Name
Craft and Structure Vocabulary		
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	Growing Up	<ul style="list-style-type: none"> • Growing Up: Course Introduction • Language Focus: Word Choice and Voice
	The Dark Side	<ul style="list-style-type: none"> • The Dark Side: Course Introduction • The Most Dangerous Game: Connell • The Cask of Amontillado: Poe • Writers on Writing: Jackson
	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of Man • Chapter 7: The Sounding of the Call
	The Forces of Nature	<ul style="list-style-type: none"> • An Inconvenient Truth: Gore • Tsunami 2004 • Language Focus: Sentence Fluency and Voice
	What Has Value?	<ul style="list-style-type: none"> • What Has Value: Course Introduction • The Gift of the Magi: O. Henry • Fabric of Their Lives: Wallach • Poems of Working People: Piercy, Whitman • The Necklace: de Maupassant
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • Comparing Texts: Brown and Brautigan
	Crossing Borders	<ul style="list-style-type: none"> • Crossing Borders: Unit Introduction • Delfino II: Diez in the Desert • Hip-Hop Planet: McBride
Integration of Knowledge and Ideas Diverse Media		
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.	The Dark Side	<ul style="list-style-type: none"> • Writers on Writing: Jackson
	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
multimedia), determining which details are emphasized in each account.	The Forces of Nature	<ul style="list-style-type: none"> • An Inconvenient Truth: Gore • Tsunami 2004
	What Has Value?	<ul style="list-style-type: none"> • Fabric of Their Lives: Wallach
Integration of Knowledge and Ideas Evaluating Arguments		
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.	This standard is fully met in English 10.	
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	This standard is fully met in English 10.	
Vocabulary Acquisition and Use		
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.	Growing Up	<ul style="list-style-type: none"> • The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lourde • Writing Workshop: Family Narrative (Draft) • The Scarlet Ibis: Hurst • My Brother's Keeper: Bennett • Writing Workshop: Family Narrative (Portfolio Item)
	The Forces of Nature	<ul style="list-style-type: none"> • The Forces of Nature: Unit Introduction • Poems of Nature: Frost, Chiyo, Bashings, Cummings
	Echoes from the Past	<ul style="list-style-type: none"> • Echoes from the Past: Unit Introduction • The Odyssey, Part I • The Odyssey, Part II • The Odyssey, Part III • Orpheus and Eurydice • Writing Workshop: Summary
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II
	Other Worlds	<ul style="list-style-type: none"> • Writing Workshop: Critical Response (Portfolio Item)
	Crossing Borders	<ul style="list-style-type: none"> • Hip-Hop Planet: McBride
Vocabulary Acquisition and Use		
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.	The Forces of Nature	<ul style="list-style-type: none"> • An Inconvenient Truth: Gore • Tsunami 2004
Range of Reading		
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	The Forces of Nature	<ul style="list-style-type: none"> • An Inconvenient Truth: Gore
1.3 Reading Literature		
Key Ideas and Details		
Theme		

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	Unit Name	Lesson Name
<p>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>	The Dark Side	<ul style="list-style-type: none"> • The Dark Side: Unit Introduction
	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 4: Who Has Won to Mastership • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild
	What Has Value?	<ul style="list-style-type: none"> • The Gift of the Magi: O. Henry
	Echoes from the Past	<ul style="list-style-type: none"> • Echoes from the Past: Unit Introduction
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • Comparing Texts: Brown and Brautigan
	Crossing Borders	<ul style="list-style-type: none"> • Hip-Hop Planet: McBride
Key Ideas and Details Text Analysis		
<p>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>	Growing Up	<ul style="list-style-type: none"> • The Scarlet Ibis: Hurst • My Brother’s Keeper: Bennett
	The Call of the Wild	<ul style="list-style-type: none"> • Writing Workshop: The Call of the Wild
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski

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	Unit Name	Lesson Name
Key Ideas and Details Literary Elements		
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.	Growing Up	<ul style="list-style-type: none"> • My Brother's Keeper: Bennett
	The Dark Side	<ul style="list-style-type: none"> • The Cask of Amontillado: Poe • The Lottery: Jackson
	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • The Secret Life of Walter Mitty: Thurber
	Crossing Borders	<ul style="list-style-type: none"> • Borders: King
Craft and Structure Point of View		
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.	Growing Up	<ul style="list-style-type: none"> • The Bass, the River, and Sheila Mant: Wetherell
	The Call of the Wild	<ul style="list-style-type: none"> • The Call of the Wild: Unit Introduction • Chapter 1: Into the Primitive • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild: Portfolio Item
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I

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	Unit Name	Lesson Name
Craft and Structure Text Structure		
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.	Growing Up	<ul style="list-style-type: none"> • Growing Up: Unit Introduction
	The Dark Side	<ul style="list-style-type: none"> • The Dark Side: Unit Introduction • The Most Dangerous Game: Connell • The Cask of Amontillado: Poe • Poems of Darkness: Poe
	The Call of the Wild	<ul style="list-style-type: none"> • The Call of the Wild: Unit Introduction • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild
	The Forces of Nature	<ul style="list-style-type: none"> • An Inconvenient Truth: Gore
	What Has Value?	<ul style="list-style-type: none"> • The Gift of the Magi: O. Henry
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction
	Crossing Borders	<ul style="list-style-type: none"> • Borders: King
Craft and Structure Vocabulary		
	Growing Up	<ul style="list-style-type: none"> • Growing Up: Course Introduction • My Forbidden Face: Latifa • The Scarlet Ibis: Hurst
	The Dark Side	<ul style="list-style-type: none"> • The Dark Side: Unit Introduction • The Most Dangerous Game: Connell • The Cask of Amontillado: Poe • Poems of Darkness: Poe • The Lottery: Jackson
	The Call of the Wild	<ul style="list-style-type: none"> • The Call of the Wild: Unit Introduction • Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild: Portfolio Item

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	Unit Name	Lesson Name
CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	The Forces of Nature	<ul style="list-style-type: none"> • An Inconvenient Truth: Gore • Language Focus: Sentence Fluency and Voice • Tsunami 2004
	What Has Value?	<ul style="list-style-type: none"> • What Has Value: Course Introduction • The Gift of the Magi: O. Henry • Fabric of Their Lives: Wallach • Poems of Working People: Piercy, Whitman • The Necklace: de Maupassant
	Echoes from the Past	<ul style="list-style-type: none"> • The Odyssey, Part I • The Odyssey, Part II
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynsky • Comparing Texts: Brown and Brautigan
	Crossing Borders	<ul style="list-style-type: none"> • Crossing Borders: Unit Introduction • Borders: Kings • Delfino II: Diez in the Desert
	Integration of Knowledge and Ideas Sources of Information	
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.	The Call of the Wild	• Writing Workshop: The Call of the Wild
	What Has Value?	• Poems of Working People: Piercy, Whitman
	Other Worlds	<ul style="list-style-type: none"> • Nethergrave: Skurzynski • Comparing Texts: Brown and Brautigan
	Crossing Borders	• Writing Workshop: Informational Essay (Draft)

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	Unit Name	Lesson Name
Integration of Knowledge and Ideas		
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.	Growing Up	• Growing Up: Unit Introduction
	The Call of the Wild	• Writing Workshop: The Call of the Wild
	Other Worlds	• Comparing Texts: Brown and Brautigan
Vocabulary Acquisition and Use		
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.	Growing Up	• Growing Up: Unit Introduction • Language Focus: Word Choice and Voice
	The Call of the Wild	• Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man
	The Forces of Nature	• Poems of Nature: Frost, Chiyo, Basho, Cummings
	What Has Value?	• The Gift of the Magi: O. Henry
	Echoes from the Past	• The Odyssey, Part I
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III
	Vocabulary Acquisition and Use	
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.	Growing Up	• The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lourde • Writing Workshop: Family Narrative (Draft) • The Scarlet Ibis: Hurst • My Brother's Keeper: Bennett • Writing Workshop: Family Narrative (Portfolio Item)
	The Forces of Nature	• The Forces of Nature: Unit Introduction • Poems of Nature: Frost, Chiyo, Basho, Cummings
	Echoes from the Past	• Echoes from the Past: Unit Introduction • The Odyssey, Part I • The Odyssey, Part II • The Odyssey, Part III • Orpheus and Eurydice • Writing Workshop: Summary
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II
	Other Worlds	• Writing Workshop: Critical Response (Portfolio Item)
	Crossing Borders	• Hip-Hop Planet: McBride

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Range of Reading		
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Growing Up	<ul style="list-style-type: none"> • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lorde • My Forbidden Face: Latifa
	The Call of the Wild	<ul style="list-style-type: none"> • Chapter 1: Into the Primitive • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call
	The Forces of Nature	<ul style="list-style-type: none"> • The Forces of Nature: Unit Introduction • Poems of Nature: Frost, Chiyo, Basho, Cummings
	What Has Value?	<ul style="list-style-type: none"> • The Gift of the Magi: O. Henry • Fabric of Their Lives: Wallach • Poems of Working People: Piercy, Whitman
	Echoes from the Past	<ul style="list-style-type: none"> • The Odyssey, Part I • The Odyssey, Part II • The Odyssey, Part III • Orpheus and Eurydice
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	<ul style="list-style-type: none"> • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • The Secret Life of Walter Mitty: Thurber
	Crossing Borders	<ul style="list-style-type: none"> • Borders: King • Poems Across the Divide • Hip-Hop Planet: McBride
1.4 Writing		
Informative/ Explanatory		
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	The Forces of Nature	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> • Unit Introduction: The Research Paper • Prewriting: Synthesizing Information • Drafting: Intergrating Ideas • Revising: Identifying Trouble Spots

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Informative/Explanatory Focus		
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Growing Up	• Growing Up: Unit Introduction
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Synthesizing Information • Drafting: Integrating Ideas • Drafting: Wrapping It Up • Revising: Identifying Trouble Spots • Editing: Polishing, Proofreading, and Publishing
	Crossing Borders	• Language Focus: Transitions and Organization
Informative/Explanatory Content		
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.	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Prewriting: Organizing Ideas • Drafting: Integrating Ideas • Revising: Identifying Trouble Spots
Informative/Explanatory Organization		
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.	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Synthesizing Information • Drafting: Integrating Ideas • Revising: Identifying Trouble Spots
Informative/Explanatory Style		
CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.		
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Growing Up	• Growing Up: Unit Introduction • The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Writing Workshop: Family Narrative (Draft)
	Other Worlds	• Writing Workshop: Critical Response (Portfolio Item)

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
<ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	Growing Up	<ul style="list-style-type: none"> Growing Up: Unit Introduction
	The Research Paper	<ul style="list-style-type: none"> Unit Introduction: The Research Paper Drafting: Integrating Ideas Drafting: Wrapping It Up Editing: Citing Works Using MLA Format
Informative/Explanatory Conventions of Language		
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Crossing Borders	<ul style="list-style-type: none"> Writing Workshop: Informational Essay (Portfolio Item)
Opinion/Argumentative		
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.	Romeo and Juliet	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> Writing Workshop: Critical Response (Draft) Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> Drafting: Getting Started Drafting: Integrating Ideas Drafting: Wrapping It Up
Opinion/Argumentative Focus		
CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience.		
Introduce the precise claim.	Romeo and Juliet	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> Writing Workshop: Critical Response (Draft) Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> Drafting: Getting Started Drafting: Integrating Ideas Drafting: Wrapping It Up
Opinion/Argumentative Content		
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.	Romeo and Juliet	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay Creating a Multimedia Presentation
Opinion/Argumentative Organization		
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.	Romeo and Juliet	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> Writing Workshop: Critical Response (Draft) Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> Drafting: Getting Started Drafting: Integrating Ideas Drafting: Wrapping It Up

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative Style		
CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition.		
<ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	Growing Up	<ul style="list-style-type: none"> Growing Up: Word Choice and Voice
<ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	Echoes from the Past	<ul style="list-style-type: none"> Writing Workshop: Summary
	Romeo and Juliet	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> Writing Workshop: Critical Response (Draft) Language Focus: Writing Conventions Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> Drafting: Getting Started Drafting: Integrating Ideas Drafting: Wrapping It Up
Opinion/Argumentative Conventions of Language		
CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Other Worlds	<ul style="list-style-type: none"> Writing Workshop: Critical Response (Draft) Language Focus: Writing Conventions Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> Drafting: Getting Started Drafting: Integrating Ideas Drafting: Wrapping It Up Revising: Working with Feedback Editing: Polishing, Proofreading, and Publishing
Narrative		
CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.	Growing Up	<ul style="list-style-type: none"> Writing Workshop: Family Narrative (Draft) Writing Workshop: Family Narrative (Portfolio Item)
	The Call of the Wild	<ul style="list-style-type: none"> Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	<ul style="list-style-type: none"> Writing Workshop: Description (Draft) Writing Workshop: Description (Portfolio Item)
Narrative Focus		
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.	Growing Up	<ul style="list-style-type: none"> Writing Workshop: Description (Draft) Writing Workshop: Description (Portfolio Item)
	The Call of the Wild	<ul style="list-style-type: none"> Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	<ul style="list-style-type: none"> Writing Workshop: Description (Draft) Writing Workshop: Description (Portfolio Item)

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Narrative Content		
CC.1.4.9–10.O 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.	Growing Up	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Call of the Wild	<ul style="list-style-type: none"> • Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Narrative Organization		
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.	Growing Up	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Call of the Wild	<ul style="list-style-type: none"> • Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Narrative Style		
CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing.		
<ul style="list-style-type: none"> • Use parallel structure. 	This standard is fully met in English 10.	
<ul style="list-style-type: none"> • Use various types of phrases and clauses to convey meaning and add variety and interest. 	This standard is fully met in English 10.	
Narrative Conventions of Language		
CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Growing Up	<ul style="list-style-type: none"> • Writing Workshop: Family Narrative (Portfolio Item)
	The Forces of Nature	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Response to Literature		
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.	The Forces of Nature	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft)
	Romeo and Juliet	<ul style="list-style-type: none"> • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Gathering Information • Prewriting: Evaluating Information

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Production and Distribution of Writing Writing Process		
<p>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.</p>	Growing Up	<ul style="list-style-type: none"> • Growing Up: Unit Introduction • The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lorde • My Forbidden Face: Latifa • Language Focus: Word Choice and Voice • Writing Workshop: Family Narrative (Portfolio Item)
	The Call of the Wild	<ul style="list-style-type: none"> • Writing Workshop: The Call of the Wild
	The Forces of Nature	<ul style="list-style-type: none"> • The Forces of Nature: Unit Introduction • Of Wolves and Men: Lopez • Writing Workshop: Description (Draft) • Language Focus: Sentence Fluency and Voice • Writing Workshop: Description (Portfolio Item)
	Echoes from the Past	<ul style="list-style-type: none"> • Language Focus: Expressing Ideas Concisely • Writing Workshop: Summary
	Romeo and Juliet	<ul style="list-style-type: none"> • Writing Workshop: Persuasive Essay
	Other Worlds	<ul style="list-style-type: none"> • Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Developing a Research Proposal • Prewriting: Taking Notes • Prewriting: Organizing Ideas • Drafting: Getting Started • Revising: Identifying Trouble Spots • Revising: Working With Feedback • Editing: Polishing, Proofreading, and Publishing
	Crossing Borders	<ul style="list-style-type: none"> • Poems Across the Divide • Writing Workshop: Informational Essay (Portfolio Item)
Technology and Publication		
<p>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.</p>	Growing Up	<ul style="list-style-type: none"> • Poems of Passage: Booth, Collins, Lorde • Language Focus: Word Choice and Voice
	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Evaluating Information • Prewriting: Synthesizing Information
Conducting Research		
<p>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.</p>	The Research Paper	<ul style="list-style-type: none"> • Unit Introduction: The Research Paper • Prewriting: Forming Research Questions • Prewriting: Taking Notes • Prewriting: Synthesizing Information • Drafting: Integrating Ideas
	Crossing Borders	<ul style="list-style-type: none"> • Crossing Borders: Unit Introduction

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Credibility, Reliability, and Validity of Sources		
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.	The Research Paper	<ul style="list-style-type: none"> • Unit Introduction: The Research Paper • Prewriting: Forming Research Questions • Prewriting: Developing a Research Proposal • Prewriting: Gathering Information • Prewriting: Taking Notes • Prewriting: Synthesizing Information
Range of Writing		
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.	The Forces of Nature The Research Paper	<ul style="list-style-type: none"> • Writing Workshop: Description (Draft) • Prewriting: Developing a Research Proposal • Drafting: Wrapping It Up
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
CC.1.5.9–10.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.	Romeo and Juliet Crossing Borders	<ul style="list-style-type: none"> • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Delfino II: Diez in the Desert • Poems Across the Divide
Comprehension and Collaboration Critical Listening		
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.	Growing Up Romeo and Juliet	<ul style="list-style-type: none"> • The Bass, the River, and Sheila Mant: Wetherell • Romeo and Juliet: Unit Introduction
Comprehension and Collaboration Evaluating Information		
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.	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Evaluating Information
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Growing Up	<ul style="list-style-type: none"> • Poems of Passage: Booth, Collins, Lorde
Presentation of Knowledge and Ideas Context		
CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.	Growing Up The Research Paper Crossing Borders	<ul style="list-style-type: none"> • Poems of Passage: Booth, Collins, Lorde • Creating a Multimedia Presentation • Delfino II: Diez in the Desert
Integration of Knowledge and Ideas Multimedia		
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.	The Research Paper	<ul style="list-style-type: none"> • Creating a Multimedia Presentation
Conventions of Standard English		
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	This standard is fully met in English 10.	

English 10

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	The Literature of the Americas	• Course Introduction
Key Ideas and Details		
Text Analysis		
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.	The Literature of the Americas	• Course Introduction • Emancipation • Day of the Butterfly
	East Asia and the Pacific Rim	• From Emperor to Citizen: P'u Yi
	Europe I	• Writing Workshop • Writing Workshop Expository Essay
	East Asia and the Pacific Rim	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
Key Ideas and Details		
Text Analysis		
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.	Nonfiction: Persuasion	• Preparation: Develop Arguments • Public Speaking • Writing Workshop: Persuasive Speech: Outline
Craft and Structure		
Point of View		
CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1
	Nonfiction: Persuasion	• Revising Your Speech • Presentation
Craft and Structure		
Text Structure		
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.	Nonfiction: Persuasion	• Prewriting: Persuasive Writing • Preparation: Develop Arguments
Craft and Structure		
Vocabulary		
CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.	The Literature of the Americas	• Crossroads: A Sad Vaudeville
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2
	Nonfiction: Persuasion	• Presentation
	East Asia and the Pacific Rim	• From Emperor to Citizen: P'u Yi
Integration of Knowledge and Ideas		
Diverse Media		
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.	Europe I	• The Love Song of J. Alfred Prufrock

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
Integration of Knowledge and Ideas Evaluating Arguments		
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.	Nonfiction: Persuasion	<ul style="list-style-type: none"> • Prewriting: Persuasive Writing • Revising Your Speech
	Middle East and South Asia II	<ul style="list-style-type: none"> • Writing Workshop: Research Proposal: Final Draft
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	The Literature of the Americas	<ul style="list-style-type: none"> • Emancipation
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn: Lesson 5
Vocabulary Acquisition and Use		
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.	The Literature of the Americas II	<ul style="list-style-type: none"> • When Greeks Meet • The Third Bank of the River • The Book of Sand
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
	The Importance of Being Earnest	<ul style="list-style-type: none"> • Act I, First Half • Act I, Second Half • Act II, First Half • Act II, Second Half • Act III
Vocabulary Acquisition and Use		
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.	The Literature of Americas I	<ul style="list-style-type: none"> • Course Introduction
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> • From Emperor to Citizen: P'u Yi
Range of Reading		
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	This standard is fully met in English 9.	

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
1.3 Reading Literature		
Key Ideas and Details		
Theme		
<p>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>	The Literature of the Americas	<ul style="list-style-type: none"> • Aztec Creation Story • Emancipation • Day of the Butterfly • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	<ul style="list-style-type: none"> • The Youngest Doll
	Europe I	<ul style="list-style-type: none"> • The Love Song of J. Alfred Prufrock • The Destructors Part 2 • The Guitar and Poor Fish
	Europe II	<ul style="list-style-type: none"> • The Black Sheep; The Balek Scales • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • Alone; The Nobel Prize; First Frost • Forbidden Fruit
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 8
	Africa	<ul style="list-style-type: none"> • A Meeting in the Dark Part 2 • No Witchcraft for Sale
	Middle East and South Asia II	<ul style="list-style-type: none"> • Narayan and Ondaatje
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> • Saboteur: Jin • Cranes: Sun-won • A Way of Talking: Grace
	The Importance of Being Earnest	<ul style="list-style-type: none"> • Act I, First Half • Act II, Second Half
Key Ideas and Details		
Text Analysis		
<p>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>	The Literature of the Americas	<ul style="list-style-type: none"> • No Dogs Bark
	The Literature of the Americas II	<ul style="list-style-type: none"> • The Third Bank of the River • Tonight I Can Write and Serenity
	Europe I	<ul style="list-style-type: none"> • The Divine Comedy • The Destructors Part 1 • The Guitar and Poor Fish
	Europe II	<ul style="list-style-type: none"> • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn: Lesson 2
	Africa	<ul style="list-style-type: none"> • Sunjata Part 1 • Black Girl Part 1 • Black Girl Part 2 • Three Pieces: Senghor, Soyinka, Achebe • In the Shadow of War
	Middle East and South Asia I	<ul style="list-style-type: none"> • Israeli and Palestinian Literature
	Middle East and South Asia II	<ul style="list-style-type: none"> • Narayan and Ondaatje
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> • The Tall Woman and Her Short Husband: Jicai • Thoughts of Hanoi: Thi Vinh • Tokyo: Hayashi • Eve to Her Daughters: Wright
	The Importance of Being Earnest	<ul style="list-style-type: none"> • Act I, First Half

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
Key Ideas and Details Literary Elements		
<p>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>	The Literature of the Americas	<ul style="list-style-type: none"> Aztec Creation Story Crossroads: A Sad Vaudeville
	The Literature of the Americas II	<ul style="list-style-type: none"> When Greek Meets Greek The Third Bank of the River The Censors And of Clay Are We Created
	Europe I	<ul style="list-style-type: none"> First Confession The Destructors Part 2 The Guitar and Poor Fish
	Europe II	<ul style="list-style-type: none"> The Last Judgment: Capek
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 5
	Africa	<ul style="list-style-type: none"> The Prisoner Who Wore Glasses
	Middle East and South Asia I	<ul style="list-style-type: none"> India: The Ramayana
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> The Tall Woman and Her Short Husband: Jicai
	The Importance of Being Earnest	<ul style="list-style-type: none"> Act I, First Half Act II, Second Half
Craft and Structure Point of View		
<p>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.</p>	The Literature of the Americas II	<ul style="list-style-type: none"> Girls Can We Educate We Dads? and In Trying Times The Youngest Doll
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 1 Adventures of Huckleberry Finn: Lesson 2 Adventures of Huckleberry Finn: Lesson 7 Adventures of Huckleberry Finn: Lesson 8
	Europe II	<ul style="list-style-type: none"> The Black Sheep; The Balek Scales The Rhinoceros: Part 2
	Africa	<ul style="list-style-type: none"> In The Shadow of War
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> Thoughts of Hanoi: Thi Vinh A Way of Talking: Grace
Craft and Structure Text Structure		
<p>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.</p>	The Literature of the Americas	<ul style="list-style-type: none"> At The Tourist Center in Boston No Dogs Bark Crossroads: A Sad Vaudeville
	The Literature of the Americas II	<ul style="list-style-type: none"> The Youngest Doll The Book of Sand The Censors
	Europe I	<ul style="list-style-type: none"> The Divine Comedy First Confession Poems on Life and Death The Love Song of J. Alfred Prufrock The Destructors Part 2 The Guitar and Poor Fish
	Europe II	<ul style="list-style-type: none"> The Black Sheep; The Balek Scales Alone; The Nobel Prize; First Frost
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 5

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
	Africa	<ul style="list-style-type: none"> • Sunjata Part 1 • Sunjata Part 2 and Africa • Black Girl Part 1 • Loyalties and A Meeting in the Dark Part 1 • The Moment Before the Gun Went Off
	Middle East and South Asia I	<ul style="list-style-type: none"> • "The Swimming Contest"
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> • Saboteur: Jin • Cranes: Sun-won
	The Importance of Being Earnest	<ul style="list-style-type: none"> • Act I, First Half • Act II, Second Half • Act III
Craft and Structure Vocabulary		
CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	The Literature of the Americas	<ul style="list-style-type: none"> • At The Tourist Center in Boston • No Dogs Bark • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	<ul style="list-style-type: none"> • Love after Love • When Greek Meet Greek • Girls Can We Educate We Dads? and In Trying Times • Tonight I Can Write and Serenity • And of Clay Are We Created
	Europe I	<ul style="list-style-type: none"> • The Divine Comedy • First Confession • Poems of Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part 1 • The Destructors Part 2
	Europe II	<ul style="list-style-type: none"> • Alone; The Nobel Prize; The First Frost • Forbidden Fruit
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
	Africa	<ul style="list-style-type: none"> • Sunjata Part 2 and Africa • Three Pieces: Senghor, Soyinka, Achebe • Loyalties and A Meeting in the Dark • The Pig • The Moment Before the Gun Went Off

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
	Middle East and South Asia I	<ul style="list-style-type: none"> India: The Ramayana Algeria: "My Father Writes to My Mother" Egypt: "Another Evening at the Club" Egypt: "The Happy Man" Israeli and Palestinian Literature Syria: "The Woman's Baths"
	Middle East and South Asia II	<ul style="list-style-type: none"> "Wanted: A Town Without a Crazy": Izgu "Five Hours to Simla"
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> Thoughts of Hanoi: Thi Vinh Eve to Her Daughters: Wright
	The Importance of Being Earnest	<ul style="list-style-type: none"> Act I, First Half Act I, Second Half Act II, First Half Act II, Second Half Act III
Integration of Knowledge and Ideas Sources of Information		
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.	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 3 Adventures of Huckleberry Finn: Lesson 5
Integration of Knowledge and Ideas		
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.	Europe I	<ul style="list-style-type: none"> First Confession
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 7
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> Eve to Her Daughters: Wright
Vocabulary Acquisition and Use		
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.	The Literature of Americas I	<ul style="list-style-type: none"> Course Introduction
	Europe II	<ul style="list-style-type: none"> The Last Judgement: Capek
	Africa	<ul style="list-style-type: none"> Loyalties and A Meeting in the Dark No Witchcraft for Sale The Moment Before the Gun Went Off
	Middle East Asia I	<ul style="list-style-type: none"> "The Swimming Contest"
	Middle East Asia II	<ul style="list-style-type: none"> Narayan and Ondaatje
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> Cranes: Sun-won Tokoyo: Hayashi
Vocabulary Acquisition and Use		
CC.1.3.9-10.J Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The Literature of the Americas II	<ul style="list-style-type: none"> When Greeks Meets Greeks The Third Bank of the River The Book of Sand
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 1 Adventures of Huckleberry Finn: Lesson 2 Adventures of Huckleberry Finn: Lesson 5 Adventures of Huckleberry Finn: Lesson 6 Adventures of Huckleberry Finn: Lesson 7
	The Importance of Being Earnest	<ul style="list-style-type: none"> Act I, First Half Act I, Second Half Act II, First Half Act II, Second Half Act III

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
Range of Reading		
<p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	The Literature of the Americas	<ul style="list-style-type: none"> • Aztec Creation Story • At The Tourist Center in Boston • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	<ul style="list-style-type: none"> • When Greek Meets Greek • Girls Can We Educate We Dads? and In Trying Times • The Youngest Doll • The Third Bank of the River • The Book of Sand • The Censors • Tonight I Can Write and Serenity • And of Clay Are We Created
	Europe I	<ul style="list-style-type: none"> • The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part 1 • The Destructors Part 2 • The Guitar and Poor Fish
	Europe II	<ul style="list-style-type: none"> • The Black Sheep; The Balek Scales • The Last Judgment: Capek • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2 • Alone; The Nobel Prize; First Frost • Forbidden Fruit
	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 4 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
	Africa	<ul style="list-style-type: none"> • Sunjata Part 1 • Sunjata Part 2 and Africa • Black Girl Part 1 • Black Girl Part 2 • Three Pieces: Senghor, Soyinka, Achebe • In the Shadow of War • Loyalties and A Meeting in the Dark Part 1 • A Meeting in the Dark Part 2 • The Pig • No Witchcraft for Sale • The Moment Before the Gun Went Off • The Prisoner Who Wore Glasses

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
	Middle East and South Asia I	<ul style="list-style-type: none"> India: The Ramayana Algeria: "My Father Writes to My Mother" Egypt: "Another Evening at the Club" Egypt: "The Happy Man" Israeli and Palestinian Literature "The Swimming Contest" Syria: "The Women's Baths"
	Middle East and South Asia II	<ul style="list-style-type: none"> "Wanted: A Town Without a Crazy": Izgu "Five Hours to Simla" "The Cabuliwallah" Narayan and Ondaatje Middle East and South Asia II Unit Review
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> The Three Kingdoms: Guanzhong From Emperor to Citizen: P'u Yi The Tall Woman and Her Short Husband: Jicai Saboteur: Jin Cranes: Sun-won Thoughts of Hanoi: Thi Vinh Tokyo: Hayashi Eve to Her Daughters: Wright A Way of Talking: Grace
	The Importance of Being Earnest	<ul style="list-style-type: none"> Act I, First Half Act I, Second Half Act II, First Half Act II, Second Half Act III
1.4 Writing		
Informative/ Explanatory		
CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	The Literature of Americas II Nonfiction: Persuasion The Research Paper	<ul style="list-style-type: none"> Course Introduction Public Speaking Prewriting: Synthesizing information and Thesis Prewriting: Organizing and Outlining Drafting: Refining the Thesis and Introduction Drafting: Body and Conclusion Revising Strategies: Organizing, Support, Voice Revising: Following a Style Guide
Informative/Explanatory Focus		
CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Nonfiction: Persuasion	<ul style="list-style-type: none"> Preparation: Choose a Topic and Develop a Thesis
Informative/Explanatory Content		
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.	The Research Paper	<ul style="list-style-type: none"> Prewriting: Synthesizing information and Thesis Prewriting: Organizing and Outlining Drafting: Refining the Thesis and Introduction
Informative/Explanatory Organization		
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.	The Research Paper	<ul style="list-style-type: none"> Revising Strategies: Organization, Support Voice

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	Unit Name	Lesson Name
Informative/Explanatory Style		
CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.		
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.	The Literature of the Americas II Nonfiction: Persuasion	• Love after Love • Public Speaking
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	The Research Paper	• Revising: Following a Style Guide
Informative/Explanatory Conventions of Language		
CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Europe I	• The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part I • The Destructors Part 2
	Europe II	• The Last Judgement: Capek • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2 • Forbidden Fruit
Opinion/Argumentative		
CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.	Nonfiction: Persuasion The Research Paper	• Preparation: Choose a Topic and Develop a Thesis • Drafting: Body & Conclusion
Opinion/Argumentative Focus		
CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience.		
• Introduce the precise claim.	Nonfiction: Persuasion	• Preparation: Choose a Topic and Develop a Thesis
Opinion/Argumentative Content		
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.	Nonfiction: Persuasion	• Preparation: Choose a Topic and Develop a Thesis
Opinion/Argumentative Organization		
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.	Europe I	• A Divine Comedy • First Confession • Poems on Life and Death

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative Style		
CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.		
<ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	Europe I	<ul style="list-style-type: none"> A Divine Comedy First Confession Poems on Life and Death
<ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	Africa	<ul style="list-style-type: none"> The Pig The Prisoner Who Wore Glasses
	The Research Paper	<ul style="list-style-type: none"> Revising: Following a Style Guide
Opinion/Argumentative Conventions of Language		
CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Nonfiction: Persuasion	<ul style="list-style-type: none"> Public Speaking
Narrative		
CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.	The Literature of Americas II	<ul style="list-style-type: none"> Aztec Creation Story
	Europe II	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative (Draft) Writing Workshop Personal Narrative (Portfolio Item)
	Middle East and South Asia I	<ul style="list-style-type: none"> Writing Workshop: Descriptive Portrait Writing Workshop: Portfolio Item
	The Research Paper	<ul style="list-style-type: none"> Drafting: Body & Conclusion
Narrative Focus		
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.	Middle East and South Asia I	<ul style="list-style-type: none"> Writing Workshop: Descriptive Portrait Writing Workshop
Narrative Content		
CC.1.4.9-10.O 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.	The Literature of the Americas II	<ul style="list-style-type: none"> When Greek Meets Greek
	Middle East and South Asia I	<ul style="list-style-type: none"> Writing Workshop: Descriptive Portrait Writing Workshop
Narrative Organization		
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.	Europe II	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative (Draft) Writing Workshop: Personal Narrative (Portfolio Item)
	Middle East and South Asia I	<ul style="list-style-type: none"> Writing Workshop: Descriptive Portrait Writing Workshop: Portfolio Item
	The Research Paper	<ul style="list-style-type: none"> Drafting: Body & Conclusion

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	Unit Name	Lesson Name
Narrative Style		
CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.		
<ul style="list-style-type: none"> Use parallel structure. 	Nonfiction: Persuasion	<ul style="list-style-type: none"> Public Speaking
<ul style="list-style-type: none"> Use various types of phrases and clauses to convey meaning and add variety and interest. 	Europe I	<ul style="list-style-type: none"> The Divine Comedy First Confession Poems on Life and Death The Love Song of J. Alfred Prufrock The Destructors Part 1 The Destructors Part 2
	Europe II	<ul style="list-style-type: none"> The Last Judgment: Capek A Contribution to Statistics; And Yet the Books The Rhinoceros: Part 1 The Rhinoceros: Part 2 Forbidden Fruit
Narrative Conventions of Language		
CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
	Europe I	<ul style="list-style-type: none"> The Divine Comedy First Confession Poems on Life and Death The Love Song of J. Alfred Prufrock The Destructors Part 1 The Destructors Part 2
	Europe II	<ul style="list-style-type: none"> The Last Judgment: Capek A Contribution to Statistics; And Yet the Books The Rhinoceros: Part 1 The Rhinoceros: Part 2 Akone; The Nobel Prize; First Frost
	Nonfiction: Persuasion	<ul style="list-style-type: none"> Public Speaking
Response to Literature		
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.	Adventures of Huckleberry Finn	<ul style="list-style-type: none"> Adventures of Huckleberry Finn: Lesson 3
	Nonfiction: Persuasion	<ul style="list-style-type: none"> Prewriting: Persuasive Writing Preparation: Choose a Topic and Develop a Topic Preparation: Develop Arguments Writing Workshop: Persuasive Speech: Outline Revising Your Speech

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	Unit Name	Lesson Name	
Production and Distribution of Writing Writing Process			
<p>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.</p>	The Literature of the Americas II	<ul style="list-style-type: none"> • The Book of Sand • Writing Workshop: Compare and Contrast Essay (Portfolio Item) 	
	Europe I	<ul style="list-style-type: none"> • The Divine Comedy • First Confession • Writing Workshop • The Destructors Part 1 • The Guitar and Poor Fish • Writing Workshop Expository Essay 	
	Europe II	<ul style="list-style-type: none"> • Writing Workshop: Personal Narrative (Draft) • Writing Workshop Personal Narrative (Portfolio Item) 	
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 4	
	Africa	• Writing Workshop: Poem (Portfolio Item)	
	Nonfiction: Persuasion	• Revising Your Speech	
	Middle East and South Asia I	• Writing Workshop	
	Middle East and South Asia II	• Writing Workshop: Research Proposal: Final Draft	
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft 	
	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Organizing and Outlining • Drafting: Refining the Thesis and Introduction • Revising Strategies: Focus • Revising Strategies: Organization, Support, Voice • Editing: Incorporating Feedback • Editing: Polishing and Publishing 	
	Technology and Publication		
<p>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</p>	Europe I	• The Destructors Part 1	
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 8	
	The Research Paper	• Editing: Polishing and Publishing	
Conducting Research			
<p>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.</p>	Europe I	• The Destructors Part 1	
	Middle East and South Asia II	<ul style="list-style-type: none"> • Literature of Armenia and Iraq • "The Cabuliwallah" • Writing Workshop: Research Proposal: Final Draft 	
	The Importance of Being Earnest	<ul style="list-style-type: none"> • Act I, Second Half • Act II, First Half 	
	The Research Paper	<ul style="list-style-type: none"> • Prewriting: Researching and Taking Notes • Drafting: Refining the Thesis and Introduction 	

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
Credibility, Reliability, and Validity of Sources		
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.	Nonfiction: Persuasion	<ul style="list-style-type: none"> Preparation: Develop Arguments
	Middle East and South Asia II	<ul style="list-style-type: none"> "The Cabuliwallah" Online Communications
	The Importance of Being Earnest	<ul style="list-style-type: none"> Act II, First Half
	The Research Paper	<ul style="list-style-type: none"> Prewriting: Researching and Taking Notes Prewriting: Synthesizing Information and Thesis Drafting: Refining the Thesis and Introduction Revising: Following a Style Guide Revising: Works Cited Page Editing: Polishing and Publishing
Range of Writing		
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.	Europe II	<ul style="list-style-type: none"> Writing Workshop Personal Narrative (Portfolio Item)
	Africa	<ul style="list-style-type: none"> Writing Workshop: Poem (Draft) Writing Workshop: Poem (Portfolio Item)
	Middle East and South Asia I	<ul style="list-style-type: none"> Writing Workshop
	Middle East and South Asia II	<ul style="list-style-type: none"> Online Communications
	The Research Paper	<ul style="list-style-type: none"> Prewriting: Synthesizing Information and Thesis
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
CC.1.5.9-10.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.	The Literature of the Americas	<ul style="list-style-type: none"> Emancipation
	Nonfiction: Persuasion	<ul style="list-style-type: none"> Prewriting: Persuasive Writing Critical Listening Skills
	Middle East and South Asia II	<ul style="list-style-type: none"> Literature of Armenia and Iraq Writing Workshop: Research Proposal: Final Draft
	East Asia and the Pacific Rim	<ul style="list-style-type: none"> The Three Kingdoms: Guanzhong
	The Research Paper	<ul style="list-style-type: none"> Revising Strategies: Focus
Comprehension and Collaboration Critical Listening		
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.	The Literature of the Americas	<ul style="list-style-type: none"> Emancipation
	Nonfiction: Persuasion	<ul style="list-style-type: none"> Prewriting: Persuasive Writing
Comprehension and Collaboration Evaluating Information		
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.	Middle East and South Asia II	<ul style="list-style-type: none"> Writing Workshop: Research Proposal: Final Draft

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	Lesson Name
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 3
	Nonfiction: Persuasion	• Presentation • Writing Workshop: Persuasive Speech Final
Presentation of Knowledge and Ideas Context		
CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.	Nonfiction: Persuasion	• Presentation • Writing Workshop: Persuasive Speech Final
Integration of Knowledge and Ideas Multimedia		
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.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 4 • Adventures of Huckleberry Finn: Lesson 8
	Nonfiction: Persuasion	• Public Speaking • Writing Workshop: Persuasive Speech Final
Conventions of Standard English		
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	Nonfiction: Persuasion	• Public Speaking

English 11

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards • Earliest Voices: The Founding Fathers
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Opposing the War • A Solitary Man
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Nonfiction Writing I
Key Ideas and Details		
Text Analysis		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards
	American Romanticism	<ul style="list-style-type: none"> • Ralph Waldo Emerson
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Opposing the War
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Nonfiction Writing I
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: The Jazz Age
Key Ideas and Details		
Text Analysis		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards • Earliest Voices: The Founding Fathers
	American Romanticism	<ul style="list-style-type: none"> • Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Opposing the War • A Solitary Man
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Nonfiction Writing I
Craft and Structure		
Point of View		
CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Contemporary Voices: Fred Veilleux • Earliest Voice: Johnathan Edwards • Earliest Voices: The Founding Fathers • Author’s Purpose
	American Romanticism	<ul style="list-style-type: none"> • Ralph Waldo Emerson • Walt Whitman
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Nonfiction Writing I
Craft and Structure		
Text Structure		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards • Earliest Voices: The Founding Fathers
	American Romanticism	<ul style="list-style-type: none"> • Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Opposing the War
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Nonfiction Writing I

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Craft and Structure Vocabulary		
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	Voices of Modernism (1920s–1940s)	• Hemingway
	The Great Gatsby	• The Great Gatsby: Tone and Point of View
Integration of Knowledge and Ideas Diverse Media		
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.	Early American and Colonial Literature	• Earliest Voices: William Bradford
	The Great Gatsby	• The Great Gatsby: The Jazz Age • The Great Gatsby: F. Scott Fitzgerald
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
Integration of Knowledge and Ideas Analysis Across Texts		
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.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers This standard is partially met in this course. The world documents are met in English 12.
Vocabulary Acquisition and Use		
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.	Early American and Colonial Literature	• Contemporary Voice: Fred Veilleux
Vocabulary Acquisition and Use		
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.	Early American and Colonial Literature	• American Literature: Our Nation's Voice • Earliest Voices: Anne Bradstreet, Phillis Wheatley • Earliest Voice: Jonathan Edwards • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	The Night Thoreau Spent in Jail	• Obedience Versus Nonconformity • Transcendentalism: Progress or Threat? • Opposing the War • A Solitary Man • Doing the Impossible • One of the Crowd
	Post War Voices Emerge (1950s–1960s)	• Beat Generation
	Realism and Regionalism	• Sarah Orne Jewett
Range of Reading		
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	The Research Paper	• Nonfiction Writing I • Nonfiction Writing II
	The Great Gatsby	• The Great Gatsby: The Jazz Age • The Great Gatsby: F. Scott Fitzgerald

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
1.3 Reading Literature		
Key Ideas and Details		
Theme		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Author's Purpose
	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne • Ralph Waldo Emerson • Henry David Thoreau
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • One of the Crowd
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Hemingway • Ellison • Fitzgerald
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	<ul style="list-style-type: none"> • Nonfiction Writing II
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix
Key Ideas and Details		
Text Analysis		
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.	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Transcendentalism: Progress or Threat? • Doing the Impossible
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Hemingway • Ellison • Hughes • Writing Workshop: Literary Analysis Rough Draft • Fitzgerald
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	<ul style="list-style-type: none"> • Nonfiction Writing II
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: Symbols and Allusions • The Great Gatsby: A Timeless Tragedy

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Key Ideas and Details Literary Elements		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Author’s Purpose
	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne • Contemporary Literary Criticism • Edgar Allan Poe
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Transcendentalism: Progress or Threat? • Crafting a Scene • One of the Crowd
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Steinbeck • Ellison • Writing Workshop: Literary Analysis Rough Draft • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	<ul style="list-style-type: none"> • Nonfiction Writing II
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: The Jazz Age • The Great Gatsby: The Dilemmas of Nick Carraway • The Great Gatsby: The American Dream • The Great Gatsby: Symbols and Allusions • The Great Gatsby: A Timeless Tragedy • The Great Gatsby: Loss of Innocence
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Contemporary Literature • Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix
	Craft and Structure Point of View	
CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	American Romanticism	<ul style="list-style-type: none"> • Henry David Thoreau
	Realism and Regionalism	<ul style="list-style-type: none"> • Ambrose Bierce
	Voices of Modernism (1920s–1940s)	<ul style="list-style-type: none"> • Introduction to Modernism
Craft and Structure Text Structure		

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
<p>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.</p>	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine
	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne • Edgar Allan Poe
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickenson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Wadell Chestnut • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Steinbeck • Ellis • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Speeches • Beat Generation
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix
Craft and Structure Vocabulary		
<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine
	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne • Edgar Allen Poe
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickenson • Sarah Orne Jewett • Mark Twain • Ambroise Bierce • Charles Wadell Chestnutt • Contemporary Connections: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Steinbeck • Ellison • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	<ul style="list-style-type: none"> • Nonfiction Writing II
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Integration of Knowledge and Ideas Sources of Information		
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.)	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • The Play's the Thing This standard is partially met in this course. It is fully met in English 12.
Integration of Knowledge and Ideas		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • American Literature: Our Nation's Voice • Earliest Voices: William Bradford • Earliest Voices: Anne Bradstreet, Phillis Wheatley • Earliest Voice: Jonathan Edwards • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	American Romanticism	<ul style="list-style-type: none"> • American Romanticism • Nathaniel Hawthorne • Edgar Allan Poe • Ralph Waldo Emerson • Henry David Thoreau • Walt Whitman
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Transcendentalism: Progress or Threat? • Doing the Impossible
	Realism and Regionalism	<ul style="list-style-type: none"> • Realism • Emily Dickinson • Mark Twain • Ambrose Bierce • Kate Chopin • Charles Waddell Chesnut
	Voices of Modernism	<ul style="list-style-type: none"> • Introduction to Modernism • Hemingway • Steinbeck • Harlem Renaissance • Ellison • Hughes • Frost • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Genres and Literary Movements • Vonnegut • Updike • Speeches • Beat Generation
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: F. Scott Fitzgerald • The Great Gatsby: The American Dream • The Great Gatsby: A Timeless Tragedy
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Contemporary Literature • Mortals • Multicultural Meter: Many New Voices in the Mix • Memoirs • American Beauty

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Vocabulary Acquisition and Use		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: Johnathan Edwards
	American Romanticism	<ul style="list-style-type: none"> • Contemporary Literary Criticism
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Obedience Versus Nonconformity • Transcendentalism: Progress or Threat? • Opposing War • A Solitary Man • Doing the Impossible • One of the Crowd
	Realism and Regionalism	<ul style="list-style-type: none"> • Sarah Orne Jewett
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: F. Scott Fitzgerald • The Great Gatsby: Social Groups and Class • The Great Gatsby: The American Dream
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Charming Billy • Mortals • American Beauty
Vocabulary Acquisition and Use		
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.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Contemporary Voice: Fred Veilleux
	American Romanticism	<ul style="list-style-type: none"> • Edgar Allan Poe
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Obedience Versus Nonconformity • Opposing War • A Solitary Man • Doing the Impossible • One of the Crowd
	Realism and Regionalism	<ul style="list-style-type: none"> • Sarah Orne Jewett • Mark Twain • Ambroise Bierce
	Voices of Modernism	<ul style="list-style-type: none"> • Frost • Fitzgerald
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Genres and Literary Movements • Vonnegut • Updike • Speeches • Beat Generation
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: The Jazz Age • The Great Gatsby: F. Scott Fitzgerald • The Great Gatsby: Tone and Point of View • The Great Gatsby: Social Groups and Class • The Great Gatsby: The American Dream • The Great Gatsby: A Timeless Tragedy

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Range of Reading		
CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: William Bradford • Earliest Voices: Anne Bradstreet, Phillis Wheatley • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne • Edgar Allan Poe • Ralph Waldo Emerson • Henry David Thoreau • Walt Whitman
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Doing the Impossible • One of the Crowd
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Kate Chopin • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Hemingway • Steinbeck • Harlem Renaissance • Ellison • Hughes • Frost • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	<ul style="list-style-type: none"> • Nonfiction Writing I • Nonfiction Writing II
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: F. Scott Fitzgerald • The Great Gatsby: Tone and Point of View • The Great Gatsby: Social Groups and Class • The Great Gatsby: Significance of Time • The Great Gatsby: The Dilemmas of Nick Carraway • The Great Gatsby: The American Dream • The Great Gatsby: Symbols and Allusions • The Great Gatsby: A Timeless Tragedy • The Great Gatsby: Loss of Innocence
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Contemporary Literature • Charming Billy • Mortals • Memoirs • American Beauty

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
1.4 Writing		
Informative/ Explanatory		
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	American Romanticism	<ul style="list-style-type: none"> • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Drafting • Revising, Editing, and Publishing
Informative/Explanatory Focus		
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	American Romanticism	<ul style="list-style-type: none"> • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Drafting • Revising, Editing, and Publishing
Informative/Explanatory Content		
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.	American Romanticism	<ul style="list-style-type: none"> • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Drafting • Revising, Editing, and Publishing
Informative/Explanatory Organization		
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 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.	American Romanticism	<ul style="list-style-type: none"> • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Drafting • Revising, Editing, and Publishing
Informative/Explanatory Style		
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.		
<ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	American Romanticism	<ul style="list-style-type: none"> • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Drafting • Revising, Editing, and Publishing
<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	American Romanticism	<ul style="list-style-type: none"> • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Beat Generation • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Drafting • Revising, Editing, and Publishing
Informative/Explanatory Conventions of Language		
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	American Romanticism	<ul style="list-style-type: none"> • Ralph Waldo Emerson

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative		
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches
Opinion/Argumentative Focus		
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.		
• Introduce the precise, knowledgeable claim.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches
Opinion/Argumentative Content		
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.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches
Opinion/Argumentative Organization		
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.		
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Compare and Contrast • Speeches • The Final Draft
Opinion/Argumentative Style		
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.		
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative Conventions of Language		
CC.1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	American Romanticism	• Ralph Waldo Emerson
Narrative		
CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative Focus		
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.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative Content		
CC.1.4.11-12.O 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.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative Organization		
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.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative Style		
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.		
• Use parallel structure.	Incorporate and assign an activity to write with an awareness of the stylistic aspects of writing using parallel structure.	
• Use various types of phrases and clauses to convey specific meanings and add variety and interest.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative Conventions of Language		
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Realism and Regionalism	• Sarah Orne Jewett

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Response to Literature		
<p>CC.1.4.11–12.5 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	Early American and Colonial Literature	<ul style="list-style-type: none"> • Earliest Voices: William Bradford • Earliest Voices: Johnathan Edwards • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	American Romanticism	<ul style="list-style-type: none"> • Nathaniel Hawthorne • Edgar Allan Poe • Walt Whitman
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • A Solitary Man • Doing the Impossible • One of the Crowd
	Realism and Regionalism	<ul style="list-style-type: none"> • Emily Dickenson • Sarah Orne Jewett • Mark Twain • Ambroise Bierce • Kate Chopin • Charles Waddell Chestnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	<ul style="list-style-type: none"> • Hemingway • Steinbeck • Harlem Renaissance • Ellison • Frost • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • Vonnegut • Updike • Speeches • Beat Generation
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: Social Class and Groups • The Great Gatsby: Significance of Time • The Great Gatsby: The Dilemmas of Nick Carraway • The Great Gatsby: The American Dream • The Great Gatsby: A Timeless Tragedy • The Great Gatsby: Loss of Innocence
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix • Memoires • American Beauty

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Production and Distribution of Writing Writing Process		
<p>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.</p>	Early American and Colonial Literature	<ul style="list-style-type: none"> • Author's Purpose • Timed Writing Assessments
	American Romanticism	<ul style="list-style-type: none"> • Henry David Thoreau • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	The Night Thoreau Spent in Jail	<ul style="list-style-type: none"> • Opposing the War • A Solitary Man • The Play's the Thing
	Voices of Modernism	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	<ul style="list-style-type: none"> • The Rough Draft • The Final Draft
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Choosing a Subject • Using Quotations • Synthesizing and Organizing • Outlining • Drafting • Evaluating Research • Revising, Editing, and Publishing
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Personal Narrative: Rough Draft • Personal Narrative: Final Draft
Technology and Publication		
<p>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>	The Research Paper	<ul style="list-style-type: none"> • Revising, Editing, and Publishing
	Contemporary Postmodernism	<ul style="list-style-type: none"> • Personal Narrative: Final Draft
Conducting Research		
<p>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>	Early American and Colonial Literature	<ul style="list-style-type: none"> • Timed Writing Assessments
	Realism and Regionalism	<ul style="list-style-type: none"> • Kate Chopin
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing
Credibility, Reliability, and Validity of Sources		
<p>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.</p>	Early American and Colonial Literature	<ul style="list-style-type: none"> • American Literature: Our Nation's Voice
	American Romanticism	<ul style="list-style-type: none"> • Ralph Waldo Emerson • Henry David Thoreau
	Voices of Modernism	<ul style="list-style-type: none"> • Introduction to Modernism • Writing Workshop: Literary Analysis Rough Draft
	The Research Paper	<ul style="list-style-type: none"> • Introduction to Research Writing • Choosing a Subject • Introduction to Research • Gathering Information • Synthesizing and Organizing • Documenting • Outlining
	The Great Gatsby	<ul style="list-style-type: none"> • The Great Gatsby: Significance of Time • The Great Gatsby: The Dilemmas of Nick Carraway

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Range of Writing		
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.	Early American and Colonial Literature	• Timed Writing Assessments
	American Romanticism	• Descriptive Essay: Rough Draft
	The Night Thoreau Spent in Jail	• A Solitary Man
	Realism and Regionalism	• Alternate Ending: Rough Draft
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft
	Post War Voices Emerge (1950s-1960s)	• Compare and Contrast • The Rough Draft • The Final Draft
	The Research Paper	• Nonfiction Writing I • Nonfiction Writing II
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
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	Early American and Colonial Literature	• Timed Writing Assessments
	American Romanticism	• Walt Whitman
	The Night Thoreau Spent in Jail	• One of the Crowd
	Realism and Regionalism	• Sarah Orne Jewett
	The Research Paper	• Synthesizing and Organizing
	The Great Gatsby	• The Great Gatsby: Significance of Time
Comprehension and Collaboration		
Critical Listening		
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.	Early American and Colonial Literature	• Contemporary Voice: Fred Veilleux • Earliest Voices: Thomas Paine
	American Romanticism	• Contemporary Literary Criticism • Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	• One of the Crowd
Comprehension and Collaboration		
Evaluating Information		
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.	Early American and Colonial Literature	• Timed Writing Assessments
Presentation of Knowledge and Ideas		
Purpose, Audience, and Task		
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.	Early American and Colonial Literature	• Earliest Voice: Jonathan Edwards
	American Romanticism	• Contemporary Literary Criticism • Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	• The Play’s the Thing
	Post War Voices Emerge (1950s-1960s)	• The Final Draft

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Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Presentation of Knowledge and Ideas Context		
CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.	The Night Thoreau Spent in Jail	• The Play's the Thing
	Post War Voices Emerge (1950s-1960s)	• The Final Draft
Integration of Knowledge and Ideas Multimedia		
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.	American Romanticism	• Walt Whitman
	Contemporary Postmodernism	• Multicultural Meter: Many New Voices in the Mix
Conventions of Standard English		
CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Incorporate and assign an activity to demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	

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Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details		
Main Idea		
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.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Romantic Period (1798-1832)	• Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
Key Ideas and Details		
Text Analysis		
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.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
	Key Ideas and Details	
Text Analysis		
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.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
Craft and Structure		
Point of View		
CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	Frankenstein	• Frankenstein (1)
Craft and Structure		
Text Structure		
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.	The Restoration and the Enlightenment: 1660-1798	• Lesson 2: Diaries: Pepys • Lesson 4: The Satirical Essay: Swift • Lesson 6: Writing Workshop: Creative Writing
	Frankenstein	• Frankenstein (8)
Craft and Structure		
Vocabulary		
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	The Middle Ages: 1066–1485	• The Canterbury Tales: "The Prologue"
	The Renaissance: 1485–1660	• Epigrams and Songs: Jonson
	The Romantic Period (1798–1832)	• Romantic Poetry: Blake
	The Victorian Age (1832–1901)	• Arnold
	The Modern Era (1901–Present)	• Owen, Brooke, Sassoon

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Integration of Knowledge and Ideas Diverse Media		
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.	Frankenstein	• Frankenstein (3)
Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	This standard is fully met in English 11.	
Integration of Knowledge and Ideas Analysis Across Texts		
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.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
	This standard is partially met in this course. The U.S. documents are met in English 11.	
Vocabulary Acquisition and Use		
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.	This standard is fully met in English 11.	
Vocabulary Acquisition and Use		
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.	This standard is fully met in English 11.	
Range of Reading		
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 2: Diaries: Pepys
	The Romantic Period (1798-1832)	• Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • Virginia Woolf
1.3 Reading Literature Key Ideas and Details Theme		

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Unit Introduction
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Middle Ages: Unit Introduction • The Canterbury Tales: "The Prologue" (3) • Writing Workshop: Allegory (First Draft)
	Macbeth	<ul style="list-style-type: none"> • History and Heroes; Witches and Warriors • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • The Renaissance: 1485–1660: Unit Introduction • Sonnets: Shakespeare • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 1: Unit Introduction • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	<ul style="list-style-type: none"> • Unit Introduction • Tennyson • Robert and Elizabeth Browning • Arnold
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • Unit Introduction: A New Era • James Joyce • Writing/Language Focus: Unity and Coherence
	Key Ideas and Details Text Analysis	
	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Unit Introduction • Grendel, The Coming of Beowulf, The Battle • Grendel’s Mother, The Battle with Grendel’s Mother • Lyric Poetry: The Exeter Book

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
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.	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Middle Ages: Unit Introduction • The Canterbury Tales: "The Pardoner's Tale" • Writing Workshop: Allegory (First Draft)
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • The Renaissance: 1485–1660: Unit Introduction • Sonnets: Wyatt and Spenser • Sonnets: Shakespeare • Metaphysical Poetry: Donne • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 1: Unit Introduction • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	<ul style="list-style-type: none"> • Unit Introduction
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • Unit Introduction: A New Era • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence • Writing Workshop: Literary Analysis Final Draft

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Key Ideas and Details Literary Elements		
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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Unit Introduction • Grendel, The Coming of Beowulf, The Battle • The Battle with the Dragon, The Death of Beowulf
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Canterbury Tales: "The Prologue" (2) • The Canterbury Tales: "The Prologue" (4) • The Canterbury Tales: "The Pardoner's Tale" • The Canterbury Tales: "The Wife of Bath's Tale"
	Macbeth	<ul style="list-style-type: none"> • History and Heroes; Witches and Warriors • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • The Renaissance: 1485–1660: Unit Introduction • Epigrams and Songs: Jonson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 1: Unit Introduction
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Dialect: Robert Burns
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	<ul style="list-style-type: none"> • Unit Introduction
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • Unit Introduction: A New Era • James Joyce • Doris Lessing • Anita Desai • Writing/Language Focus: Unity and Coherence
	Craft and Structure Point of View	
	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Canterbury Tales: The Prologue (4)
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes III-V • Act II, Scenes I-II • Act V, Scenes I-VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Sonnets: Shakespear • Epigrams and Songs: Johnson

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit 1: Introduction
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (4) • Frankenstein (7)
	The Victorian Age (1832-1901)	<ul style="list-style-type: none"> • Arnold • Hardy
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • William Butler Yeats • Virginia Woolf • T.S. Eliot • George Orwell • Anita Desai
Craft and Structure Text Structure		
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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Middle Ages: Unit Introduction • The Canterbury Tales: The Prologue (2) • The Canterbury Tales: The Prologue (3) • The Canterbury Tales: The Prologue (4) • The Canterbury Tales: The Wife of Bath's Tale • Writing Workshop: Allegory (First Draft) • Writing/Language Focus: Style and Voice
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes III-V • Act I, Scenes VI-VII • Act II, Scenes I-II • Act II, Scenes III-IV • Act III, Scenes I-III • Act III, Scenes IV-VI • Act III, Scenes I-III • Act V, Scens I-VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • The Renaissance: 1485-1660: Unit Introduction • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlow and Raleigh • Sonnets: Shakespear • Metaphysical Poetry: Donne • Epigrams and Songs: Johnson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 1: Unit Introduction • Lesson 3: Satire in Poetry: Pope • Lesson 4: The Satirical Essay: Swift • Lesson 5: The Elegy: Gray
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Dialect: Robert Burns • Romantic Poetry: Blake • Lyric Poetry: Wordsworth • Keats

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	<ul style="list-style-type: none"> • Tennyson • Robert and Elizabeth Browning • Hopkins • Arnold
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • William Butler Yeats • T.S. Eliot • Dylan Thomas • Graham Green • Owen, Brooke, Sasson • George Orwell • Stevie Smith • Doris Lessing • Writing/Language Focus: Unity and Coherence
Craft and Structure Vocabulary		
CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book • Language Focus: Style and Focus 449-1066
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Canterbury Tales: The Prologue (2) • The Canterbury Tales: The Prologue (3) • The Canterbury Tales: The Prologue (4) • The Canterbury Tales: The Wife of Bath's Tale • Writing Workshop: Allegory (First Draft) • Writing/Language Focus: Style and Voice
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes I-II • Act I, Scenes III-V • Act I, Scenes VI-VII • Act II, Scenes I-II • Act II, Scenes III-IV • Act III, Scenes I-III • Act III, Scenes IV-VI • Act IV, Scenes I-III • Acts V, Scenes I-VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • The Renaissance: 1485-1660: Unit Introduction • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlow and Raleigh • Sonnets: Shakespear • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 4: The Satirical Essay: Swift • Lesson 6: Writing Workshop: Creative Writing

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	Unit Name	Lesson Name
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Dialect: Robert Burns • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • Virginia Wolfe • Graham Greene • Owen, Brooke, Sasson • George Orwell • Doris Lessing • Writing/Language Focus: Unity and Coherence
Integration of Knowledge and Ideas Sources of Information		
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.)	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Sonnets: Wyatt and Spenser • Sonnets: Shakespeare
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Romantic Poetry: Blake
Integration of Knowledge and Ideas		
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.	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Romantic Poetry: Blake
Vocabulary Acquisition and Use		
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.	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Canterbury Tales: "The Wife of Bath's Tale"
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III
Vocabulary Acquisition and Use		
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 careerreadiness level; demonstrate independence in	The Anglo-Saxon Period: 449–1066	<ul style="list-style-type: none"> • Language Focus: Style and Voice 449 - 1066
	Writing a Research Paper	<ul style="list-style-type: none"> • Revising at the Sentence Level
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Shelley
Range of Reading		

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
<p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Unit Introduction • Grendel, The Coming of Beowulf, The Battle • Grendel’s Mother, The Battle with Grendel’s Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Middle Ages: Unit Introduction • The Canterbury Tales: "The Prologue" (2) • The Canterbury Tales: "The Prologue" (3) • The Canterbury Tales: "The Prologue" (4) • The Canterbury Tales: "The Pardoner’s Tale" • The Canterbury Tales: "The Wife of Bath’s Tale" • Medieval Romance: Sir Gawain and the Green Knight • Writing/Language Focus: Style and Voice
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlowe and Raleigh • Sonnets: Shakespeare • Metaphysical Poetry: Donne • Epigrams and Songs: Jonson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 1: Unit Introduction • Lesson 2: Diaries: Pepys • Lesson 3: Satire in Poetry: Pope • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	<ul style="list-style-type: none"> • Unit Introduction • Dialect: Robert Burns • Romantic Poetry: Blake • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge • Byron • Keats
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
	The Victorian Age (1832-1901)	<ul style="list-style-type: none"> • Unit Introduction • Tennyson • Robert and Elizabeth Browning • Hopkins • Arnold • Hardy
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • Unit Introduction: A New Era • William Butler Yeats • James Joyce • T. S. Eliot • Dylan Thomas • Graham Greene • Owen, Brooke, Sassoon • George Orwell • Stevie Smith • Doris Lessing • Anita Desai
1.4 Writing		
Informative/ Explanatory		
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Writing a Research Paper	<ul style="list-style-type: none"> • Drafting the Introduction and Refining the Thesis • Drafting the Body and Conclusion • Editing, Proofreading and Publishing
Informative/Explanatory Focus		
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	Writing a Research Paper	<ul style="list-style-type: none"> • Writing a Research Paper • Gathering Information • Taking Notes • Organizing Information • Drafting the Introduction and Refining the Thesis
Informative/Explanatory Content		
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.	Writing a Research Paper	<ul style="list-style-type: none"> • Writing a Research Paper • Gathering Information • Taking Notes • Organizing Information • Drafting the Introduction and Refining the Thesis
Informative/Explanatory Organization		
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 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.	Writing a Research Paper	<ul style="list-style-type: none"> • Organizing Information
Informative/Explanatory Style		
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.		
<ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	This standard is fully met in English 11.	
<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	The Renaissance	<ul style="list-style-type: none"> • Writing/Language Focus: Style and Voice • Writing Workshop: Expository Writing (Final Draft)

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Informative/Explanatory Conventions of Language		
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Writing Workshop: Expository Writing (First Draft) • Writing Workshop: Expository Writing (Final Draft)
	Writing a Research Paper	<ul style="list-style-type: none"> • Editing, Proofreading, and Publishing
Opinion/Argumentative		
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	The Modern Era (1901–Present)	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
Opinion/Argumentative Focus		
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.		
<ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. 	The Modern Era (1901–Present)	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
Opinion/Argumentative Content		
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.	The Modern Era (1901–Present)	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence This standard is partially met in this course. It is fully met in English 11.
Opinion/Argumentative Organization		
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.	The Modern Era (1901–Present)	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence This standard is partially met in this course. It is fully met in English 11.
Opinion/Argumentative Style		
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.		
<ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	The Modern Era (1901–Present)	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Writing/Language Focus: Style and Voice • Writing Workshop: Expository Writing (Final Draft)

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative Conventions of Language		
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The Modern Era (1901–Present)	<ul style="list-style-type: none"> • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
Narrative		
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
Narrative Focus		
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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
Narrative Content		
CC.1.4.11–12.O 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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
Narrative Organization		
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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
Narrative Style		
CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.		
<ul style="list-style-type: none"> • Use parallel structure. 	Incorporate and assign an activity to write with an awareness of the stylistic aspects of writing using parallel structure.	
<ul style="list-style-type: none"> • Use various types of phrases and clauses to convey specific meanings and add variety and interest. 	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Language Focus: Style and Focus 449-1066
<ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
Narrative Conventions of Language		
CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The Middle Ages: 1066–1485	<ul style="list-style-type: none"> • The Canterbury Tales: "The Pardoner's Tale"
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Response to Literature		
<p>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.</p>	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Unit Introduction • Grendel, The Coming of Beowulf, The Battle • Grendel’s Mother, The Battle with Grendel’s Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066–1485	<ul style="list-style-type: none"> • The Middle Ages: Unit Introduction • The Canterbury Tales: "The Prologue" (1) • The Canterbury Tales: "The Prologue" (2) • The Canterbury Tales: "The Prologue" (3) • The Canterbury Tales: "The Pardoner’s Tale" • The Canterbury Tales: "The Wife of Bath’s Tale" • Medieval Romance: Sir Gawain and the Green Knight
	Macbeth	<ul style="list-style-type: none"> • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • The Renaissance: 1485–1660: Unit Introduction • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlowe and Raleigh • Sonnets: Shakespeare • Metaphysical Poetry: Donne • Epigrams and Songs: Jonson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	<ul style="list-style-type: none"> • Lesson 1: Unit Introduction • Lesson 2: Diaries: Pepys • Lesson 3: Satire in Poetry: Pope • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798–1832)	<ul style="list-style-type: none"> • Unit Introduction • Dialect: Robert Burns • Romantic Poetry: Blake • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge • Byron • Shelley • Keats

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832–1901)	<ul style="list-style-type: none"> • Unit Introduction • Tennyson • Robert and Elizabeth Browning • Hopkins • Arnold • Hardy
	The Modern Era (1901-Present)	<ul style="list-style-type: none"> • Unit Introduction: A New Era • William Butler Yeats • James Joyce • Virginia Woolf • T. S. Eliot • Dylan Thomas • Graham Greene • Owen, Brooke, Sassoon • George Orwell • Stevie Smith • Doris Lessing • Anita Desai
Production and Distribution of Writing Writing Process		
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.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Grendel, The Coming of Beowulf, The Battle • Grendel’s Mother, The Battle with Grendel’s Mother • The Battle with the Dragon, The Death of Beowulf • Language Focus: Style and Voice 449 - 1066 • Writing Workshop: Description (Final Draft)
	The Middle Ages: 1066-1485	<ul style="list-style-type: none"> • The Canterbury Tales: "The Wife of Bath’s Tale" • Medieval Romance: Sir Gawain and the Green Knight
	Macbeth	<ul style="list-style-type: none"> • Act II, Scenes III–IV • The Art of Persuasion
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Writing Workshop: Expository Writing (First Draft) • Writing/Language Focus: Style and Voice • Writing Workshop: Expository Writing (Final Draft)
	Writing a Research Paper	<ul style="list-style-type: none"> • Writing a Research Paper • Taking Notes • Organizing a Paper • Drafting the Introduction and Refining the Thesis • Drafting the Body and Conclusion • Revising for Clarity, Coherence, and Unity • Revising at the Sentence Level • Editing, Proofreading, and Publishing

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
	The Restoration and the Enlightenment: 1660-1798	• Lesson 9: Writing Workshop: Creative Writing
	The Modern Era (1901-Present)	• James Joyce • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence • Writing Workshop: Literary Analysis Final Draft
Technology and Publication		
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.	Writing a Research Paper	• Gathering Information
Conducting Research		
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.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Organizing a Paper • Drafting the Introduction and Refining the Thesis • Drafting the Body and Conclusion • Revising for Clarity, Coherence, and Unity
Credibility, Reliability, and Validity of Sources		
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.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Organizing a Paper • Citations and Works Cited Page • Editing, Proofreading, and Publishing
Range of Writing		
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.	The Anglo-Saxon Period: 449-1066	• Unit Introduction • Writing Workshop: Description (First Draft)
	The Middle Ages: 1066-1485	• Medieval Romance: Sir Gawain and the Green Knight
	Macbeth	• Act IV, Scenes I–III
	Writing a Research Paper	• Writing a Research Paper • Editing, Proofreading, and Publishing
	The Restoration and the Enlightenment: 1660-1798	• Lesson 6: Writing Workshop: Creative Writing • Lesson 9: Writing Workshop: Creative Writing
	The Modern Era (1901-Present)	• Writing Workshop: Literary Analysis Final Draft
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
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	Frankenstein	• Frankenstein (7) This standard is partially met in this course. It is fully met in English 11.

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Comprehension and Collaboration Critical Listening		
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.	Macbeth	<ul style="list-style-type: none"> • History and Heroes; Witches and Warriors • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII
	The Renaissance: 1485-1660	<ul style="list-style-type: none"> • Sonnets: Shakespeare
	Frankenstein	<ul style="list-style-type: none"> • Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4)
Comprehension and Collaboration Evaluating Information		
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.	Writing a Research Paper	<ul style="list-style-type: none"> • Writing a Research Paper • Gathering Information
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
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.	Writing a Research Paper	<ul style="list-style-type: none"> • Editing, Proofreading, and Publishing
Presentation of Knowledge and Ideas Context		
CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.	The Anglo-Saxon Period: 449-1066	<ul style="list-style-type: none"> • Unit Introduction
	Writing a Research Paper	<ul style="list-style-type: none"> • Revising at the Sentence Level
Integration of Knowledge and Ideas Multimedia		
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.	Writing a Research Paper	<ul style="list-style-type: none"> • Writing a Research Paper • Gathering Information • Organizing a Paper • Citations and Works Cited Page
Conventions of Standard English		
CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Incorporate and assign an activity to demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	

APPENDIX A CURRICULUM

A.5 ALIGNMENT DOCUMENTS

b. MATHEMATICS K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Mathematics core class for students in Kindergarten through Grade 12.

- Math K
- Math 1
- Math 2
- Math 3
- Math 4
- Math 5
- Math 6
- Math 7
- Algebra Readiness (Pre-Algebra)
- Algebra 1
- Algebra 2
- Geometry

Math K

Pennsylvania Core Standards Mathematics: Kindergarten	Math K A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
CC.2.1.K.A.1 Know number names and write and recite the count sequence.	One to Five	5, 6, 7, 8, 9
	Comparing and Ordering 0 to 5	5, 8, 9
	Six to Ten	1, 2, 3, 4, 6, 7, 8, 9
	Comparing and Ordering Numbers 0 to 10	1, 10
	Numbers to 100	1, 3, 5
	Decomposing Numbers 11 to 19	1
CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.	One to Five	5, 6, 7, 8
	Comparing and Ordering 0 to 5	8, 9
	Six to Ten	1, 2, 3, 4, 6, 7, 8
	Comparing and Ordering Numbers 0 to 10	9, 10
	Numbers to 100	1, 3, 5
	Decomposing Numbers 11 to 19	1
CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	One to Five	5, 6, 8, 9
	Comparing and Ordering 0 to 5	2, 3, 4, 8, 9, 10
	Six to Ten	1, 3, 6, 9
	Comparing and Ordering Numbers 0 to 10	1, 2, 3, 4, 5, 7, 8, 9, 10, 11
	Numbers to 100	1, 2
	Understanding Subtraction	3
	Composing and Decomposing Numbers to 10	10
(B) Numbers & Operations in Base Ten		
CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	Understanding Addition	2, 3, 6, 8
	Understanding Subtraction	2, 3, 6, 8
	Composing and Decomposing Numbers to 10	1, 2, 3, 4, 6, 7, 8, 9
	Composing Numbers 11 to 19	5
	Decomposing Numbers 11 to 19	6
(C) Numbers & Operations— Fractions		
Intentionally Blank		
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.	Comparing and Ordering Numbers 0 to 10	4, 5, 7, 8, 9, 10
	Understanding Addition	1, 2, 3, 4, 6, 7, 8
	Understanding Subtraction	1, 2, 4, 6, 7, 8
	Composing and Decomposing Numbers to 10	2, 4, 7, 9, 10
2.3 Geometry		
(A) Geometry		
CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	Identifying and Describing Shapes	1, 2, 3, 4, 5, 7, 8, 10
	Geometry	2, 3, 6, 7
CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	Identifying and Describing Shapes	1, 2, 4, 7, 8, 9
	Geometry	2, 3, 5, 6, 7, 9

Pennsylvania Core Standards Mathematics: Kindergarten	Math K A/B	
	Unit Name	Lesson Number
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.	Measurement	1, 2, 3, 6, 7, 8, 9
	Identifying and Describing Shapes	10
	One to Five	5, 6, 7, 8
	Comparing and Ordering 0 to 5	8, 9
	Six to Ten	1, 2, 3, 4, 6, 7, 8
CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	Numbers to 100	1, 3, 5
	Decomposing Numbers 11 to 19	1
	Measurement	1
	Identifying and Describing Shapes	7, 10
	Geometry	7

Math 1

Pennsylvania Core Standards Mathematics: Grade 1	Math 1 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	Addition Facts to 20: Use Strategies	1, 2
	Subtraction Facts to 20: Use Strategies	3
	Extend the Counting Sequence	2, 3, 4, 5
	Understand Place Value	1
	Compare Two-Digit Numbers	1, 2
CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.	Addition and Subtraction Problems to 10	2, 5
	Work With Addition and Subtraction Equations	6
	Understand Place Value	1, 2, 3, 4, 5
	Compare Two-Digit Numbers	1, 2, 3, 4, 5
	Use Models and Strategies to Add Tens and Ones	5, 6, 7, 8
	Use Models to Subtract Tens	1, 2, 4, 5, 6, 7
CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.	Use Models and Strategies to Add Tens and Ones	1, 2, 4, 5, 6, 7, 8, 9
	Use Models to Subtract Tens	1, 2, 3, 4, 5, 6
(C) Numbers & Operations— Fractions		
Intentionally Blank		
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	Addition and Subtraction Problems to 10	1, 2, 3, 4, 5, 6, 7, 8
	Fluently Add and Subtract within 10	1, 2, 3, 4, 5, 6, 7, 8, 9
CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	Addition and Subtraction Problems to 10	1, 2, 4, 5, 6, 7, 8
	Fluently Add and Subtract within 10	1, 3, 4, 5, 6, 7, 8, 9
	Addition Facts to 20: Use Strategies	1, 2, 3, 4, 5, 6, 7, 8
	Subtraction Facts to 20: Use Strategies	1, 2, 3, 4, 5, 6, 7, 8
2.3 Geometry		
(A) Geometry		
CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.	Reason with Shapes and Their Attributes	1, 2, 3, 4, 5, 6, 7, 8
CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.	Equal Shares of Circles and Rectangles	1, 2, 3, 4
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.	Measure Lengths	3, 4
CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.	Time	3
CC.2.4.1.A.4 Represent and interpret data using tables/charts	Represent and Interpret Data	1, 2, 3, 4

Math 2

Pennsylvania Core Standards Mathematics: Grade 2	Math 2 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	Numbers to 1,000	1, 2, 3, 4, 5, 6, 8, 9, 10
	Add using Models and Strategies	1, 5, 6, 7
	Subtract using Models and Strategies	1, 5, 6, 7
CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.	Numbers to 1,000	1, 2, 4, 5, 6, 7
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	Add within 100 Using Strategies	1, 2, 3, 4, 5, 7
	Fluently Add within 100	1, 2, 3, 4, 6
	Subtract within 100 Using Strategies	1, 2, 3, 4, 5, 6, 7
	Fluently Subtract within 100	1, 2, 3, 4, 5, 6
	Solving with Addition and Subtraction	1, 2, 3, 4
	Add using Models and Strategies	1, 2, 3, 4, 5, 6, 7
	Subtract using Models and Strategies	1, 2, 3, 4, 5, 6, 7
(C) Numbers & Operations— Fractions		
Intentionally Blank		
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	Add within 100 Using Strategies	1, 2, 3, 4, 5, 7
	Fluently Add within 100	1, 2, 3, 4, 6
	Subtract within 100 Using Strategies	1, 2, 3, 4, 5, 6, 7
	Fluently Subtract within 100	1, 2, 3, 4, 5, 6
	Solving with Addition and Subtraction	1, 2, 3, 4
	Add using Models and Strategies	1, 2, 3, 4, 5, 6, 7
	Subtract using Models and Strategies	1, 2, 3, 4, 5, 6, 7
CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.	Fluently Add and Subtract within 20	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Work with Equal Groups	2, 3
CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	Work with Equal Groups	3
2.3 Geometry		
(A) Geometry		
CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	Shapes and Their Attributes	3, 4
CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	Shapes and Their Attributes	6, 7, 8
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
	Measuring Length	1, 2, 3, 4, 5, 6, 7, 8

Pennsylvania Core Standards Mathematics: Grade 2	Math 2 A/B	
	Unit Name	Lesson Number
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	More Addition, Subtraction, and Length	1, 2, 4
	Graphs and Data	1
CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.	Work with Time and Money	3
CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.	Work with Time and Money	1, 2, 6
CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	Graphs and Data	1, 2, 3, 4, 5
	Measuring Length	7, 8
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	More Addition, Subtraction, and Length	1, 2, 3

Math 3

Pennsylvania Core Standards Mathematics: Grade 3	Math 3 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Strategies to Add and Subtract Fluently Add and Subtract within 1,000	1, 2, 4, 7 1, 2, 3, 4, 5, 6
(C) Numbers & Operations— Fractions		
CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Understand Fractions as Numbers Fraction Equivalence and Comparison	1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6, 7, 8
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	Whole Number Multiplication and Division Multiplication Facts: Use Patterns Apply Properties of Multiplication Division Facts: Use Multiplication Fluently Multiply and Divide Within 100 Multiply by Multiples of 10	1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6, 7, 8, 9 1, 2, 3, 4, 5, 6, 7 1, 2, 3
CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.	Whole Number Multiplication and Division Division Facts: Use Multiplication Fluently Multiply and Divide Within 100	1 1, 2, 3, 4, 5, 7, 8, 9 2, 3, 5, 6, 7
CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Whole Number Multiplication and Division Multiplication Facts: Use Patterns Apply Properties of Multiplication Division Facts: Use Multiplication Fluently Multiply and Divide Within 100 Multiply by Multiples of 10	1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6, 7, 8, 9 1, 2, 3, 4, 5, 6, 7 1, 2, 3
CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Whole Number Multiplication and Division Multiplication Facts: Use Patterns Apply Properties of Multiplication Division Facts: Use Multiplication Fluently Multiply and Divide Within 100 Multiply by Multiples of 10 Strategies to Add and Subtract Fluently Add and Subtract within 1,000 Solve Problems with Whole Numbers	1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6, 7, 8, 9 1, 2, 3, 4, 5, 6, 7 1, 2, 3 1, 2, 4, 5, 6 1, 2, 3, 4, 5, 6 1, 2, 3, 4
2.3 Geometry		
(A) Geometry		

Pennsylvania Core Standards Mathematics: Grade 3	Math 3 A/B	
	Unit Name	Lesson Number
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Attributes of Two-Dimensional Shapes	1, 2, 3, 4
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.	Understand Fractions as Numbers Fraction Equivalence and Comparison	1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6, 7, 8
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.	Represent and Interpret Data Time, Mass, Capacity	1 4, 5, 6, 7, 8
CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	Time, Mass, Capacity	1, 2, 3, 8
CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	Solve Problems with Whole Numbers Represent and Interpret Data	1, 2, 3, 4 6
CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	Represent and Interpret Data	1, 2, 3, 4, 5
CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.	Whole Number Multiplication and Division Multiplication Facts: Use Patterns Apply Properties of Multiplication Division Facts: Use Multiplication Connect Area to Multiplication and Addition	1, 3 5, 6 2, 3, 4, 5, 6 1, 2, 3, 4, 9 4, 5, 6, 7
CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.	Solve Perimeter Problems	1, 2, 3, 4, 5

Math 4

Pennsylvania Core Standards Mathematics: Grade 4	Math 4 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.	Generalize Place Value Understanding	1, 2, 3, 4, 5
	Fluently Add and Subtract Multi-Digit Numbers	1, 4
	Multiply by 1-Digit Numbers	1, 4, 6, 7, 8, 9
	Multiply by 2-Digit Numbers	5, 7, 8
	Divide by 1-Digit Numbers	1, 3, 5, 7, 9
CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.	Understand and Compare Decimals	2, 5
	Fluently Add and Subtract Multi-Digit Numbers	1, 3, 4, 5, 6
	Multiply by 1-Digit Numbers	1
(C) Numbers & Operations— Fractions	Multiply by 2-Digit Numbers	1, 3, 4, 5, 6, 7, 8, 9, 10
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Fraction Equivalence and Ordering	1, 2, 3, 4, 5, 6
	Addition and Subtraction of Fractions	7, 8
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Addition and Subtraction of Fractions	2, 9, 10
	Multiplication Concepts with Fractions	1
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g, 19/100).	Understand and Compare Decimals	1, 3
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Fluently Add and Subtract Multi-Digit Numbers	1, 3, 4, 5, 6
	Multiply by 1-Digit Numbers	1, 2, 3, 4, 6, 7, 8, 9
	Multiply by 2-Digit Numbers	1, 3, 4, 5, 6, 7, 8, 9
	Divide by 1-Digit Numbers	1, 2, 3, 4, 5, 6, 7, 8, 9
	Solve Problems with Whole Numbers	1, 2, 3, 4
	Factors and Multiples	2, 4, 5
CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	Angles and Angle Measurement	5
	Factors and Multiples	1, 2, 3, 4, 5
CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Algebra: Generate and Analyze Patterns	2, 4
2.3 Geometry		
(A) Geometry		
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.	Angles and Angle Measurement	4, 5
CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	Lines, Angles, and Shapes	2, 3, 6
CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Lines, Angles, and Shapes	4, 5

Pennsylvania Core Standards Mathematics: Grade 4	Math 4 A/B	
	Unit Name	Lesson Number
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Find Equivalence in Units of Measure	1, 2, 3, 4, 5
CC.2.4.4.A.2 Translate information from one type of data display to another.	Show and Interpret Data on Line Plots	3: Extend the lesson to translate information from one data display to another.
CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Show and Interpret Data on Line Plots	1, 2, 3, 4
CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Angles and Angle Measurement	2, 3, 4, 5, 6

Math 5

Pennsylvania Core Standards Mathematics: Grade 5	Math 5 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
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.	Understand Place Value	1, 2, 3, 4, 5, 6, 7
	Add and Subtract Decimals to Hundredths	2
	Multiply Multi-Digit Whole Numbers	2, 4
	Strategies to Multiply Decimals	1, 2, 3, 7, 8, 9
	Strategies to Divide Whole Numbers	1, 2, 3
CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	Strategies to Divide Decimals	1, 2, 3, 4, 5, 6
	Add and Subtract Decimals to Hundredths	1, 3, 4, 5, 6
	Strategies to Multiply Decimals	1, 2, 3, 4, 5, 6, 7, 8
	Strategies to Divide Decimals	1, 2, 3, 4, 5, 6, 7
(C) Numbers & Operations— Fractions		
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.	Add and Subtract Fractions	3, 4, 5, 7, 8, 9, 10
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Multiply Fractions	1, 2, 3, 4, 6, 7
	Divide Fractions	2, 3, 4, 5, 6, 7, 8
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.	Algebra: Numerical Expressions	1, 2, 5
CC.2.2.5.A.4 Analyze patterns and relationships using two rules.	Understand Place Value	7
	Multiply Multi-Digit Whole Numbers	1
	Strategies to Multiply Decimals	1
	Strategies to Divide Whole Numbers	1, 2
	Strategies to Divide Decimals	1, 6
	Graph Points on the Coordinate Plane	3, 4
	Algebra: Patterns and Relationships	1, 2, 3, 4
2.3 Geometry		
(A) Geometry		
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.	Graph Points on the Coordinate Plane	1, 2, 3, 4
	Algebra: Patterns and Relationships	3, 4
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.	Classify Two-Dimensional Figures	1, 2, 3, 4
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.	Convert Measurements	1, 2, 3, 4, 5, 6, 7, 8

Pennsylvania Core Standards Mathematics: Grade 5	Math 5 A/B	
	Unit Name	Lesson Number
CC.2.4.5.A.2 Represent and interpret data using appropriate scale.	Represent and Interpret Data	1, 2, 3: Extend lesson 3 to 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.	Represent and Interpret Data	1, 2, 3, 4
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Understand Volume Concepts	1, 2, 3, 4, 5, 6

Math 6

Pennsylvania Core Standards (2014) Mathematics: Grade 6	Math 6 A/B	
	Unit Name	Lesson Name
2.1. Numbers and Operations		
(D) Ratios & Proportional Relationships		
CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.	Ratios, Proportions, and Percents	<ul style="list-style-type: none"> • Ratios and Equivalent Ratios • Understanding and Using Unit Rates • Proportions • Scale Drawings • Putting It All Together: Ratios, Rates, Proportions
(E) The Number System		
CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Multiplying and Dividing Fractions	<ul style="list-style-type: none"> • Multiplying a Whole Number and a Fraction • Multiplying Two or More Fractions • Multiplication with Mixed Numbers • Multiplication of Fractions Review • Division with Fractions • Division with Mixed Numbers • Solving Equations with Fractions
CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Whole Numbers and Decimals	<ul style="list-style-type: none"> • Order of Operations in Numerical Expressions • Problem Solving: The Four-Step Plan
	Patterns and Variables	<ul style="list-style-type: none"> • Algebraic Expressions • What Are Equations? • Problem Solving and Equations
CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples.	Number Theory and Fractions	<ul style="list-style-type: none"> • Divisibility and Mental Math • Prime Time • Greatest Common Factor • Multiples
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.	Whole Numbers and Decimals	<ul style="list-style-type: none"> • Identifying the Value of Whole Numbers • Whole Number Estimation • Identifying the Value of Decimals • Comparing and Ordering Decimals
	Number Theory and Fractions	<ul style="list-style-type: none"> • Equivalent Fractions • Fractions Greater Than 1 • Comparing and Ordering Fractions • Fractions and Decimals
	Ratios, Proportions, and Percents	<ul style="list-style-type: none"> • Writing Percents, Fractions, and Decimals • What Is the Percent of that Number? • Using Percents in Everyday Life
	Integers	<ul style="list-style-type: none"> • What Is an Integer? • Comparing and Ordering Integers

Pennsylvania Core Standards (2014) Mathematics: Grade 6	Math 6 A/B	
	Unit Name	Lesson Name
2.2 Algebraic Concepts		
(B) Expressions and Equations		
CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.	Whole Numbers and Decimals	<ul style="list-style-type: none"> • Computing with Whole Numbers • Properties of Addition and Multiplication • Order of Operations in Numerical Expressions • Decimal Addition and Subtraction • Decimal Multiplication • Multiplying and Dividing Decimals by Powers of Ten • Decimal Division
	Patterns and Variables	<ul style="list-style-type: none"> • Patterns, Rules, and Numerical Expressions • What Is an Exponent? • Scientific Notation • Algebraic Expressions • From Words to Algebraic Expressions
	Number Theory and Fractions	<ul style="list-style-type: none"> • Writing Expressions that Are Equivalent
	Adding and Subtracting Fractions	<ul style="list-style-type: none"> • Estimating Fractions/Mixed Numbers • Add and Subtract Fractions with Like Denominators • Addition of Fractions with Unlike Denominators • Subtraction of Fractions with Unlike Denominators • Addition with Mixed Numbers • Subtraction with Mixed Numbers • Solving Equations with Fractions • Elapsed Time
	Integers	<ul style="list-style-type: none"> • Addition of Integers • Subtraction of Integers • Multiplication of Integers • Division of Integers • Applications of Integers
	Graphing, Equations, and Inequalities	<ul style="list-style-type: none"> • Finding Distances on the Coordinate Plane
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.	Patterns and Variables	<ul style="list-style-type: none"> • What Are Equations? • Equations with Addition • Equations with Subtraction • Equations with Multiplication and Division • Distributive Property • Problem Solving and Equations
	Integers	<ul style="list-style-type: none"> • Solving Equations with Integers
	Graphing, Equations, and Inequalities	<ul style="list-style-type: none"> • Solving Equations with Two Steps • Writing and Graphing Inequalities • Solving One-Step Inequalities
CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.	Graphing, Equations, and Inequalities	<ul style="list-style-type: none"> • Independent and Dependent Variables
(C) Functions		
Intentionally Blank		

Pennsylvania Core Standards (2014) Mathematics: Grade 6	Math 6 A/B	
	Unit Name	Lesson Name
2.3 Geometry		
A) Geometry		
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Geometry and Measurement	<ul style="list-style-type: none"> • Areas of Parallelograms, Trapezoids, and Triangles • Finding the Area of Composite Figures • Area of a Circle • Prisms and Surface Area • Rectangular Prisms and Volume
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	Data and Graphs	<ul style="list-style-type: none"> • Mean and Outliers • Median and Mode • Tables and Plots • Bar Graphs and Line Graphs • Histograms • Shape and Variability of Data • Stem-and-Leaf Plots • Misleading Graphs and Statistics • Statistical Questions

Math 7

Pennsylvania Core Standards (2014) Mathematics: Grade 7	Math 7 A/B	
	Unit Name	Lesson Name
2.1. Numbers and Operations		
(D) Ratios & Proportional Relationships		
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Ratios, Rates, and Proportions	<ul style="list-style-type: none"> • Ratios • Unit Rates and Proportional Reasoning • Unit Rates and Ratios of Fractions • Using Conversion Factors • Proportions • Solving Proportions • Similar Figures • Maps and Scale Drawings
(E) The Number System		
CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Decimals and Integers	<ul style="list-style-type: none"> • Adding and Subtracting Decimals • Multiplying Decimals • Dividing Decimals • Comparing and Ordering Integers • Adding Integers • Subtracting Integers • Multiplying and Dividing Integers • Mean, Median, Mode, and Range • Box-and-Whisker Plots
	Exponents, Factors, and Fractions	<ul style="list-style-type: none"> • Exponents and Order of Operations • Divisibility Tests • Prime Factorization • Simplifying Fractions • Comparing and Ordering Fractions • Mixed Numbers and Improper Fractions • Fractions and Decimals • Rational Numbers • Scientific Notation
	Operations with Fractions and Rational Numbers	<ul style="list-style-type: none"> • Estimating With Fractions and Mixed Numbers • Adding and Subtracting Fractions • Adding and Subtracting Mixed Numbers • Adding and Subtracting Rational Numbers • Multiplying Fractions and Mixed Numbers • Multiplication of Rational Numbers • Dividing Fractions and Mixed Numbers • Division of Rational Numbers • Changing Units in the Customary System • Changing Units in the Metric System
2.2 Algebraic Concepts		
(B) Expressions and Equations		
CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.	Equations and Inequalities	<ul style="list-style-type: none"> • Simplifying Expressions
Intentionally Blank		
	Decimals and Integers	<ul style="list-style-type: none"> • Mean, Median, Mode, and Range • Box-and-Whisker Plots

Pennsylvania Core Standards (2014) Mathematics: Grade 7	Math 7 A/B	
	Unit Name	Lesson Name
CC.2.2.7.B.3 Model and solve realworld and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Graphing in the Coordinate Plane	<ul style="list-style-type: none"> • Graphing Points in Four Quadrants • Graphing Linear Equations • Finding the Slope of a Line • Graphs and Proportional Relationships • Constant of Proportionality • Graphing Nonlinear Relationships • Translations • Line Symmetry and Reflections • Exploring Tessellations • Rotational Symmetry and Rotations
	Equations and Inequalities	<ul style="list-style-type: none"> • Using Number Sense to Solve Equations • Solving One-Step Equations by Adding/Subtracting • Solving One-Step Equations by Multiplying/Dividing • Exploring Two-Step Problems • Solving Two-Step Equations • Solving Equations of the Form $p(x + q) = r$ • Graphing and Writing Inequalities • Solving Inequalities by Adding and Subtracting • Solving Inequalities by Multiplying or Dividing • Solving Two-Step Inequalities
	Percents	<ul style="list-style-type: none"> • Understanding Percents • Percents, Fractions, and Decimals • Percents Greater Than 100% or Less than 1% • Finding a Percent of a Number • Solving Percent Problems Using Proportions • Solving Percent Problems Using Equations • Applications of Percent • Finding Percent of Change
(C) Functions		
Intentionally Blank		
2.3 Geometry		
A) Geometry		
CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	Geometry	<ul style="list-style-type: none"> • Identifying and Classifying Angles: 1 • Identifying and Classifying Angles: 2 • Classifying Triangles • Classifying Quadrilaterals • Congruent Figures
	Measurement	<ul style="list-style-type: none"> • Area and Perimeter of Parallelograms • Area and Perimeter of Triangles • Area of Trapezoids and Other Figures • Circumference and Area of a Circle • Surface Area of Prisms and Cylinders • Volume of Prisms and Cylinders

Pennsylvania Core Standards (2014) Mathematics: Grade 7	Math 7 A/B	
	Unit Name	Lesson Name
<p>CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.</p>	Geometry	<ul style="list-style-type: none"> • Lines and Planes • Identifying and Classifying Angles: 1 • Identifying and Classifying Angles: 2 • Classifying Triangles • Drawing Triangles • Classifying Polygons • Classifying Quadrilaterals • Congruent Figures • Circles
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
<p>CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts.</p>	Displaying and Analyzing Data	<ul style="list-style-type: none"> • Reporting Frequency • Stem-and-Leaf Plots • Choosing the Best Data Display • Data Variability • Random Samples and Surveys • Estimating Population Size • Using Data to Persuade • Exploring Scatter Plots
<p>CC.2.4.7.B.2 Draw informal comparative inferences about two populations.</p>	Displaying and Analyzing Data	<ul style="list-style-type: none"> • Stem-and-Leaf Plots • Data Variability • Using Data to Persuade
<p>CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.</p>	Using Probability	<ul style="list-style-type: none"> • Probability • Experimental Probability • Sample Spaces • Compound Events • Simulating Compound Events • Permutations • Combinations

Algebra Readiness (Pre-Algebra)

Pennsylvania Core Standards (2014) Mathematics: Grade 8	Algebra Readiness (Pre-Algebra) A/B	
	Unit Name	Lesson Name
2.1. Numbers and Operations		
(D) Ratios & Proportional Relationships		
Intentionally Blank		
(E) The Number System		
CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties.	Rational Numbers Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> Rational and Irrational Numbers Real Numbers
Intentionally Blank		
Intentionally Blank		
CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers.	Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> Estimating Irrationals
2.2 Algebraic Concepts		
(B) Expressions and Equations		
CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.	Integers and Algebraic Expressions	<ul style="list-style-type: none"> Order of Operations
	Rational Numbers	<ul style="list-style-type: none"> Exponent Basics Properties of Exponents Scientific Notation Basics Scientific Notation Comparison Operations and Applications of Scientific Notation
	Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> Squares and Square Roots Real Numbers Estimating Irrationals Roots as Solutions to Equations, Cube Roots Pythagorean Theorem Converse of Pythagorean Theorem Coordinate Plane
	Equations and Inequalities	<ul style="list-style-type: none"> Simplifying Algebraic Expressions
	Polynomials and Properties of Exponents	<ul style="list-style-type: none"> Polynomials Adding and Subtracting Polynomials Exponents and Multiplication Multiplying Polynomials Exponents and Division
CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.	Functions	<ul style="list-style-type: none"> Understanding Slope Slope and Similar Triangles Graphing Linear Functions Graphing Proportional Relationships Writing Rules for Linear Functions Comparing Functions
CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.	Functions	<ul style="list-style-type: none"> Functions Graphing Linear Functions Graphing Proportional Relationships Writing Rules for Linear Functions Solving Systems of Equations

Pennsylvania Core Standards (2014) Mathematics: Grade 8	Algebra Readiness (Pre-Algebra) A/B	
	Unit Name	Lesson Name
(C) Functions		
CC.2.2.8.C.1 Define, evaluate, and compare functions.	Functions	<ul style="list-style-type: none"> • Functions • Understanding Slope • Slope and Similar Triangles • Graphing Linear Functions • Graphing Proportional Relationships • Writing Rules for Linear Functions • Solving Systems of Equations • Nonlinear Functions • Comparing Functions
CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.	Functions	<ul style="list-style-type: none"> • Understanding Slope • Graphing Proportional Relationships • Writing Rules for Linear Functions • Comparing Functions
2.3 Geometry		
A) Geometry		
CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve realworld and mathematical problems.	Measurement	<ul style="list-style-type: none"> • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Spheres
CC.2.3.8.A.2 Understand and apply congruence, similarity, and geometric transformations using various tools.	Geometry	<ul style="list-style-type: none"> • Geometric Constructions
CC.2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems.	Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> • Pythagorean Theorem • Converse of Pythagorean Theorem • Coordinate Plane
	Measurement	<ul style="list-style-type: none"> • Using Pythagorean Theorem with 3-D Figures
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.	Using Graphs to Analyze Data	<ul style="list-style-type: none"> • Bivariate Data • Modeling Data with Lines • Choosing the Right Graph
CC.2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies.	Using Graphs to Analyze Data	<ul style="list-style-type: none"> • Relative Frequency

Algebra 1

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
2.1. Numbers and Operations		
(F) Number and Quantity		
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	Exponents and Exponential Functions	<ul style="list-style-type: none"> • Zero and Negative Exponents • Scientific Notation • Multiplying Powers with the Same Base • More Multiplication Properties of Exponents • Division Properties of Exponents • Exponential Functions • Exponential Growth and Decay
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Rational Expressions and Functions	<ul style="list-style-type: none"> • Simplifying Rational Expressions • Multiplying and Dividing Rational Expressions • Dividing Polynomials • Adding and Subtracting Rational Expressions • Solving Rational Equations
CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Solving Equations	<ul style="list-style-type: none"> • Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Introduction to Functions	<ul style="list-style-type: none"> • Graphing a Function Rule
	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> • Frequency and Histograms
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Solving Equations	<ul style="list-style-type: none"> • Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Solving Inequalities	<ul style="list-style-type: none"> • Solving Multi-Step Inequalities • Working with Sets • Compound Inequalities • Absolute Value Equations and Inequalities • Unions and Intersections of Sets
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Exponents and Exponential Functions	<ul style="list-style-type: none"> • Scientific Notation
	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> • Simplifying Radicals • Operations with Radical Expressions
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.	Foundational Concepts	<ul style="list-style-type: none"> • Variables and Expressions • Order of Operations and Evaluating Expressions • Real Numbers and the Number Line • Properties of Real Numbers • Adding and Subtracting Real Numbers • Multiplying and Dividing Real Numbers • The Distributive Property
CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	Polynomials and Factoring	<ul style="list-style-type: none"> • Adding and Subtracting Polynomials • Multiplying and Factoring Polynomials • Multiplying Binomials • Multiplying Special Cases
	Rational Expressions and Functions	<ul style="list-style-type: none"> • Dividing Polynomials

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
2.2 Algebraic Concepts		
(C) Functions		
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	Introduction to Functions	<ul style="list-style-type: none"> Formalizing Relations and Functions Sequences and Functions
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Introduction to Functions	<ul style="list-style-type: none"> Using Graphs to Relate Two Quantities Patterns and Linear Functions Patterns and Nonlinear Functions Graphing a Function Rule Writing a Function Rule Formalizing Relations and Functions Sequences and Functions
	Linear Functions	<ul style="list-style-type: none"> Direct Variation Slope-Intercept Form Standard Form Graphing Absolute Value Functions
	Exponents and Exponential Functions	<ul style="list-style-type: none"> Exponential Functions Exponential Growth and Decay
	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> Graphing Square Root Functions
	Rational Expressions and Functions	<ul style="list-style-type: none"> Inverse Variation
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Quadratic Graphs and Their Properties Quadratic Functions Solving Quadratic Equations
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	Solving Equations	<ul style="list-style-type: none"> Introduction to Equations Patterns, Equations, and Graphs Literal Equations and Formulas
	Introduction to Functions	<ul style="list-style-type: none"> Writing a Function Rule Sequences and Functions
	Linear Functions	<ul style="list-style-type: none"> Direct Variation Slope-Intercept Form Point-Slope Form Standard Form Parallel and Perpendicular Lines
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	Introduction to Functions	<ul style="list-style-type: none"> Formalizing Relations and Functions
	Linear Functions	<ul style="list-style-type: none"> Graphing Absolute Value Functions
CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.	Quadratic Functions and Equations	<ul style="list-style-type: none"> Linear, Quadratic, and Exponential Models Systems of Linear and Quadratic Equations
CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.	Exponents and Exponential Functions	<ul style="list-style-type: none"> Exponential Growth and Decay
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Linear, Quadratic, and Exponential Models Systems of Linear and Quadratic Equations
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	This standard is fully met in Algebra 2.	
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	This standard is fully met in Algebra 2.	
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	This standard is fully met in Geometry.	
(D) Algebra		

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.	Foundational Concepts	<ul style="list-style-type: none"> Variables and Expressions
	Quadratic Functions and Equations	<ul style="list-style-type: none"> The Quadratic Formula and the Discriminant
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Foundational Concepts	<ul style="list-style-type: none"> Order of Operations and Evaluating Expressions The Distributive Property
	Solving Equations	<ul style="list-style-type: none"> Solving Equations with Variables on Both Sides
	Exponents and Exponential Functions	<ul style="list-style-type: none"> Zero and Negative Exponents
	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> Simplifying Radicals Operations with Radical Expressions
	Rational Expressions and Functions	<ul style="list-style-type: none"> Simplifying Rational Expressions
	Polynomials and Factoring	<ul style="list-style-type: none"> Adding and Subtracting Polynomials Multiplying and Factoring Polynomials Multiplying Binomials Multiplying Special Cases Factoring $x^2 + bx + c$ Factoring $ax^2 + bx + c$ Factoring Special Cases
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.	Polynomials and Factoring	<ul style="list-style-type: none"> Adding and Subtracting Polynomials Multiplying and Factoring Polynomials Multiplying Binomials Multiplying Special Cases Factoring $x^2 + bx + c$ Factoring $ax^2 + bx + c$ Factoring Special Cases
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Quadratic Graphs and Their Properties Quadratic Functions Solving Quadratic Equations Factoring to Solve Quadratic Equations Systems of Linear and Quadratic Equations
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	Polynomials and Factoring	<ul style="list-style-type: none"> Factoring $x^2 + bx + c$ Factoring $ax^2 + bx + c$ Factoring Special Cases
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Quadratic Graphs and Their Properties Quadratic Functions Solving Quadratic Equations Factoring to Solve Quadratic Equations Systems of Linear and Quadratic Equations
CC.2.2.HS.D.5 Use polynomial identities to solve problems.	Polynomials and Factoring	<ul style="list-style-type: none"> Adding and Subtracting Polynomials Multiplying and Factoring Polynomials Multiplying Binomials Multiplying Special Cases Factoring $x^2 + bx + c$ Factoring $ax^2 + bx + c$ Factoring Special Cases
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	Foundational Concepts	<ul style="list-style-type: none"> Order of Operations and Evaluating Expressions The Distributive Property

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.	Solving Inequalities	<ul style="list-style-type: none"> Graphing Inequalities Solving Inequalities Using Addition or Subtraction Solving Inequalities Using Multiplication/Division Compound Inequalities
	Introduction to Functions	<ul style="list-style-type: none"> Using Graphs to Relate Two Quantities Patterns and Linear Functions Patterns and Nonlinear Functions Graphing a Function Rule Writing a Function Rule Formalizing Relations and Functions Sequences and Functions
	Linear Functions	<ul style="list-style-type: none"> Direct Variation Slope-Intercept Form Standard Form Graphing Absolute Value Functions
	Exponents and Exponential Functions	<ul style="list-style-type: none"> Exponential Functions Exponential Growth and Decay
	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> Graphing Square Root Functions
	Rational Expressions and Functions	<ul style="list-style-type: none"> Inverse Variation
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Quadratic Graphs and Their Properties Quadratic Functions Solving Quadratic Equations
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Solving Equations	<ul style="list-style-type: none"> Solving One-Step Equations Solving Two-Step Equations Solving Multi-Step Equations Solving Equations with Variables on Both Sides Literal Equations and Formulas
	Systems of Equations and Inequalities	<ul style="list-style-type: none"> Solving Systems Using Substitution Solving Systems Using Elimination Applications of Linear Systems
	Exponents and Exponential Functions	<ul style="list-style-type: none"> Exponential Functions
	Rational Expressions and Functions	<ul style="list-style-type: none"> Solving Rational Equations
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Solving Quadratic Equations Factoring to Solve Quadratic Equations Completing the Square Systems of Linear and Quadratic Equations
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	Solving Equations	<ul style="list-style-type: none"> Introduction to Equations Solving One-Step Equations Solving Two-Step Equations Solving Multi-Step Equations Solving Equations with Variables on Both Sides Literal Equations and Formulas
	Systems of Equations and Inequalities	<ul style="list-style-type: none"> Applications of Linear Systems

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Solving Equations	<ul style="list-style-type: none"> • Introduction to Equations • Patterns, Equations, and Graphs • Solving One-Step Equations • Solving Two-Step Equations • Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Solving Inequalities	<ul style="list-style-type: none"> • Graphing Inequalities • Solving Inequalities Using Addition or Subtraction • Solving Inequalities Using Multiplication/Division • Solving Multi-Step Inequalities • Compound Inequalities • Absolute Value Equations and Inequalities
	Introduction to Functions	<ul style="list-style-type: none"> • Using Graphs to Relate Two Quantities • Patterns and Linear Functions • Patterns and Nonlinear Functions • Graphing a Function Rule • Writing a Function Rule • Formalizing Relations and Functions • Sequences and Functions
	Linear Functions	<ul style="list-style-type: none"> • Direct Variation • Slope-Intercept Form • Standard Form • Parallel and Perpendicular Lines • Graphing Absolute Value Functions
	Systems of Equations and Inequalities	<ul style="list-style-type: none"> • Solving Systems by Graphing • Solving Systems Using Substitution • Solving Systems Using Elimination • Applications of Linear Systems • Linear Inequalities • Systems of Linear Inequalities
	Exponents and Exponential Functions	<ul style="list-style-type: none"> • Exponential Functions • Exponential Growth and Decay
	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> • Graphing Square Root Functions
	Rational Expressions and Functions	<ul style="list-style-type: none"> • Solving Rational Equations • Inverse Variation
	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Quadratic Graphs and Their Properties • Quadratic Functions • Solving Quadratic Equations • Factoring to Solve Quadratic Equations • Completing the Square • The Quadratic Formula and the Discriminant • Linear, Quadratic, and Exponential Models • Systems of Linear and Quadratic Equations

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
2.3 Geometry		
A) Geometry		
CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.	This standard is fully met in Geometry.	
CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.	This standard is fully met in Geometry.	
CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.	This standard is fully met in Geometry.	
CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.	This standard is fully met in Geometry and Algebra 2.	
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.	This standard is fully met in Geometry.	
CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.	This standard is fully met in Geometry.	
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.	This standard is fully met in Geometry.	
CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.	This standard is fully met in Geometry.	

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> • Frequency and Histograms • Measures of Central Tendency and Dispersion • Box-and-Whisker Plots
CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.	Linear Functions	• Scatter Plots and Regression Lines
	Radical Expressions and Data Analysis	• Frequency and Histograms
	Quadratic Functions and Equations	• Linear, Quadratic, and Exponential Models
CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	Linear Functions	• Scatter Plots and Regression Lines
CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	Radical Expressions and Data Analysis	<ul style="list-style-type: none"> • Frequency and Histograms • Measures of Central Tendency and Dispersion • Box-and-Whisker Plots
CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	This standard is fully met in Algebra 2.	

Algebra 2

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
2.1. Numbers and Operations		
(F) Number and Quantity		
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Exponential and Logarithmic Equations
	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> • Rational Exponents
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> • Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Probability and Statistics	<ul style="list-style-type: none"> • Analyzing Data
	This standard is partially met in this course. It is fully met in Algebra 1.	

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> • Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Exponential and Logarithmic Equations
	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> • Solving Square Root and Other Radical Equations
	Periodic Functions and Trigonometry	<ul style="list-style-type: none"> • Angles and the Unit Circle • Radian Measure • Solving Trigonometric Equations Using Inverses
	Probability and Statistics	<ul style="list-style-type: none"> • Analyzing Data • Standard Deviation • Binomial Distributions • Normal Distributions

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Complex Numbers • Quadratic Systems
CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Complex Numbers • Quadratic Systems
2.2 Algebraic Concepts		
(C) Functions		
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	Expressions, Equations, and Inequalities	<ul style="list-style-type: none"> • Patterns and Expressions
	Functions, Equations, and Graphs	<ul style="list-style-type: none"> • Linear Functions and Slope Intercept • More About Linear Equations
	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs
	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Quadratic Equations • Quadratic Systems
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> • Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations
	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Properties of Exponential Functions • Logarithmic Functions as Inverses
	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> • Roots and Radical Expressions • Graphing Radical Functions
	Sequences and Series	<ul style="list-style-type: none"> • Mathematical Patterns • Arithmetic Sequences • Geometric Sequences • Arithmetic Series • Geometric Series

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Functions, Equations, and Graphs	<ul style="list-style-type: none"> • Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Factoring Quadratic Expressions • Quadratic Equations • The Quadratic Formula • Complex Numbers • Quadratic Systems
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> • Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> • Function Operations • Inverse Relations and Functions • Graphing Radical Functions
	Rational Functions	<ul style="list-style-type: none"> • Inverse Variation • The Reciprocal Function Family • Rational Functions and Their Graphs
	Sequences and Series	<ul style="list-style-type: none"> • Mathematical Patterns • Arithmetic Sequences • Geometric Sequences • Arithmetic Series • Geometric Series

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
	Periodic Functions and Trigonometry	<ul style="list-style-type: none"> • The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	Sequences and Series	<ul style="list-style-type: none"> • Mathematical Patterns • Arithmetic Sequences • Geometric Sequences • Arithmetic Series • Geometric Series
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	Functions, Equations, and Graphs	• Families of Functions
	Exponential and Logarithmic Functions	• Logarithmic Functions as Inverses
	Inverse Relations and Functions	• Inverse Relations and Functions
	Periodic Functions and Trigonometry	• Solving Trigonometric Equations Using Inverses
CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Exponential and Logarithmic Equations
	Radical Functions and Rational Exponents	• Rational Exponents
	Polynomials and Polynomial Function	• The Polynomial Models in the Real World

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.	Functions, Equations, and Graphs	<ul style="list-style-type: none"> • Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Factoring Quadratic Expressions • Quadratic Equations • The Quadratic Formula • Complex Numbers • Quadratic Systems
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> • Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> • Function Operations • Inverse Relations and Functions • Graphing Radical Functions
	Rational Functions	<ul style="list-style-type: none"> • Inverse Variation • The Reciprocal Function Family • Rational Functions and Their Graphs
	Periodic Functions and Trigonometry	<ul style="list-style-type: none"> • The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	Periodic Functions and Trigonometry	<ul style="list-style-type: none"> Angles and the Unit Circle Radian Measure
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	Periodic Functions and Trigonometry	<ul style="list-style-type: none"> Exploring Periodic Data Angles and the Unit Circle Radian Measure The Sine Function The Cosine Function The Tangent Function Reciprocal Trigonometric Functions Trigonometric Identities Solving Trigonometric Equations Using Inverses
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	This standard is fully met in Geometry.	
(D) Algebra		
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.	Expressions, Equations, and Inequalities	<ul style="list-style-type: none"> Patterns and Expressions Properties of Real Numbers Algebraic Expressions
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> Patterns and Expressions
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Functions, Equations, and Graphs	<ul style="list-style-type: none"> Relations and Functions Direct Variation Linear Functions and Slope Intercept More About Linear Equations Families of Functions Two-Variable Inequalities
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> Polynomial Functions Polynomials, Linear Factors, and Zeroes Solving Polynomial Equations Dividing Polynomials Theorems About Roots of Polynomial Equations The Fundamental Theorem of Algebra The Binomial Theorem The Polynomial Models in the Real World Transforming Polynomial Functions
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> Polynomials, Linear Factors, and Zeroes Solving Polynomial Equations Dividing Polynomials Theorems About Roots of Polynomial Equations The Fundamental Theorem of Algebra The Binomial Theorem The Polynomial Models in the Real World Transforming Polynomial Functions

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.5 Use polynomial identities to solve problems.	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> Polynomial Functions Polynomials, Linear Factors, and Zeroes Solving Polynomial Equations Dividing Polynomials Theorems About Roots of Polynomial Equations The Fundamental Theorem of Algebra The Binomial Theorem The Polynomial Models in the Real World Transforming Polynomial Functions
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> Rational Exponents
	Rational Functions	<ul style="list-style-type: none"> Rational Expressions
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.	Expressions, Equations, and Inequalities	<ul style="list-style-type: none"> Patterns and Expressions Properties of Real Numbers Algebraic Expressions Solving Equations Solving Inequalities Absolute Value Equations and Inequalities
	Functions, Equations, and Graphs	<ul style="list-style-type: none"> Relations and Functions Direct Variation Linear Functions and Slope Intercept More About Linear Equations Families of Functions Two-Variable Inequalities
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Linear Systems	<ul style="list-style-type: none"> Solving Systems Using Tables and Graphs Solving Systems Algebraically Systems of Inequalities Linear Programming Systems With Three Variables Solving Systems Using Matrices
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Quadratic Systems
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	Linear Systems	<ul style="list-style-type: none"> Solving Systems Using Tables and Graphs Solving Systems Algebraically Systems of Inequalities Linear Programming Systems With Three Variables Solving Systems Using Matrices
	Quadratic Functions and Equations	<ul style="list-style-type: none"> Quadratic Systems

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Expressions, Equations, and Inequalities	<ul style="list-style-type: none"> • Patterns and Expressions • Properties of Real Numbers • Algebraic Expressions • Solving Equations • Solving Inequalities • Absolute Value Equations and Inequalities
	Functions, Equations, and Graphs	<ul style="list-style-type: none"> • Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	<ul style="list-style-type: none"> • Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Factoring Quadratic Expressions • Quadratic Equations • The Quadratic Formula • Complex Numbers • Quadratic Systems
	Polynomials and Polynomial Functions	<ul style="list-style-type: none"> • Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Radical Functions and Rational Exponents	<ul style="list-style-type: none"> • Function Operations • Inverse Relations and Functions • Graphing Radical Functions
	Rational Functions	<ul style="list-style-type: none"> • Inverse Variation • The Reciprocal Function Family • Rational Functions and Their Graphs

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
	Periodic Functions and Trigonometry	<ul style="list-style-type: none"> • The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions
2.3 Geometry		
A) Geometry		
CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.	This standard is fully met in Geometry.	
CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.	This standard is fully met in Geometry.	
CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.	This standard is fully met in Geometry.	
CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.	Quadratic Relations and Conic Sections	<ul style="list-style-type: none"> • Exploring Conic Sections • Parabolas • Circles • Ellipses • Hyperbolas
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.	This standard is fully met in Geometry.	
CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.	This standard is fully met in Geometry.	
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.	This standard is fully met in Geometry.	
CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.	This standard is fully met in Geometry.	

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	Probability and Statistics	<ul style="list-style-type: none"> • Analyzing Data • Standard Deviation
CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.	Linear Systems	<ul style="list-style-type: none"> • Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	Linear Systems	<ul style="list-style-type: none"> • Systems of Inequalities
CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.	Probability and Statistics	<ul style="list-style-type: none"> • Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability • Analyzing Data • Standard Deviation • Samples and Surveys
CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	Probability and Statistics	<ul style="list-style-type: none"> • Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability • Analyzing Data • Standard Deviation • Samples and Surveys • Binomial Distributions • Normal Distributions
CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.	Probability and Statistics	<ul style="list-style-type: none"> • Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability
CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	Probability and Statistics	<ul style="list-style-type: none"> • Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability

Geometry

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B		
	Unit Name	Lesson Name	
2.1. Numbers and Operations			
(F) Number and Quantity			
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • The Pythagorean Theorem and Its Converse • Perimeters and Areas of Similar Figures • Areas of Circles and Sectors 	
	Surface Area and Volume	<ul style="list-style-type: none"> • Surface Areas of Prisms and Cylinders • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids 	
	Circles	<ul style="list-style-type: none"> • Chords and Arcs • Circles in the Coordinate Plane 	
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Tools of Geometry	<ul style="list-style-type: none"> • Points, Lines, and Planes 	
	Triangles	<ul style="list-style-type: none"> • Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes 	
	Polygons and Quadrilaterals	<ul style="list-style-type: none"> • Properties of Parallelograms • Proving That a Quadrilateral Is a Parallelogram • Properties of Rhombuses, Rectangles, and Squares • Conditions for Rhombuses, Rectangles, and Squares • Trapezoids and Kites 	
	Similarity	Ratios and Proportions Similarity in Right Triangles Proportions in Triangles	
	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • The Pythagorean Theorem and Its Converse • Special Right Triangles 	
	Area	<ul style="list-style-type: none"> • Areas of Parallelograms and Triangles • Areas of Trapezoids, Rhombuses, and Kites • Areas of Regular Polygons • Perimeters and Areas of Similar Figures • Trigonometry and Area • Circles and Arcs • Areas of Circles and Sectors 	
	Surface Area and Volume	<ul style="list-style-type: none"> • Space Figures and Cross Sections • Surface Areas of Prisms and Cylinders • Surface Areas of Pyramids and Cones • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids 	
	Circles	<ul style="list-style-type: none"> • Tangent Lines • Chords and Arcs • Inscribed Angles • Angle Measures and Segment Lengths • Circles in the Coordinate Plane 	
	CC.2.1.HS.F.3	Polygons and Quadrilaterals	<ul style="list-style-type: none"> • Blueprint Project
		Area	<ul style="list-style-type: none"> • Areas of Circles and Sectors

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Circles	<ul style="list-style-type: none"> • Circles in the Coordinate Plane
	This standard is partially met in this course. It is fully met in Algebra 1.	
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Area	<ul style="list-style-type: none"> • Areas of Parallelograms and Triangles • Areas of Trapezoids, Rhombuses, and Kites • Areas of Regular Polygons • Perimeters and Areas of Similar Figures • Trigonometry and Area • Circles and Arcs • Areas of Circles and Sectors
	Surface Area and Volume	<ul style="list-style-type: none"> • Space Figures and Cross Sections • Surface Areas of Prisms and Cylinders • Surface Areas of Pyramids and Cones • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids
	Circles	<ul style="list-style-type: none"> • Circles in the Coordinate Plane
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • The Pythagorean Theorem and Its Converse • Special Right Triangles • Trigonometry • Angles of Elevation and Depression • Law of Sines and Law of Cosines
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	This standard is fully met in Algebra 1 and Algebra 2.	
2.2 Algebraic Concepts		
(C) Functions		
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	This standard is fully met in Algebra 2.	
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	This standard is fully met in Algebra 2.	

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • The Pythagorean Theorem and Its Converse • Special Right Triangles • Trigonometry • Angles of Elevation and Depression • Law of Sines and Law of Cosines
(D) Algebra		
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.	Triangles	<ul style="list-style-type: none"> • Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Triangles	<ul style="list-style-type: none"> • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	<ul style="list-style-type: none"> • Polygons in the Coordinate Plane
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.	Tools of Geometry	<ul style="list-style-type: none"> • Points, Lines, and Planes
	Triangles	<ul style="list-style-type: none"> • Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	<ul style="list-style-type: none"> • Properties of Parallelograms • Proving That a Quadrilateral Is a Parallelogram • Properties of Rhombuses, Rectangles, and Squares • Conditions for Rhombuses, Rectangles, and Squares • Trapezoids and Kites
	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • The Pythagorean Theorem and Its Converse • Special Right Triangles
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.D.5 Use polynomial identities to solve problems.	Triangles	<ul style="list-style-type: none"> • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	<ul style="list-style-type: none"> • Properties of Parallelograms • Proving That a Quadrilateral Is a Parallelogram • Properties of Rhombuses, Rectangles, and Squares • Conditions for Rhombuses, Rectangles, and Squares • Trapezoids and Kites
	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • The Pythagorean Theorem and Its Converse • Special Right Triangles
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	This standard is fully met in Algebra 1 and Algebra 2.	

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.	Triangles	<ul style="list-style-type: none"> • Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes • <u>Inequalities in One Triangle</u>
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Triangles	<ul style="list-style-type: none"> • Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	Right Triangles and Trigonometry	<ul style="list-style-type: none"> • Special Right Triangles
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Triangles	<ul style="list-style-type: none"> • Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes • <u>Inequalities in One Triangle</u>
2.3 Geometry		
A) Geometry		
CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.	Transformations	<ul style="list-style-type: none"> • Translations • Reflections • Rotations • Symmetry • Dilations • Compositions of Isometries • <u>Personal Logo</u>
CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.	Congruent Triangles	<ul style="list-style-type: none"> • Congruent Figures • Triangle Congruence by SSS and SAS • Triangle Congruence by ASA and AAS • Using Corresponding Parts of Congruent Triangles • Isosceles and Equilateral Triangles • Congruence in Right Triangles • Congruence in Overlapping Triangles • <u>Exploring Congruent Triangles</u>
CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.	Reasoning and Proof	<ul style="list-style-type: none"> • Conditional Statements • Biconditionals and Definitions • Reasoning in Algebra and Geometry • <u>Proving Angles Congruent</u>
	Parallel and Perpendicular Lines	<ul style="list-style-type: none"> • Properties of Parallel Lines • Proving Lines Parallel • Parallel and Perpendicular Lines • <u>Lines and Triangles</u>
	Congruent Triangles	<ul style="list-style-type: none"> • Triangle Congruence by SSS and SAS • Triangle Congruence by ASA and AAS • Using Corresponding Parts of Congruent Triangles • Isosceles and Equilateral Triangles • Congruence in Right Triangles • <u>Congruence in Overlapping Triangles</u>

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
	Polygons and Quadrilaterals	• Proofs Using Coordinate Geometry
CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.	Tools of Geometry	• Basic Constructions
	Parallel and Perpendicular Lines	• Constructing Parallel and Perpendicular Lines • Constructions
CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.	Transformations	• Translations • Reflections • Rotations • Symmetry • Dilations • Compositions of Isometries • Personal Logo
CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	Congruent Triangles	• Congruent Figures • Triangle Congruence by SSS and SAS • Triangle Congruence by ASA and AAS • Using Corresponding Parts of Congruent Triangles • Isosceles and Equilateral Triangles • Congruence in Right Triangles • Congruence in Overlapping Triangles • Exploring Congruent Triangles • Special Right Triangles
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.	Right Triangles and Trigonometry	• Trigonometry • Angles of Elevation and Depression • Law of Sines and Law of Cosines
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.	Circles	• Tangent Lines • Chords and Arcs
CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	Circles	• Chords and Arcs • Inscribed Angles • Angle Measures and Segment Lengths • Circles in the Coordinate Plane
CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.	Circles	• Circles in the Coordinate Plane
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.	Polygons and Quadrilaterals	• Proofs Using Coordinate Geometry
CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.	Surface Area and Volume	• Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids • Cereal Box Design Project
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.	Tools of Geometry	• Nets and Drawings for Visualizing Geometry
	Surface Area and Volume	• Space Figures and Cross Sections • Surface Areas of Prisms and Cylinders • Surface Areas of Pyramids and Cones • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids
CC.2.3.HS.A.14	Transformations	• Personal Logo
	Polygons and Quadrilaterals	• Blueprint Project

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
Apply geometric concepts to model and solve real world problems.	Area	• Car Wheel Project
	Surface Area and Volume	• Cereal Box Design Project
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	This standard is fully met in Algebra 2.	

APPENDIX A CURRICULUM

A.5 ALIGNMENT DOCUMENTS

c. SCIENCE K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Science core class for students in Kindergarten through Grade 12.

- Science K
- Science 1
- Science 2
- Science 3
- Science 4
- Science 5
- Science 6
- Science 7
- Science 8
- Physical Science
- Biology
- Chemistry
- Physics

Science K

Pennsylvania Academic Standards Science: Kindergarten	Science K A/B	
	Unit Name	Lesson Number
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.K.A1. Identify the similarities and differences of living and nonliving things.	Living and Nonliving Things	1, 2, 3
2 Energy Flow		
Intentionally Blank		
3 Life Cycles		
3.1.K.A3 Observe, compare, and describe stages of life cycles for plants and/or animals.	Plants and Animals	1, 2, 3, 4, 5
4 Cell Cycles		
Intentionally Blank		
5 Form and Function		
3.1.K.A5 Observe and describe structures and behaviors of a variety of common animals.	Living and Nonliving Things	5, 6, 7
6 Organization		
Intentionally Blank		
7 Molecular Basis of Life		
Intentionally Blank		
8 Unifying Themes		
Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.K.B1. Observe and describe how young animals resemble their parents and other animals of the same kind.	Plants and Animals	1, 2, 3
2 Reproduction		
Intentionally Blank		
3 Molecular Basis of Life		
Intentionally Blank		
4 Biotechnology		
Intentionally Blank		
5 Unifying Themes		
Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
Intentionally Blank		
2 Adaptation		
3.1.K.C2. Describe changes animals and plants undergo throughout the seasons.	More Plants and Animals	1
3 Unifying Themes		

Pennsylvania Academic Standards Science: Kindergarten	Science K A/B	
	Unit Name	Lesson Number
3.1.K.C3. CONSTANCY AND CHANGE Describe changes that occur as a result of climate.	More Plants and Animals	1
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.K.A1. Identify and classify objects by observable properties of matter. Compare different kinds of materials and	All About Objects	1, 2, 3, 4, 5, 6, 8
	Matter and Mixtures	2, 3, 4
2 Structure of Matter		
Intentionally Blank		
3 Matter and Energy		
3.2.K.A3. Describe the way matter can change.	Matter and Mixtures	1, 5
4 Reactions		
Intentionally Blank		
5 Unifying Themes		
3.2.K.A5. CONSTANCY AND CHANGE	All About Objects	2
	Matter and Mixtures	1, 2, 3
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
Intentionally Blank		
2 Energy Storage and Transformations: Conservation Laws		
Intentionally Blank		
3 Heat/Heat Transfer		
3.2.K.B3. Describe how temperature can affect the body.	More Plants and Animals	3: Incorporate and assign an activity to describe how temperature can affect the body.
4 Electrical and Magnetic Energy		
Intentionally Blank		
5 Nature of Waves (Sound and Light Energy)		
Intentionally Blank		
6 Unifying Themes		
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.	Living and Nonliving Things	4: Extend the lesson to 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.
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		

Pennsylvania Academic Standards Science: Kindergarten	Science K A/B	
	Unit Name	Lesson Number
3.3.K.A1. Distinguish between three types of earth materials – rock, soil, and sand.	Earth and Sky	2: Extend the lesson to distinguish between three types of earth materials– rock, soil, and sand.
2 Earth's Resources/Materials		
Intentionally Blank		
3 Earth's History		
Intentionally Blank		
4 Water		
3.3.K.A4. Identify sources of water for human consumption and use.	More Plants and Animals	2
5 Weather and Climate		
3.3.K.A5. Record daily weather conditions using simple charts and graphs	More Plants and Animals Earth and Sky	1 6, 7, 8
6 Unifying Themes		
Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
Intentionally Blank		
2 Unifying Themes		
Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
Intentionally Blank		
2 Core Concepts of Technology		
Intentionally Blank		
3.4.B. Technology and Society		
1 Effects of Technology		
Intentionally Blank		
2 Technology and Environment		
Intentionally Blank		
3 Society and Development of Technology		
Intentionally Blank		
4 Technology and History		
Intentionally Blank		
3.4.C. Technology and Engineering Design		
1 Design Attributes		
Intentionally Blank		
2 Engineering Design		
Intentionally Blank		
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		

Pennsylvania Academic Standards Science: Kindergarten	Science K A/B	
	Unit Name	Lesson Number
Intentionally Blank		
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
Intentionally Blank		
2 Using and Maintaining Technological Systems		
Intentionally Blank		
3 Assessing Impact of Products and Systems		
Intentionally Blank		
3.4.E. The Designed World		
1 Medical Technologies		
Intentionally Blank		
2 Agricultural and Related Biotechnologies		
Intentionally Blank		
3 Energy and Power Technologies		
Intentionally Blank		
4 Information and Communication Technologies		
Intentionally Blank		
5 Transportation Technologies		
Intentionally Blank		
6 Manufacturing Technologies		
Intentionally Blank		
7 Construction Technologies		
Intentionally Blank		

Science 1

Pennsylvania Academic Standards Science: Grade 1	Science 1 A/B	
	Unit Name	Lesson Number
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.1.A1. Categorize living and nonliving things by external characteristics.	Be a Scientist	1
	Plants are Living Things	1
	All About Animals	1, 2, 4, 5
2 Energy Flow		
3.1.1.A2. Investigate the dependence of living things on the sun’s energy, water, food/nutrients, air, living space, and shelter.	Plants Grow and Change	3
	All About Animals	3
	Places to Live	1, 3, 4
3 Life Cycles		
Intentionally Blank		
4 Cell Cycles		
Intentionally Blank		
5 Form and Function		
3.1.1.A5. Identify and describe plant parts and their function.	Plants are Living Things	2, 3, 4
	Places to Live	2
6 Organization		
Intentionally Blank		
7 Molecular Basis of Life		
Intentionally Blank		
8 Unifying Themes		
Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.1.B1. Grow plants from seed and describe how they grow and change. Compare to adult plants.	Plants Grow and Change	3
2 Reproduction		
Intentionally Blank		
3 Molecular Basis of Life		
Intentionally Blank		
4 Biotechnology		
Intentionally Blank		
5 Unifying Themes		
Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
Intentionally Blank		
2 Adaptation		
Intentionally Blank		
3 Unifying Themes		

Pennsylvania Academic Standards Science: Grade 1	Science 1 A/B	
	Unit Name	Lesson Number
3.1.1.C3. CONSTANCY AND CHANGE Describe changes that occur as a result of habitat.	Places to Live	4
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
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.	Matter Everywhere	1, 2, 4
	Changes in Matter	3
	On the Move	4
2 Structure of Matter		
Intentionally Blank		
3 Matter and Energy		
3.2.1.A3. Identify how heating, melting, cooling, etc., may cause changes in properties of materials.	Matter Everywhere	2
	Changes in Matter	1, 2, 4
	Energy Everywhere	1
4 Reactions		
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).	Matter Everywhere	2
	Changes in Matter	1, 2, 4
	Energy Everywhere	1
5 Unifying Themes		
3.2.1.A5. CONSTANCY AND CHANGE	Matter Everywhere	1, 2, 4
	Changes in Matter	2
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.1.B1. Demonstrate various types of motion.	On the Move	1
3.2.1.B1. Observe and describe how pushes and pulls change the motion of objects.	On the Move	1, 3
2 Energy Storage and Transformations: Conservation Laws		
Intentionally Blank		
3 Heat/Heat Transfer		
3.2.1.B3. Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating	Weather and Seasons	4
	The Sky	2
4 Electrical and Magnetic Energy		
Intentionally Blank		
5 Nature of Waves (Sound and Light Energy)		
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.	Energy Everywhere	4

Pennsylvania Academic Standards Science: Grade 1	Science 1 A/B	
	Unit Name	Lesson Number
6 Unifying Themes		
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.	Places to Live	4
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.1.A1. Observe, describe, and sort earth materials. Compare the composition of different soils.	Looking at Earth	3
	Caring for Earth	2
2 Earth's Resources/Materials		
Intentionally Blank		
3 Earth's History		
Intentionally Blank		
4 Water		
3.3.1.A4. Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds).	Places to Live	3
	Looking at Earth	1
5 Weather and Climate		
3.3.1.A5. Become familiar with weather instruments.	Weather and Seasons	1, 3, 4
	The Sky	2
6 Unifying Themes		
Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.1.B1. Explain why shadows fall in different places at different times of the day.	The Sky	3
2 Unifying Themes		
Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
Intentionally Blank		
2 Core Concepts of Technology		
Intentionally Blank		
3.4.B. Technology and Society		
1 Effects of Technology		
Intentionally Blank		
2 Technology and Environment		
Intentionally Blank		
3 Society and Development of Technology		
Intentionally Blank		
4 Technology and History		

Pennsylvania Academic Standards Science: Grade 1	Science 1 A/B	
	Unit Name	Lesson Number
Intentionally Blank		
3.4.C. Technology and Engineering Design		
1 Design Attributes		
Intentionally Blank		
2 Engineering Design		
Intentionally Blank		
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
Intentionally Blank		
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
Intentionally Blank		
2 Using and Maintaining Technological Systems		
Intentionally Blank		
3 Assessing Impact of Products and Systems		
Intentionally Blank		
3.4.E. The Designed World		
1 Medical Technologies		
Intentionally Blank		
2 Agricultural and Related Biotechnologies		
Intentionally Blank		
3 Energy and Power Technologies		
Intentionally Blank		
4 Information and Communication Technologies		
Intentionally Blank		
5 Transportation Technologies		
Intentionally Blank		
6 Manufacturing Technologies		
Intentionally Blank		
7 Construction Technologies		
Intentionally Blank		

Science 2

Pennsylvania Academic Standards Science: Grade 2	Science 2 A/B	
	Unit Name	Lesson Number
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
Intentionally Blank		
2 Energy Flow		
Intentionally Blank		
3 Life Cycles		
3.1.2.A3. Identify similarities and differences in the life cycles of plants and animals.	Plants	3, 4
	Looking at Habitats	2, 3
4 Cell Cycles		
Intentionally Blank		
5 Form and Function		
3.1.2.A5. Explain how different parts of a plant work together to make the organism function.	Plants	1, 3
6 Organization		
Intentionally Blank		
7 Molecular Basis of Life		
Intentionally Blank		
8 Unifying Themes		
Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
Intentionally Blank		
2 Reproduction		
Intentionally Blank		
3 Molecular Basis of Life		
Intentionally Blank		
4 Biotechnology		
Intentionally Blank		
5 Unifying Themes		
Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
Intentionally Blank		
2 Adaptation		
3.1.2.C2. Explain that living things can only survive if their needs are being met.	Plants	1
	Looking at Habitats	4
	Kinds of Habitats	1, 2, 4
3 Unifying Themes		

Pennsylvania Academic Standards Science: Grade 2	Science 2 A/B	
	Unit Name	Lesson Number
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).	Looking at Habitats	4, 5
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
Intentionally Blank		
2 Structure of Matter		
Intentionally Blank		
3 Matter and Energy		
3.2.2.A3. Demonstrate how heating and cooling may cause changes in the properties of materials.	Changes in Matter Using Energy	1, 3, 4 1, 5
4 Reactions		
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).	Changes in Matter	5
5 Unifying Themes		
3.2.2.A5. CONSTANCY AND CHANGE Recognize that everything is made of matter.	Looking at Matter	1, 3, 4
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
Intentionally Blank		
2 Energy Storage and Transformations: Conservation Laws		
3.2.2.B2. Explore and describe how different forms of energy cause changes. (e.g., sunlight, heat, wind)	Changes in Matter Using Energy	4 1, 3, 6
3 Heat/Heat Transfer		
Intentionally Blank		
4 Electrical and Magnetic Energy		
Intentionally Blank		
5 Nature of Waves (Sound and Light Energy)		
Intentionally Blank		
6 Unifying Themes		
3.2.2.B6. ENERGY	Plants Looking at Habitats	1 3
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
Intentionally Blank		
2 Earth's Resources/Materials		

Pennsylvania Academic Standards Science: Grade 2	Science 2 A/B	
	Unit Name	Lesson Number
Intentionally Blank		
3 Earth's History		
Intentionally Blank		
4 Water		
3.3.2.A4. Explore and describe that water exists in solid (ice) and liquid (water) form.	Land and Water	3
	Observing Weather	2
3.3.2.A4. Explain and illustrate evaporation and condensation.	Land and Water	3
	Observing Weather	2
5 Weather and Climate		
Intentionally Blank		
6 Unifying Themes		
Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.2.B1. Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month.	Earth and Space	1, 2, 4, 5
3.3.2.B1. Observe, describe, and predict seasonal patterns of sunrise and sunset.	Earth and Space	3
2 Unifying Themes		
Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
Intentionally Blank		
2 Core Concepts of Technology		
Intentionally Blank		
3.4.B. Technology and Society		
1 Effects of Technology		
Intentionally Blank		
2 Technology and Environment		
Intentionally Blank		
3 Society and Development of Technology		
Intentionally Blank		
4 Technology and History		
Intentionally Blank		
3.4.C. Technology and Engineering Design		
1 Design Attributes		
Intentionally Blank		
2 Engineering Design		
Intentionally Blank		

Pennsylvania Academic Standards Science: Grade 2	Science 2 A/B	
	Unit Name	Lesson Number
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
Intentionally Blank		
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
Intentionally Blank		
2 Using and Maintaining Technological Systems		
Intentionally Blank		
3 Assessing Impact of Products and Systems		
Intentionally Blank		
3.4.E. The Designed World		
1 Medical Technologies		
Intentionally Blank		
2 Agricultural and Related Biotechnologies		
Intentionally Blank		
3 Energy and Power Technologies		
Intentionally Blank		
4 Information and Communication Technologies		
Intentionally Blank		
5 Transportation Technologies		
Intentionally Blank		
6 Manufacturing Technologies		
Intentionally Blank		
7 Construction Technologies		
Intentionally Blank		

Science 3

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.3.A1 Describe characteristics of living things that help to identify and classify them.	Variation and Change	<ul style="list-style-type: none"> • Features of Living Things • Living Things and Non Living Thing • Compare Living and Non Living Things • Characteristics of Living Things
2 Energy Flow		
3.1.3.A2 Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.	Plant and Animal Life Cycles	<ul style="list-style-type: none"> • Plant Needs • Plant Needs Portfolio: Investigate • Plant Needs Portfolio: Communicate • Plants and Animal Life Cycles Apply
3 Life Cycles		
3.1.3.A3 Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.	Plant and Animal Life Cycles	<ul style="list-style-type: none"> • Animal Life Cycles • Plant Life Cycles • Life Cycle Comparison • Plants and Animal Life Cycles Apply
4 Cell Cycles		
3.1.3.A4 Intentionally Blank		
5 Form and Function		
3.1.3.A5 Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.	Plant Structures	<ul style="list-style-type: none"> • Plant Parts • Internal Plant Structures • Plant Reproduction • Plant Structure Portfolio: Plan • Plant Structure Portfolio: Investigate • Plant Structure Portfolio: Communicate
6 Organization		
3.1.3.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.3.A7 Intentionally Blank		
8 Unifying Themes		
3.1.3.A8 Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.3.B1 Understand that plants and animals closely resemble their parents.	Plant Structures	<ul style="list-style-type: none"> • Inherited Traits of Plants • Comparing Offspring to Parent
2 Reproduction		
3.1.3.B2 Intentionally Blank		
3 Molecular Basis of Life		

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.1.3.B3 Intentionally Blank		
4 Biotechnology		
3.1.3.B4 Intentionally Blank		
5 Unifying Themes		
3.1.3.B5 PATTERNS Identify characteristics that appear in both parents and offspring.	Heredity	<ul style="list-style-type: none"> • Comparing Offspring to Parent
3.1.C. Evolution		
1 Natural Selection		
3.1.3.C1 Recognize that plants survive through adaptations, such as stem growth towards light and root growth downward in response to gravity.	Plant Structures	<ul style="list-style-type: none"> • Plant Adaptations
3.1.3.C1 Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g. hibernation, migration, trees shedding leaves).	Animal Groups	<ul style="list-style-type: none"> • Environmental Changes
2 Adaptation		
3.1.3.C2 Describe animal characteristics that are necessary for survival.	Variation and Change	<ul style="list-style-type: none"> • Features of Living Things • Living Things and Non Living Thing • Compare Living and Non Living Things • Characteristics of Living Things
3 Unifying Themes		
3.1.3.C3 CONSTANCY AND CHANGE Recognize that fossils provide us with information about living things that inhabited the Earth long ago.	Fossils	<ul style="list-style-type: none"> • Fossil Formation • Fossil Clues • Fossil Discovery • Extinction • Characteristics of Organisms • Fossil Apply
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
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.	States of Matter	<ul style="list-style-type: none"> • Physical Properties of Matter
3.2.3.A1 Differentiate between the three states of matter, classifying a substance as a solid, liquid, or gas.	States of Matter	<ul style="list-style-type: none"> • States of Matter • Properties of Matter
2 Structure of Matter		
3.2.3.A2 Recognize that all objects and materials in the world are made of matter.	States of Matter	<ul style="list-style-type: none"> • States of Matter Introduction • States of Matter • Properties of Matter • Physical Properties of Matter • States of Matter Apply
3 Matter and Energy		

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.2.3.A3 Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.	States of Matter	<ul style="list-style-type: none"> • Heating and Cooling Matter • Changing States • States of Matter Apply
4 Reactions		
3.2.3.A4 Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).	States of Matter	<ul style="list-style-type: none"> • Heating and Cooling Matter • Changing States • States of Matter Apply
5 Unifying Themes		
3.2.3.A5 CONSTANCY AND CHANGE Recognize that everything is made of matter.	States of Matter	<ul style="list-style-type: none"> • States of Matter Introduction • States of Matter • Properties of Matter • Physical Properties of Matter • States of Matter Apply
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.3.B1 Explain how movement can be described in many ways.	Forces and Motion	<ul style="list-style-type: none"> • Changes in Motion • Patterns of Motion
2 Energy Storage and Transformations: Conservation Laws		
3.2.3.B2 Explore energy’s ability to cause motion or create change.	Forces and Motion	<ul style="list-style-type: none"> • Objects in Motion and at Rest • Tug of War • Moving a Feather Part 1 Portfolio • Moving a Feather Part 2 Portfolio • Moving a Feather Part 3 Portfolio
3.2.3.B2 Explore how energy can be found in moving objects, light, sound, and heat.	Forces and Motion	<ul style="list-style-type: none"> • Energy
3 Heat/Heat Transfer		
3.2.3.B3 Explore temperature changes that result from the addition or removal of heat.	States of Matter	<ul style="list-style-type: none"> • Heating and Cooling Matter
4 Electrical and Magnetic Energy		
3.2.3.B4 Identify and classify objects and materials that are conductors or insulators of electricity.	Magnets	<ul style="list-style-type: none"> • Characteristics of Magnets
3.2.3.B4 Identify and classify objects and materials as magnetic or non-magnetic.	Magnets	<ul style="list-style-type: none"> • Characteristics of Magnets
5 Nature of Waves (Sound and Light Energy)		
3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another.	Forces and Motion	<ul style="list-style-type: none"> • Energy
6 Unifying Themes		
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.	Plant and Animal Life Cycles	<ul style="list-style-type: none"> • Plant Needs
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.3.3.A1 Explain and give examples of the ways in which soil is formed.	Fossils	• Minerals
2 Earth's Resources/Materials		
3.3.3.A2 Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties.	Fossils	• Minerals
3 Earth's History		
3.3.3.A3 Intentionally Blank		
4 Water		
3.3.3.A4 Connect the various forms of precipitation to the weather in a particular place and time.	Weather and Climate	<ul style="list-style-type: none"> • Climate • Climate Data • Comparing Climates • Weather Data • Comparing Weather Data • Weather Trends
5 Weather and Climate		
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.	Weather and Climate	<ul style="list-style-type: none"> • Climate • Climate Data • Comparing Climates • Weather Data • Comparing Weather Data • Weather Trends
6 Unifying Themes		
3.3.3.A6 Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.3.B1 Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky.	Weather and Climate	• Earth's Rotation
3.3.3.B1 Describe the changes that occur in the observable shape of the moon over the course of a month.	Weather and Climate	• Earth's Rotation
2 Unifying Themes		
3.3.3.B2 Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.3.A1 Identify how the natural made world and the human made world are different.	Technology	• Introduction Technology and Engineering
2 Core Concepts of Technology		
3.4.3.A2 Identify that some systems are found in nature and some systems are made by humans.	Weather and Climate	• Weather Hazards Portfolio: Analyzing
3 Technology Connections		

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.4.3.A3 Identify how the study of technology uses many of the same ideas and skills as many other subjects.	Plant and Animal Life Cycles	• Environmental Changes
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.3.B1 Describe how using technology can be good or bad.	Technology	• Engineering and the Design Process
2 Technology and Environment		
3.4.3.B2 Explain how materials are re-used or recycled.	Technology	• Engineering and the Design Process
3 Society and Development of Technology		
3.4.3.B3 Identify and define products made to meet individual needs versus wants.	Technology	• Engineering and the Design Process
4 Technology and History		
3.4.3.B4 Illustrate how people have made tools to provide food, clothing, and shelter.	Technology	• Engineering and the Design Process
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.3.C1 Recognize design is a creative process and everyone can design solutions to problems.	Technology	• Products, Procedures, and Processes
2 Engineering Design		
3.4.3.C2 Explain why the design process requires creativity and consideration of all ideas.	Technology	• Products, Procedures, and Processes
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.3.C3 Recognize that all products and systems are subject to failure; many products and systems can be fixed.	Technology	• Products, Procedures, and Processes
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.3.D1 Identify people’s needs and wants and define some problems that can be solved through the design process.	Magnets	• Designing Magnet Solutions • Magnet Solutions Portfolio • Magnets Apply
	Technology	• Construction and Design
2 Using and Maintaining Technological Systems		
3.4.3.D2 Observe, analyze and document how simple systems work.	Forces and Motion	• Moving a Feather Part 2 Portfolio
3 Assessing Impact of Products and Systems		
3.4.3.D3 Collect information about everyday products and systems by asking questions.	Forces and Motion	• Moving a Feather Part 2 Portfolio
3.4.E. The Designed World		
1 Medical Technologies		
3.4.3.E1 Identify the technologies that support and improve quality of life.	Technology	• Technology and Industry
2 Agricultural and Related Biotechnologies		
3.4.3.E2 Identify some processes used in agriculture that require different procedures, products, or systems.	Technology	• Technology and Industry

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3 Energy and Power Technologies		
3.4.3.E3 Recognize that tools, machines, products, and systems use energy in order to do work.	Technology	<ul style="list-style-type: none"> • Technology and Industry • Transportation and Construction
4 Information and Communication Technologies		
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.	Technology	<ul style="list-style-type: none"> • Technology and Industry
5 Transportation Technologies		
3.4.3.E5 Understand that transportation has many parts that work together to help people travel.	Technology	<ul style="list-style-type: none"> • Transportation and Construction
6 Manufacturing Technologies		
3.4.3.E6 Explain how manufacturing systems design and produce products in quantity.	Technology	<ul style="list-style-type: none"> • Transportation and Construction
7 Construction Technologies		
3.4.3.E7 Recognize that people live, work, and go to school in buildings which are different types of structures.	Technology	<ul style="list-style-type: none"> • Construction and Design

Science 4

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.4.A1 Classify plants and animals according to the physical characteristics that they share.	Habitats	<ul style="list-style-type: none"> Plants and Animals
2 Energy Flow		
3.1.4.A2 Describe the different resources that plants and animals need to live.	Habitats	<ul style="list-style-type: none"> Types of Resources in habitats Living Things in Habitats Habitats
3 Life Cycles		
3.1.4.A3 Identify differences in the life cycles of plants and animals.	Habitats	<ul style="list-style-type: none"> Plants and Animals
4 Cell Cycles		
3.1.4.A4 Intentionally Blank		
5 Form and Function		
3.1.4.A5 Describe common functions living things share to help them function in a specific environment.	Animal Structures Habitats	<ul style="list-style-type: none"> External and Internal Animal Structures Environmental Adaptations Living Things in Habitats
6 Organization		
3.1.4.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.4.A7 Intentionally Blank		
8 Unifying Themes		
3.1.4.A8 MODELS Construct and interpret models and diagrams of various animal and plant life cycles.	Habitats	<ul style="list-style-type: none"> Plants and Animals
3.1.B. Genetics		
1 Heredity		
3.1.4.B1 Describe features that are observable in both parents and their offspring.	Animal Structures	<ul style="list-style-type: none"> External and Internal Animal Structures Adaptations for Reproduction
2 Reproduction		
3.1.4.B2 Recognize that reproduction is necessary for the continuation of life.	Animal Structures Habitats Environmental Changes	<ul style="list-style-type: none"> Adaptations for Reproduction Animal Structures Apply Habitats Population Survival Population Survival
3 Molecular Basis of Life		
3.1.4.B3 Intentionally Blank		
4 Biotechnology		
3.1.4.B4 Intentionally Blank		

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
5 Unifying Themes		
3.1.4.B5 PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals.	Animal Structures	<ul style="list-style-type: none"> • External and Internal Animal Structures • Environmental Adaptations
3.1.C. Evolution		
1 Natural Selection		
3.1.4.C1 Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers.	Animal Structures	<ul style="list-style-type: none"> • Environmental Adaptations • Animal Structures Apply
	Habitats	<ul style="list-style-type: none"> • Living things in habitats • Habitats Apply
	Environmental Changes	<ul style="list-style-type: none"> • Population Survival
3.1.4.C1 Describe how environmental changes can cause extinction in plants and animals.	Habitats	<ul style="list-style-type: none"> • living things in habitats • Habitats Apply
2 Adaptation		
3.1.4.C2 Describe plant and animal adaptations that are important to survival.	Animal Structures	<ul style="list-style-type: none"> • External and Internal Animal Structures • Environmental Adaptations • Animal Structures Apply
	Habitats	<ul style="list-style-type: none"> • Living Things in habitats • Habitats Apply
3 Unifying Themes		
3.1.4.C3 CONSTANCY AND CHANGE Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences.	Earth's Layers and Features	<ul style="list-style-type: none"> • Patterns and Fossil Identification
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.4.A1 Identify and classify objects based on their observable and measurable physical properties.	Properties of Matter	<ul style="list-style-type: none"> • Solids, Liquids, and Gases • Color, Hardness, and Reflectivity • Thermal and Electrical Conductivity • Freezing and Boiling • Solubility • Matter Portfolio: Investigate
	Electricity and Magnets	<ul style="list-style-type: none"> • Insulators And Conductors
3.2.4.A1 Compare and contrast solids, liquids, and gases based on their properties.	Properties of Matter	<ul style="list-style-type: none"> • Solids, Liquids, and Gases
2 Structure of Matter		
3.2.4.A2 Demonstrate that materials are composed of parts that are too small to be seen without magnification.	Properties of Matter	<ul style="list-style-type: none"> • Matter Composition • Modeling Matter
3 Matter and Energy		
3.2.4.A3 Demonstrate the conservation of mass during physical changes such as melting or freezing.	Properties of Matter	<ul style="list-style-type: none"> • Modeling Matter
	Changes in Matter	<ul style="list-style-type: none"> • Physical and Chemical Change
4 Reactions		

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
3.2.4.A4 Recognize that combining two or more substances may make new materials with different properties.	Changes in Matter	<ul style="list-style-type: none"> Physical and Chemical Change Mixing Substances Portfolio: Plan Substances Portfolio: Investigate Changes in Matter Apply
5 Unifying Themes		
3.2.4.A5 MODELS Use models to demonstrate the physical change as water goes from liquid to ice and from liquid to vapor.	Properties of Matter	<ul style="list-style-type: none"> Solids, Liquids, and Gases
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.4.B1 Explain how an object’s change in motion can be observed and measured.	Electricity and Magnets	<ul style="list-style-type: none"> Energy
2 Energy Storage and Transformations: Conservation Laws		
3.2.4.B2 Identify types of energy and their ability to be stored and changed from one form to another.	Electricity and Magnets	<ul style="list-style-type: none"> Energy
3 Heat/Heat Transfer		
3.2.4.B3 Understand that objects that emit light often emit heat.	Light and Sound	<ul style="list-style-type: none"> Light Interactions
4 Electrical and Magnetic Energy		
3.2.4.B4 Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits.	Electricity and Magnets	<ul style="list-style-type: none"> Electricity and Magnets Apply
3.2.4.B4 Compare and contrast series and parallel circuits.	Electricity and Magnets	<ul style="list-style-type: none"> Types of Circuits
3.2.4.B4 Demonstrate that magnets have poles that repel and attract each other.	Electricity and Magnets	<ul style="list-style-type: none"> Magnets
5 Nature of Waves (Sound and Light Energy)		
3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate.	Light and Sound	<ul style="list-style-type: none"> Sound Investigation Light and Sound: Create
3.2.4.B5 Demonstrate how light can be reflected, refracted, or absorbed by an object.	Light and Sound	<ul style="list-style-type: none"> Light Interactions Classify Light Interactions Mirror Investigation Refraction Investigation
6 Unifying Themes		
3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another.	Electricity and Magnets	<ul style="list-style-type: none"> Energy
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.4.A1 Describe basic landforms.	Earth's Layers and Features	<ul style="list-style-type: none"> Earth's Features
3.3.4.A1 Identify the layers of the earth.	Earth's Layers and Features	<ul style="list-style-type: none"> Earth's Features
3.3.4.A1 Recognize that the surface of the earth changes due to slow processes and rapid processes.	Earth's Layers and Features	<ul style="list-style-type: none"> Rock Layers Changes in Environment

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	Unit Name	Lesson Name
2 Earth's Resources/Materials		
3.3.4.A2 Identify basic properties and uses of Earth's materials including rocks, soils, water, and gases of the atmosphere.	Earth's Layers and Features	<ul style="list-style-type: none"> • Earth's Major Systems
3 Earth's History		
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.	Earth's Layers and Features	<ul style="list-style-type: none"> • Patterns and Fossil Identification • Changes in Environment
4 Water		
3.3.4.A4 Recognize Earth's different water resources, including both fresh and saltwater.	Earth's Layers and Features	<ul style="list-style-type: none"> • Earth's Major Systems • Saltwater and Freshwater • Water on Earth
3.3.4.A4 Describe phase changes in the forms of water on Earth.	Properties of Matter	<ul style="list-style-type: none"> • Freezing and Boiling
5 Weather and Climate		
3.3.4.A5 Describe basic weather elements.	Earth's Layers and Features	<ul style="list-style-type: none"> • Weather on Earth
3.3.4.A5 Identify weather patterns over time.	Earth's Layers and Features	<ul style="list-style-type: none"> • Weather on Earth
6 Unifying Themes		
3.3.4.A6 MODELS/SCALE Identify basic landforms using models and simple maps.	Earth's Layers and Features	<ul style="list-style-type: none"> • Earth's Features • Identify Patterns
3.3.4.A6 CONSTANCY/ CHANGE Identify simple changes in the earth system as air, water, soil and rock interact.	Earth's Systems and Water Resources	<ul style="list-style-type: none"> • Interaction of Earth's Systems
3.3.4.A6 SCALE Explain how basic weather elements are measured.	Earth's Layers and Features	<ul style="list-style-type: none"> • Weather on Earth
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.4.B1 Identify planets in our solar system and their basic characteristics.	The Solar System	<ul style="list-style-type: none"> • Objects in the Solar System • Properties of Objects in Solar System • Size of Objects in the Solar System
3.3.4.B1 Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons.	The Solar System	<ul style="list-style-type: none"> • Objects in the Solar System
3.3.4.B1 Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	The Solar System	<ul style="list-style-type: none"> • Objects in the Solar System
2 Unifying Themes		
3.3.4.B2 SCALES Know the basic characteristics and uses of telescopes.	The Solar System	<ul style="list-style-type: none"> • Objects in the Solar System

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
3.3.4.B2 PATTERNS/PHASES Identify major lunar phases.	The Solar System	• Properties of Objects in the Solar System
3.3.4.B2 PATTERNS Explain time (days, seasons) using solar system motions.	The Solar System	• Motion of Objects in Solar System • Size of Objects in the Solar System • Properties of Objects in the Solar System
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.4.A1 Understand that tools, materials, and skills are used to make things and carry out tasks.	Technology	• Working Together
2 Core Concepts of Technology		
3.4.4.A2 Understand that systems have parts and components that work together.	Technology	• Working Together
3 Technology Connections		
3.4.4.A3 Describe how various relationships exist between technology and other fields.	Technology	• Impact of Technology
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.4.B1 Describe how technology affects humans in various ways.	Technology	• Impact of Technology
2 Technology and Environment		
3.4.4.B2 Explain how the use of technology affects the environment in good and bad ways.	Technology	• Impact of Technology
3 Society and Development of Technology		
3.4.4.B3 Explain why new technologies are developed and old ones are improved in terms of needs and wants.	Technology	• Development of Technology
4 Technology and History		
3.4.4.B4 Describe how the history of civilization is linked closely to technological development.	Technology	• Development of Technology
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.4.C1 Understand that there is no perfect design.	Technology	• Development of Technology
2 Engineering Design		
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.	Technology	• The Design Process
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.4.C3 Explain how asking questions and making observations help a person understand how things work and can be repaired.	Technology	• Repairs and Improvements
3.4.D. Abilities for a Technological World		

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
1 Applying the Design Process		
3.4.4.D1 Investigate how things are made and how they can be improved.	Technology	• Repairs and Improvements
2 Using and Maintaining Technological Systems		
3.4.4.D2 Recognize and use everyday symbols (e.g. icons, simple electrical symbols measurement) to communicate key ideas.	Technology	• Repairs and Improvements
3.4.4.D2 Identify and use simple hand tools (e.g., hammer, scale) correctly and safely.	Technology	• Repairs and Improvements • Working Together
3 Assessing Impact of Products and Systems		
3.4.4.D3 Investigate and assess the influence of a specific technology or system on the individual, family, community, and environment.	Environmental Changes	• Environmental Changes: Research • Environmental Changes: Analyzing • Environmental Changes: Discussion
3.4.E. The Designed World		
1 Medical Technologies		
3.4.4.E1 Identify tools and devices that have been designed to provide information about a healthy lifestyle.	Technology	• The Design Process
2 Agricultural and Related Biotechnologies		
3.4.4.E2 Identify the technologies in agriculture that make it possible for food to be available year round.	Technology	• The Design Process
3 Energy and Power Technologies		
3.4.4.E3 Identify types of energy and the importance of energy conservation.	Electricity and Magnets	• Energy
4 Information and Communication Technologies		
3.4.4.E4 Explain how information and communication systems allow information to be transferred from human to human.	Light and Sound	• Light and Sound: Design
5 Transportation Technologies		
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.	Technology	• Transportation and Manufacturing
6 Manufacturing Technologies		
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).	Technology	• Transportation and Manufacturing
7 Construction Technologies		
3.4.4.E7 Understand that structures rest on foundations and that some structures are temporary, while others are permanent.	Technology	• Transportation and Manufacturing

Science 5

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.5.A1 Intentionally Blank		
2 Energy Flow		
3.1.5.A2 Describe how life on earth depends on energy from the sun.	Transfer of Energy	<ul style="list-style-type: none"> • Plant Growth • Photosynthesis • Animals and Food • Food Chains • Energy Flow • Transfer of Energy Apply
3 Life Cycles		
3.1.5.A3 Compare and contrast the similarities and differences in life cycles of different organisms.	Heredity and Living Cells	<ul style="list-style-type: none"> • Comparing Life Cycles
4 Cell Cycles		
3.1.5.A4 Intentionally Blank		
5 Form and Function		
3.1.5.A5 Explain the concept of a cell as the basic unit of life.	Heredity and Living Cells	<ul style="list-style-type: none"> • Plant and Animal Cells
3.1.5.A5 Compare and contrast plant and animal cells.	Heredity and Living Cells	<ul style="list-style-type: none"> • Plant and Animal Cells • Comparing Cells • Heredity and Living Cells Apply
6 Organization		
3.1.5.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.5.A7 Intentionally Blank		
8 Unifying Themes		
3.1.5.A8 Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.5.B1 Differentiate between inherited and acquired characteristics of plants and animals.	Heredity and Living Cells	<ul style="list-style-type: none"> • Instincts and Learned Behaviors • Inherited and Acquired Traits
2 Reproduction		
3.1.5.B2 Intentionally Blank		
3 Molecular Basis of Life		
3.1.5.B3 Intentionally Blank		
4 Biotechnology		

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.1.5.B4 Intentionally Blank		
5 Unifying Themes		
3.1.5.B5 Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
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.	Heredity and Living Cells	<ul style="list-style-type: none"> • Instincts and Learned Behaviors • Advantages and Survival
2 Adaptation		
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.	Heredity and Living Cells	<ul style="list-style-type: none"> • Inherited Traits
3 Unifying Themes		
3.1.5.C3 Intentionally Blank		
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.5.A1 Describe how water can be changed from one state to another by adding or taking away heat.	Energy Transfer	<ul style="list-style-type: none"> • Heat Energy
2 Structure of Matter		
3.2.5.A2 Intentionally Blank		
3 Matter and Energy		
3.2.5.A3 Intentionally Blank		
4 Reactions		
3.2.5.A4 Intentionally Blank		
5 Unifying Themes		
3.2.5.A5 Intentionally Blank		
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.5.B1 Explain how mass of an object resists change to motion.	Energy Transfer	<ul style="list-style-type: none"> • Mass and Motion
2 Energy Storage and Transformations: Conservation Laws		

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.2.5.B2 Examine how energy can be transferred from one form to another.	Energy Transfer	<ul style="list-style-type: none"> • Light Energy • Electric Currents • Electrical Circuits • Converting Energy Portfolio: Day 1 • Converting Energy Portfolio: Design • Converting Energy Portfolio: Create • Converting Energy Portfolio: Test
	Transfer of Energy	<ul style="list-style-type: none"> • Plant Growth • Photosynthesis • Plant Matter • Animals and Food • Food Chains
3 Heat/Heat Transfer		
3.2.5.B3 Demonstrate how heat energy is usually a by-product of an energy transformation.	Energy Transfer	<ul style="list-style-type: none"> • Heat energy
4 Electrical and Magnetic Energy		
3.2.5.B4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced.	Energy Transfer	<ul style="list-style-type: none"> • Electric Currents • Electrical Circuits
3.2.5.B4 Demonstrate how electromagnets can be made and used.	Energy Transfer	<ul style="list-style-type: none"> • Electromagnets
5 Nature of Waves (Sound and Light Energy)		
3.2.5.B5 Compare the characteristics of sound as it is transmitted through different materials.	Energy Transfer	<ul style="list-style-type: none"> • Sound Waves • Electric Currents
	Sound	<ul style="list-style-type: none"> • Sound Investigation: Plan
3.2.5.B5 Relate the rate of vibration to the pitch of the sound.	Sound	<ul style="list-style-type: none"> • Pitch, Volume, Vibration • Changes in Vibration • Sound Investigation: Plan • Sound Investigation: Conduct • Sound Apply
6 Unifying Themes		
3.2.5.B6 Intentionally Blank		
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.5.A1 Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.	Weathering and Erosion	<ul style="list-style-type: none"> • Constructive Forces • Constructive Forces and Landforms • Destructive Forces and Landforms • Erosion and Soil • Weathering and Erosion Apply
2 Earth's Resources/Materials		
3.3.5.A2 Describe the usefulness of Earth's physical resources as raw materials for the human made world.	Natural Energy Resources	<ul style="list-style-type: none"> • Renewable Resources • Nonrenewable Resources • Comparison of Energy Resources

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3 Earth's History		
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.	Weathering and Erosion	• Erosion and Soil
4 Water		
3.3.5.A4 Explain the basic components of the water cycle.	Transfer of Energy	• The Water Cycle
5 Weather and Climate		
3.3.5.A5 Differentiate between weather and climate.	Weather and Climate	• Weather and Climate • Tracking Weather Data
3.3.5.A5 Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate.	Transfer of Energy	• The Water Cycle
6. Unifying Themes		
3.3.5.A6 Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
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.	Weather and Climate Earth, Sun, and Stars	• Weather Patterns • Patterns of Change Portfolio: Patterns • Earth, Sun, and Stars Apply
2 Unifying Themes		
3.3.5.B2 Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.5.A1 Explain how people use tools and techniques to help them do things.	Weather and Climate Earth, Sun, and Stars	• Weather Data • The Sun and Other Stars • Brightness and Distance
2 Core Concepts of Technology		
3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.	Technology	• Introduction Technology and Engineering
3 Technology Connections		
3.4.5.A3 Describe how technologies are often combined.	Technology	• Introduction Technology and Engineering
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.5.B1 Explain how the use of technology can have unintended consequences.	Technology	• Engineering and the Design Process
2 Technology and Environment		
3.4.5.B2 Describe how waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.	Technology	• Engineering and the Design Process
3 Society and Development of Technology		

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.4.5.B3 Describe how community concerns support or limit technological developments.	Technology	• Engineering and the Design Process
4 Technology and History		
3.4.5.B4 Identify how the way people live and work has changed history in terms of technology.	Technology	• Products, Procedures, and Processes
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.5.C1 Explain how the design process is a purposeful method of planning practical solutions to problems.	Technology	• Products, Procedures, and Processes
2 Engineering Design		
3.4.5.C2 Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.	Technology	• Products, Procedures, and Processes
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.5.C3 Identify how invention and innovation are creative ways to turn ideas into real things.	Technology	• Products, Procedures, and Processes
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.5.D1 Identify ways to improve a design solution.	Energy Transfer	• Converting Energy Portfolio: Improve
2 Using and Maintaining Technological Systems		
3.4.5.D2 Use information provided in manuals, protocols, or by experienced people to see and understand how things work.	Technology	• Technology and Industry
3 Assessing Impact of Products and Systems		
3.4.5.D3 Determine if the human use of a product or system creates positive or negative results.	Technology	• Technology and Industry
3.4.E. The Designed World		
1 Medical Technologies		
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.	Technology	• Technology and Industry
2 Agricultural and Related Biotechnologies		
3.4.5.E2 Understand that there are many different tools necessary to maintain an ecosystem, whether natural or man-made.	Ecosystems	• Terrestrial Ecosystems • Aquatic Ecosystems • Ecosystems Apply
3 Energy and Power Technologies		
3.4.5.E3 Explain how tools, machines, products, and systems use energy in order to do work.	Energy Transfer	• Electrical Circuits
4 Information and Communication Technologies		
3.4.5.E4 Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.	Sound Transfer of Energy Weather and Climate	• Changes in Vibration • Energy Flow • Weather Data
5 Transportation Technologies		

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.4.5.E5 Examine reasons why a transportation system may lose efficiency or fail (e.g., one part is missing or	Technology	• Transportation and Construction
6 Manufacturing Technologies		
3.4.5.E6 Examine how manufacturing technologies have become an integral part of the engineered world.	Technology	• Transportation and Construction
7 Construction Technologies		
3.4.5.E7 Describe the importance of guidelines when planning a community.	Technology	• Transportation and Construction

Science 6

Pennsylvania Academic Standards Science: Grade 6	Science 6 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.6.A1 Describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.	Biodiversity	<ul style="list-style-type: none"> • Common Characteristics • Physical Characteristics
2 Energy Flow		
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.	Matter and Energy	<ul style="list-style-type: none"> • Making Food • Photosynthesis Portfolio 1 • Photosynthesis Portfolio 3 • Energy and Matter in an Ecosystem • Matter and Energy Apply
3 Life Cycles		
3.1.6.A3 Intentionally Blank		
4 Cell Cycles		
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.	Reproductive Success	<ul style="list-style-type: none"> • Animal Structures
	Matter and Energy	<ul style="list-style-type: none"> • Matter and Energy Introduction • Breaking Down Food
5 Form and Function		
3.1.6.A5 Describe basic structures that plants and animals have that contribute to their ability to make or find food and reproduce.	Reproductive Success	<ul style="list-style-type: none"> • Reproduction in Flowering Plants • Non-Flowering Plants Reproduction • Successful Plant Reproduction • Animal Structures • Animal Behaviors • Reproductive Success Apply
6 Organization		
3.1.6.A6 Identify examples of unicellular and multicellular organisms.	Biodiversity	<ul style="list-style-type: none"> • Unicellular and Multicellular
7 Molecular Basis of Life		
3.1.6.A7 Intentionally Blank		
8 Unifying Themes		
3.1.6.A8 SCALE Explain why the details of most cells are visible only through a microscope.	Reproductive Success	<ul style="list-style-type: none"> • Animal Structures
3.1.B. Genetics		
1 Heredity		
3.1.6.B1 Intentionally Blank		
2 Reproduction		
3.1.6.B2 Intentionally Blank		
3 Molecular Basis of Life		

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	Unit Name	Lesson Name
3.1.6.B3 Intentionally Blank		
4 Biotechnology		
3.1.6.B4 Intentionally Blank		
5 Unifying Themes		
3.1.6.B5 Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
3.1.6.C1 Differentiate between instinctive and learned animal behaviors that relate to survival.	Reproductive Success	• Animal Structures
2 Adaptation		
3.1.6.C2 Intentionally Blank		
3 Unifying Themes		
3.1.6.C3 Intentionally Blank		
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.6.A1 Distinguish the differences in properties of solids, liquids, and gases.	Properties of Matter	• Thermal Energy
3.2.6.A1 Differentiate between volume and mass. Investigate that equal volumes of different substances usually have different masses.	Properties of Matter	• Mass, Weight, and Density
2 Structure of Matter		
3.2.6.A2 Compare and contrast pure substances with mixtures.	Properties of Matter	• Separating Mixtures
3 Matter and Energy		
3.2.6.A3 Explain and give examples of how mass is conserved in a closed system.	Properties of Matter	• Closed Systems
4 Reactions		
3.2.6.A4 Differentiate between physical changes and chemical changes.	Properties of Matter	• Physical vs. Chemical Change
5 Unifying Themes		
3.2.6.A5 CONSTANCY AND CHANGE Identify characteristic properties of matter that can be used to separate one substance from the other.	Properties of Matter	• Separating Mixtures • Matter and Atomic Structure Apply
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.6.B1 Explain how changes in motion require a force.	Energy of Motion	• Kinetic and Potential Energy
2 Energy Storage and Transformations: Conservation Laws		

Pennsylvania Academic Standards Science: Grade 6	Science 6 A/B	
	Unit Name	Lesson Name
3.2.6.B2 Describe energy as a property of objects associated with heat, light, electricity, magnetism, mechanical motion, and sound.	Properties of Matter	• Thermal Energy
	Energy of Motion Properties of Matter	• Energy Transfer and Kinetic Energy • Thermal Energy
3.2.6.B2 Differentiate between potential and kinetic energy.	Energy of Motion	• Kinetic and Potential Energy
3 Heat/Heat Transfer		
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.	Properties of Matter	• Thermal Energy Transfer
3.2.6.B3 Explain the effect of heat on particle motion by describing what happens to particles during a phase change.	Properties of Matter	• Thermal Energy
4 Electrical and Magnetic Energy		
3.2.6.B4 Describe how electric current produces magnetic forces and how moving magnets produce electric current.	Non-Contact Forces	• Non-Contact Forces Portfolio 1 • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3
3.2.6.B4 Derive Ohm’s Law through investigation of voltage, current, and resistance.	Non-Contact Forces	• Electric Circuits
5 Nature of Waves (Sound and Light Energy)		
3.2.6.B5 Intentionally Blank		
6 Unifying Themes		
3.2.6.B6 ENERGY Demonstrate that heat moves in predictable ways from warmer objects to cooler ones.	Thermal Energy	• Kinetic Energy Transfer • Energy Transfer Device Portfolio 3 • Thermal Energy Apply
3.2.6.B6 SCALE Investigate that materials may be composed of parts too small to be seen without magnification.	Matter and Atomic Structure	• Matter and Atomic Structure Introduction • Thermal Energy
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.6.A1 Recognize and interpret various mapping representations of Earth’s common features.	Earth’s Changing Surface	• Plate Tectonics • Ring of Fire • Volcanoes Change Earth’s Surface • Earth’s Changing Surface Apply
2 Earth’s Resources/Materials		
3.3.6.A2 Examine how soil fertility, composition, resistance to erosion, and texture are affected by many factors.	Earth’s Changing Surface	• Soil
3 Earth’s History		
3.3.6.A3 Intentionally Blank		
4 Water		

Pennsylvania Academic Standards Science: Grade 6	Science 6 A/B	
	Unit Name	Lesson Name
3.3.6.A4 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.	Earth's Changing Surface	• Water Cycle
5 Weather and Climate		
3.3.6.A5 Describe the composition and layers of the atmosphere.	Atmosphere	• Atmospheric Layers
3.3.6.A5 Explain the effects of oceans on climate.	Atmosphere	• Polar Ice and Climate Change
3.3.6.A5 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.	Atmosphere	• Atmospheric Layers
6 Unifying Themes		
3.3.6.A6 MODELS/SCALES Describe the scales involved in characterizing Earth and its atmosphere.	Atmosphere	• Atmospheric Layers
3.3.6.A6 MODELS/SCALES Create models of Earth's common physical features.	Earth's Changing Surface	• Rocks Under Pressure • Volcanoes Change Earth's Surface • Earth's Changing Surface Apply
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.6.B1 Compare and contrast the size, composition, and surface features of the planets that comprise the solar system as well as the objects orbiting them.	Sun, Moon, Earth, Solar System	• Orbiting Bodies' Properties • Solar system Distancer System Scale
3.3.6.B1 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.	Sun, Moon, Earth, Solar System	• Gravity and Orbits • Orbiting Bodies' Properties
3.3.6.B1 Explain why the planets orbit the sun in nearly circular paths.	Sun, Moon, Earth, Solar System	• Gravity and Orbits
3.3.6.B1 Describe how the planets change their position relative to the background of the stars.	Sun, Moon, Earth, Solar System	• Introduction to Space
3.3.6.B1 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.	Sun, Moon, Earth, Solar System	• Reason for the Seasons • Asteroid Impact Portfolio 2 • Asteroid Impact Portfolio 3
2 Unifying Themes		
3.3.6.B2 MODELS Use models to demonstrate that earth has different seasons and weather patterns.	Sun, Moon, Earth, Solar System	• Reason for the Seasons • Asteroid Impact Portfolio 3
3.3.6.B2 MODELS Use models to demonstrate that the phases of the moon are a result of its orbit around Earth.	Sun, Moon, Earth, Solar System	• Moon Phases • Asteroid Impact Portfolio 2
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.6.A1 Identify how creative thinking and economic and cultural influences shape technological development.	Waves	• Technologies for Information Transfer

Pennsylvania Academic Standards Science: Grade 6	Science 6 A/B	
	Unit Name	Lesson Name
2 Core Concepts of Technology		
3.4.6.A2 Describe how systems thinking involves considering how every part relates to others.	Solar System	• Gravity
3 Technology Connections		
3.4.6.A3 Explain how knowledge from other fields of study (STEM) integrate to create new technologies.	Technology	• Development of Technologies
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.6.B1 Describe how economic, political, and cultural issues are influenced by the development and use of technology.	Technology	• Development of Technologies
2 Technology and Environment		
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.	Technology	• Technology Usage
3 Society and Development of Technology		
3.4.6.B3 Interpret how societal and cultural priorities are reflected in technological devices.	Technology	• Technology and STEM
4 Technology and History		
3.4.6.B4 Demonstrate how new technologies are developed based on people’s needs, wants, values, and/ or interests.	Sun, Moon, Earth, Solar System	• Gravity and Orbits
3.4.C. Technology and Engineering Design		
1 Design Attributes		
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.	Engineering Design Portfolio	• Design Portfolio 1 • Design Portfolio 2 • Design Portfolio 3 • Design Portfolio 4 • Design Portfolio 5
2 Engineering Design		
3.4.6.C2 Show how models are used to communicate and test design ideas and processes.	Sun, Moon, Earth, Solar System	• Gravity and Orbits
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.6.C3 Explain why some technological problems are best solved through experimentation.	Technology	• Technology and STEM
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.6.D1 Apply a design process to solve problems beyond the laboratory classroom.	Engineering Design Portfolio	• Design Portfolio 1 • Design Portfolio 2 • Design Portfolio 3 • Design Portfolio 4 • Design Portfolio 5
2 Using and Maintaining Technological Systems		

Pennsylvania Academic Standards Science: Grade 6	Science 6 A/B	
	Unit Name	Lesson Name
3.4.6.D2 Use computers appropriately to access and organize and apply information.	Sun, Moon, Earth, Solar system	<ul style="list-style-type: none"> • Moon Phases • Not Enough Hours
	Sun, Moon, Earth, Solar system	<ul style="list-style-type: none"> • Solar System Scale
	Earth's Changing Surface	<ul style="list-style-type: none"> • Mining Groundwater
	Properties of Matter	<ul style="list-style-type: none"> • Mass, Weight, and Density
	Waves	<ul style="list-style-type: none"> • How are Waves Transmitted? • Digitalized Signals
	Reproductive Success	<ul style="list-style-type: none"> • Analyzing Factors
3 Assessing Impact of Products and Systems		
3.4.6.D3 Design and use instruments to evaluate data.	Engineering Design Portfolio	<ul style="list-style-type: none"> • Design Portfolio 1 • Design Portfolio 2 • Design Portfolio 3 • Design Portfolio 4 • Design Portfolio 5
3.4.E. The Designed World		
1 Medical Technologies		
3.4.6.E1 Describe how advances and innovations in medical technologies are used to improve health care.	Technology	<ul style="list-style-type: none"> • Technology and STEM
2 Agricultural and Related Biotechnologies		
3.4.6.E2 Identify how emerging agricultural technologies have an effect on ecosystem dynamics and human/ animal food resources.	Earth's Changing Surface	<ul style="list-style-type: none"> • Mining Groundwater
3 Energy and Power Technologies		
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.	Technology	<ul style="list-style-type: none"> • Development of Technologies
4 Information and Communication Technologies		
3.4.6.E4 Illustrate how communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination.	Technology	<ul style="list-style-type: none"> • Technologies for Information Transfer
3.4.6.E4 Examine how communications information technologies are used to help humans make decisions and solve problems	Technology	<ul style="list-style-type: none"> • How are Waves Transmitted?
5 Transportation Technologies		
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.	Technology	<ul style="list-style-type: none"> • Technology Usage
6 Manufacturing Technologies		
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).	Technology	<ul style="list-style-type: none"> • Rock and Mineral Resources
7 Construction Technologies		
3.4.6.E7 Explain how the type of structure determines the way the parts are put together.	Technology	<ul style="list-style-type: none"> • Technology Usage

Science 7

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.7.A1 Describe the similarities and differences of physical characteristics in diverse organisms.	Cells	<ul style="list-style-type: none"> Plant and Animal Cells
	Body Systems	<ul style="list-style-type: none"> Body Systems Portfolio 1 Body Systems Portfolio 2 Body Systems Portfolio 3
	Organism Interactions	<ul style="list-style-type: none"> Classification
2 Energy Flow		
3.1.7.A2 Describe how organisms obtain and use energy throughout their lives.	Cells	<ul style="list-style-type: none"> Modeling Cells
	Body Systems	<ul style="list-style-type: none"> Body Systems Portfolio 1
3 Life Cycles		
3.1.7.A3 Explain why the life cycles of different organisms have varied lengths.	Reproduction and Genetics	<ul style="list-style-type: none"> Modeling Sexual Reproduction
4 Cell Cycles		
3.1.7.A4 Explain how cells arise from pre-existing cells.	Cells	<ul style="list-style-type: none"> Mitosis
5 Form and Function		
3.1.7.A5 Explain how the cell is the basic structural and functional unit of living things.	Cells	<ul style="list-style-type: none"> Unicellular and Multicellular Cells Apply
	Body Systems	<ul style="list-style-type: none"> Body Systems Hierarchy
6 Organization		
3.1.7.A6 Identify the levels of organization from cell to organism.	Body Systems	<ul style="list-style-type: none"> Body Systems Hierarchy
7 Molecular Basis of Life		
3.1.7.A7 Compare life processes (e.g. growth, digestion) at the organism level with life processes at the cellular level.	Cells	<ul style="list-style-type: none"> Plant and Animal Cells Modeling Cells Organelles
8 Unifying Themes		
3.1.7.A8 MODELS Apply the appropriate models to show interactions among organisms in an environment.	Organism Interactions	<ul style="list-style-type: none"> Relationships Among Organisms
3.1.B. Genetics		
1 Heredity		
3.1.7.B1 Explain how genetic instructions influence inherited traits.	Reproduction and Genetics	<ul style="list-style-type: none"> Modeling Sexual Reproduction Relate Genotypes and Phenotypes Genetic Factors and Growth Reproduction and Genetics Apply
3.1.7.B1 Identify Mendelian patterns of inheritance.	Reproduction and Genetics	<ul style="list-style-type: none"> Modeling Sexual Reproduction Relate Genotypes and Phenotypes
2 Reproduction		
3.1.7.B2 Compare sexual reproduction with asexual reproduction.	Reproduction and Genetics	<ul style="list-style-type: none"> Asexual and Sexual Reproduction
3 Molecular Basis of Life		

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.1.7.B3 Intentionally Blank		
4 Biotechnology		
3.1.7.B4 Describe how selective breeding and biotechnology can alter the genetic composition of organisms.	Reproduction and Genetics	• Human Influence on Traits
5 Unifying Themes		
3.1.7.B5 PATTERNS Compare and contrast observable patterns in the physical characteristics across families, strains and species.	Organism Interactions	• Classification • Organism Interaction Apply
3.1.C. Evolution		
1 Natural Selection		
3.1.7.C1 Describe how natural selection is an underlying factor in a population's ability to adapt to changes.	Reproduction and Genetics	• Traits, Survival, and Reproduction
2 Adaptation		
3.1.7.C2 Explain why the extinction of a species may occur when the environment changes.	Organism Interactions	• Relationships Among Organisms
3.1.7.C2 Explain that mutations can alter a gene and are the original source of new variations in a population.	Reproduction and Genetics	• Modeling Mutations
3 Unifying Themes		
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.	Organism Interactions	• Evidence of Evolution
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.7.A1 Differentiate between elements, compounds, and mixtures.	Matter Properties	• Types of Matter
3.2.7.A1 Identify groups of elements that have similar properties.	Matter Properties	• Elements and Chemical Change
3.2.7.A1 Explain how materials are characterized by having a specific amount of mass in each unit of volume (density).	Matter Properties	• Types of Matter
2 Structure of Matter		
3.2.7.A2 Identify atoms as the basic building blocks of matter and that elements are composed of one type of atom.	Matter Properties	• Elements and Chemical Change
3 Matter and Energy		
3.2.7.A3 Explain how energy transfer can affect the chemical and physical properties of matter.	Matter Properties	• Elements and Chemical Change
4 Reactions		
3.2.7.A4 Describe how reactants change into products in simple chemical reactions.	Matter Properties	• Elements and Chemical Change
5 Unifying Themes		

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.2.7.A5 Intentionally Blank		
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.7.B1 Describe how unbalanced forces acting on an object change its velocity.	Force Interactions	<ul style="list-style-type: none"> • Force and Motion Portfolio 1 • Force and Motion Portfolio 2 • Force and Motion Portfolio 3 • Force Interactions Apply
3.2.7.B1 Analyze how observations of displacement, velocity, and acceleration provide necessary and sufficient evidence for the existence of forces.	Force Interactions	<ul style="list-style-type: none"> • Position, Distance, and Displacement
2 Energy Storage and Transformations: Conservation Laws		
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.	Thermal Energy	<ul style="list-style-type: none"> • Energy Transfer Device Portfolio 1 • Energy Transfer Device Portfolio 2 • Energy Transfer Device Portfolio 3
3 Heat/Heat Transfer		
3.2.7.B3 Differentiate among convection, conduction, and radiation.	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Transfer
3.2.7.B3 Explain why heat energy consists of the random motion and vibrations of the particles of matter.	Thermal Energy	<ul style="list-style-type: none"> • Kinetic and Thermal Energy • Matter and Temperature • Energy Transfer and Temperature • Kinetic Energy Transfer
4 Electrical and Magnetic Energy		
3.2.7.B4 Explain how electrical current is produced by the flow of electrons.	Force Interactions	<ul style="list-style-type: none"> • Electric and Magnetic Forces
3.2.7.B4 Explain and demonstrate how electric current produces magnetic forces and how moving magnets produce electric current.	Force Interactions	<ul style="list-style-type: none"> • Electric and Magnetic Forces
5 Nature of Waves (Sound and Light Energy)		
3.2.7.B5 Demonstrate that visible light is a mixture of many different colors.	Waves	<ul style="list-style-type: none"> • Light and Sound Waves
3.2.7.B5 Explain the construct of the electromagnetic spectrum.	Waves	<ul style="list-style-type: none"> • Light and Sound Waves
3.2.7.B5 Describe how sound and light energy are transmitted by waves.	Waves	<ul style="list-style-type: none"> • Properties of Waves • Light and Sound Waves
6 Unifying Themes		
3.2.7.B6 ENERGY Demonstrate that heat is often produced as energy is transformed through a system.	Thermal Energy	<ul style="list-style-type: none"> • Kinetic Energy Transfer
3.2.7.B6 ENERGY Demonstrate how the transfer of heat energy causes temperature changes.	Thermal Energy	<ul style="list-style-type: none"> • Energy Transfer and Temperature
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.3.7.A1 Define basic features of the rock cycle.	Earth's Energy Systems	• The Rock Cycle
3.3.7.A1 Describe the layers of the earth.	Earth's Energy Systems	• The Structure of Earth
3.3.7.A1 Differentiate among the mechanisms by which heat is transferred through the Earth's system.	Weather	• Predicting Weather
2 Earth's Resources/Materials		
3.3.7.A2 Explain land use in relation to soil type and topography.	Geological Processes	• Water and Soil
3 Earth's History		
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.	Geological Processes	• Earth's Evolution
3.3.7.A3 Compare geologic processes over time.	Geological Processes	• Processes Over Time
4 Water		
3.3.7.A4 Differentiate among Earth's water systems.	Geological Processes	• Water and Soil
3.3.7.A4 Describe the motions of tides and identify their causes.	Geological Processes	• Water and Soil
5 Weather and Climate		
3.3.7.A5 Describe basic elements of meteorology.	Weather	• Relative Humidity • Air Pressure • Air Masses • Air Mass Interactions • Predicting Weather • Predicting Weather Portfolio 1 • Predicting Weather Portfolio 2 • Predicting Weather Portfolio 3
	Natural Hazards	• Tracking Hurricane Dorian
3.3.7.A5 Explain the relationship between the energy provided by the sun and the temperature differences among water, land and atmosphere.	Weather	• Predicting Weather
6 Unifying Themes		
3.3.7.A6 MODELS/SCALES Locate significant geologic structures using various mapping representations.	Geological Processes	• Processes Over Time
3.3.7.A6 CONSTANCY/CHANGE Describe changes in atmospheric conditions associated with various weather patterns.	Weather	• Air Pressure • Air Masses • Air Mass Interactions • Predicting Weather Portfolio 1 • Predicting Weather Portfolio 2 • Predicting Weather Portfolio 3

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.3.7.A6 CONSTANCY/CHANGE Describe geologic time as it related to earth processes.	Geologic Processes	• Processes Over Time
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.7.B1 Describe gravity as a major force in determining the motions of planets, stars, and the solar system.	Solar System	• Gravity
3.3.7.B1 Compare and contrast properties and conditions of objects in the solar system to those on Earth.	Solar System	• Orbiting Bodies' Properties
2 Unifying Themes		
3.3.7.B2 SCALE AND MEASUREMENT Identify a variety of instruments used to gather evidence about the universe.	Solar System	• Galaxies and the Universe
3.3.7.B2 PATTERNS Describe repeating patterns in the Sun-Earth-Moon system and the positions of stars.	Solar System	• Galaxies and the Universe
3.3.7.B2 SCALE Relate planetary size and distance in our solar system using an appropriate scale model.	Solar System	• Solar System Distances
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.7.A1 Explain how technology is closely linked to creativity, which has resulted in innovation and invention.	Matter Properties	• Synthetic Materials , Natural Resources
2 Core Concepts of Technology		
3.4.7.A2 Explain how different technologies involve different sets of processes.	Design and Technology	• Design Process
3 Technology Connections		
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.	Design and Technology	• Technology Applied
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.7.B1 Explain how the use of technology can have consequences that affect humans in many ways.	Design and Technology	• Technology and Society
2 Technology and Environment		
3.4.7.B2 Explain how decisions to develop and use technologies may be influenced by environmental and economic concerns.	Design and Technology	• Technology and society
3 Society and Development of Technology		
3.4.7.B3 Describe how invention and innovation lead to changes in society and the creation of new needs and wants.	Design and Technology	• Technology and society
4 Technology and History		

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.4.7.B4 Explain how many inventions and innovations have evolved by using deliberate and methodical processes of tests and refinements.	Design and Technology	• Design Process
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.7.C1 Describe how design, as a creative planning process, leads to useful products and systems.	Design and Technology	• Design Process
2 Engineering Design		
3.4.7.C2 Explain how modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	Design and Technology	• Technology and Society
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.7.C3 Describe how troubleshooting as a problem-solving method may identify the cause of a malfunction in a technological system.	Design and Technology	• Design Process
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
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.	Design and Technology	• Design Process
2 Using and Maintaining Technological Systems		
3.4.7.D2 Select and safely use appropriate tools, products and systems for specific tasks.	Weather Body Systems Reproduction and Genetics	• Air Masses • Body Systems Portfolio 2 • Modeling Asexual Reproduction
3 Assessing Impact of Products and Systems		
3.4.7.D3 Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology.	Design and Technology	• Engineering Design
3.4.E. The Designed World		
1 Medical Technologies		
3.4.7.E1 Investigate recent advancements in medical technologies and their impact on quality of life.	Design and Technology	• Technology Applied
2 Agricultural and Related Biotechnologies		
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.	Design and Technology	• Technology Applied
3 Energy and Power Technologies		
3.4.7.E3 Examine the efficiency of energy use in our environment.	Design and Technology	• Technology Applied
4 Information and Communication Technologies		
3.4.7.E4 Illustrate how information can be acquired and sent through a variety of technological sources, including print and electronic media.	Design and Technology	• Technology and Society
5 Transportation Technologies		

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
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.	Design and Technology	<ul style="list-style-type: none"> • Manufacturing, Transportation, Construction
6 Manufacturing Technologies		
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.	Design and Technology	<ul style="list-style-type: none"> • Manufacturing, Transportation, Construction
7 Construction Technologies		
3.4.7.E7 Examine subsystems found in the construction of a building.	Design and Technology	<ul style="list-style-type: none"> • Manufacturing, Transportation, Construction

Science 8

Pennsylvania Academic Standards Science: Grade 8	Science 8 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.8.A1 Intentionally Blank		
2 Energy Flow		
3.1.8.A2 Intentionally Blank		
3 Life Cycles		
3.1.8.A3 Intentionally Blank		
4 Cell Cycles		
3.1.8.A4 Intentionally Blank		
5 Form and Function		
3.1.8.A5 Intentionally Blank		
6 Organization		
3.1.8.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.8.A7 Intentionally Blank		
8 Unifying Themes		
3.1.8.A8 CHANGE AND CONSTANCY Explain mechanisms organisms use to adapt to their environment.	Natural Selection	<ul style="list-style-type: none"> • Define Natural Selection • Explain Natural Selection • Genetic Variation Over Time • Mathematics of Natural Selection • Natural Selection Apply
3.1.B. Genetics		
1 Heredity		
3.1.8.B1 Intentionally Blank		
2 Reproduction		
3.1.8.B2 Intentionally Blank		
3 Molecular Basis of Life		
3.1.8.B3 Intentionally Blank		
4 Biotechnology		
3.1.8.B4 Intentionally Blank		
5 Unifying Themes		
3.1.8.B5 Intentionally Blank		

Pennsylvania Academic Standards Science: Grade 8	Science 8 A/B	
	Unit Name	Lesson Name
3.1.C. Evolution		
1 Natural Selection		
3.1.8.C1 Explain how reproductive success coupled with advantageous traits over many generations contributes to natural selection.	Natural Selection	<ul style="list-style-type: none"> • Define Natural Selection • Explain Natural Selection • Genetic Variation Over Time • Traits, Survival, and Reproduction • Mathematics of Natural Selection • Natural Selection Apply
2 Adaptation		
3.1.8.C2 Intentionally Blank		
3 Unifying Themes		
3.1.8.C3 Intentionally Blank		
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.8.A1 Differentiate between mass and weight.	Gravity	<ul style="list-style-type: none"> • Gravitational Attraction and Mass • Investigating Gravity
2 Structure of Matter		
3.2.8.A2 Identify characteristics of elements derived from the periodic table.	Matter Interactions	<ul style="list-style-type: none"> • The Composition of Atoms • The Periodic Table • Conservation in Chemical Reactions
3 Matter and Energy		
3.2.8.A3 Explain how changes in matter are accompanied by changes in energy.	Matter Interactions	<ul style="list-style-type: none"> • Chemical Reactions
4 Reactions		
3.2.8.A4 Compare and contrast physical and chemical changes in terms of products.	Matter Interactions	<ul style="list-style-type: none"> • Matter Interactions Portfolio 1 • Matter Interactions Portfolio 2 • Matter Interactions Portfolio 3
5 Unifying Themes		
3.2.8.A5 Intentionally Blank		
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.8.B1 Explain how inertia is a measure of an object's mass.	Newton's Laws	<ul style="list-style-type: none"> • Newton's First Law • Newton's Second Law
3.2.8.B1 Explain how momentum is related to the forces acting on an object.	Newton's Laws	<ul style="list-style-type: none"> • Newton's Second Law
2 Energy Storage and Transformations: Conservation Laws		
3.2.8.B2 Identify situations where kinetic energy is transformed into potential energy, and vice versa.	Newton's Laws	<ul style="list-style-type: none"> • Potential and Kinetic Energy
3 Heat/Heat Transfer		
3.2.8.B3 Explain how changes in temperature are accompanied by changes in kinetic energy.	Newton's Laws	<ul style="list-style-type: none"> • Potential and Kinetic Energy

Pennsylvania Academic Standards Science: Grade 8	Science 8 A/B	
	Unit Name	Lesson Name
4 Electrical and Magnetic Energy		
3.2.8.B4 Compare and contrast atomic properties of conductors and insulators.	Matter Interactions	• Composition of Atoms
5 Nature of Waves (Sound and Light Energy)		
3.2.8.B5 Intentionally Blank		
6 Unifying Themes		
3.2.8.B6 PATTERNS Explain how physics principles underlie everyday phenomena and important technologies.	The Design World	• Physics and Chemistry in Design
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.8.A1 Distinguish between physical and chemical weathering.	Age of Earth	• Physical Weathering of Rock • Chemical Weathering of Rock
3.3.8.A1 Compare and contrast the types of energy that drive Earth’s systems.	Climate	• The Climate System
2 Earth’s Resources/Materials		
3.3.8.A2 Describe renewable and nonrenewable energy resources.	Natural Resources	• Renewable and Nonrenewable Resources • Fossil Fuels
3 Earth’s History		
3.3.8.A3 Explain how matter on earth is conserved throughout the geological processes over time.	Age of Earth	• The Growing Atlantic Ocean
4 Water		
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.	Climate	• Ocean Currents • Ocean Circulation • The Climate System • Climate Apply
5 Weather and Climate		
3.3.8.A5 Explain how the curvature of the earth contributes to climate.	Climate	• Heating Patterns • The Climate System • Climate Apply
3.3.8.A5 Compare and contrast water vapor, clouds, and humidity.	Climate	• Atmospheric Currents
6 Unifying Themes		
3.3.8.A6 CHANGES Explain changes in earth systems in terms of energy transformation and transport.	Climate	• Atmospheric Currents • Thermal Energy • The Climate System • Climate Apply
3.3.8.A6 MODELS Explain how satellite images, models, and maps are used to identify Earth’s resources.	Impact of Humans	• Conserving Bioresources
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		

Pennsylvania Academic Standards Science: Grade 8	Science 8 A/B	
	Unit Name	Lesson Name
3.3.8.B1 Explain how light, measured remotely, can be used to classify objects in the universe.	The Universe	• Galaxies
2 Unifying Themes		
3.3.8.B2 SCALE AND MEASUREMENT Explain measurements and evidence indicating the age of the universe.	The Universe	• Theories about the Universe
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.8.A1 Analyze the development of technology based on affordability or urgency.	Impact of Humans	• Conserving Bioresources
2 Core Concepts of Technology		
3.4.8.A2 Explain how controls are steps that people perform using information about the system that causes systems to change.	The Design World	• Transportation Design
3 Technology Connections		
3.4.8.A3 Compare how a product, system, or environment developed for one setting may be applied to another setting.	The Design World	• Biotechnology
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.8.B1 Evaluate the societal implications of the management of waste produced by technology.	The Design World	• Making Compost • Reducing Food Waste
2 Technology and Environment		
3.4.8.B2 Compare and contrast decisions to develop and use technologies as related to environmental and economic concerns.	Natural Resources Impact of Humans	• Energy Exploration • Conserving Mineral Resources • Conserving Bioresources
3 Society and Development of Technology		
3.4.8.B3 Explain how throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies.	The Design World	• Design Technology
4 Technology and History		
3.4.8.B4 Explain how societal and cultural priorities and values are reflected in technological devices.	The Design World	• Design Technology
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.8.C1 Evaluate the criteria and constraints of a design.	Impact of Humans Non-Contact Forces Biodiversity	• Mitigating Human Impact Portfolio 2 • Non-Contact Forces Portfolio 3 • Biodiversity Portfolio 2 • Biodiversity Portfolio 3
2 Engineering Design		
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.	The Design World	• The Design World Introduction • Design Technology

Pennsylvania Academic Standards Science: Grade 8	Science 8 A/B	
	Unit Name	Lesson Name
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.8.C3 Analyze how a multi-disciplinary (STEM) approach to problem solving will yield greater results.	The Design World	• Physics and Chemistry in Design
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.8.D1 Test and evaluate the solutions for a design problem.	Impact of Humans	• Mitigating Human Impact Portfolio 2 • Mitigating Human Impact Portfolio 3
2 Using and Maintaining Technological Systems		
3.4.8.D2 Operate and maintain systems in order to achieve a given purpose.	Impact of Humans	• Mitigating Human Impact Portfolio 3
	Matter Interactions	• The Periodic Table
	Gravity	• Investigating Gravity
3 Assessing Impact of Products and Systems		
3.4.8.D3 Interpret and evaluate the accuracy of the information obtained and determine its usefulness.	Impact of Humans	• Mitigating Human Impact Portfolio 3
3.4.E. The Designed World		
1 Medical Technologies		
3.4.8.E1 Analyze what technologies are used in genetic engineering and predict how it may change the future of medicine.	Natural Selection	• Human Influence on Traits
2 Agricultural and Related Biotechnologies		
3.4.8.E2 Describe how biotechnology applies the principles of biology to create commercial products or processes.	The Design world	• Biotechnology
3 Energy and Power Technologies		
3.4.8.E3 Examine power systems are used to drive and provide propulsion to other technological products or systems.	The Design World	• Transportation Design
4 Information and Communication Technologies		
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.	The Design World	• Construction Design
5 Transportation Technologies		
3.4.8.E5 Describe how governmental regulations influence the design, operation and efficiency of transportation systems.	The Design World	• Transportation Technology
6 Manufacturing Technologies		
3.4.8.E6 Analyze the steps involved in the manufacturing process (e.g., design, development, production, marketing and servicing of products and systems).	Natural Resources	• Resource Processing
7 Construction Technologies		
3.4.8.E7 Analyze factors that determine structural design (e.g., building laws and codes, style, convenience, cost, climate, and function).	The Design World	• Construction Design

Physical Science

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
Main Ideas: Chemistry		
Scientific Method		
3.1.10.A6 Compare and contrast scientific theories	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction Extend the lesson to compare and contrast scientific theories.
3.1.C.A6 Know that both direct and indirect observations are used by scientists to study the natural world and universe	Atomic Structure	<ul style="list-style-type: none"> • Composition of Atoms • Periodic Table Introduction
	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory • Solutes and Solvents
	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions
	Nuclear Processes	<ul style="list-style-type: none"> • Energy Release
	Newton's Laws	<ul style="list-style-type: none"> • Newton's Second Law • Force, Mass and Acceleration
	Force and Motion	<ul style="list-style-type: none"> • Position, Distance, and Displacement • Velocity and Acceleration
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum Portfolio Day 1
	Force and Work	<ul style="list-style-type: none"> • Force and Work Introduction • Efficiency of Machines
	Gravity	<ul style="list-style-type: none"> • Gravitational Force, Attraction, and Mass • Investigating Gravity • Analyzing Gravitational Data • Gravity and Air Resistance
	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction • Cause and Effect • Energy and Forces Motion Portfolio 1
	Thermal Energy	<ul style="list-style-type: none"> • Kinetic and Thermal Energy • Energy Transfer and Temperature • Thermal Energy Transfer Device Portfolio 1 • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer Device Portfolio 3
	Non-Contact Forces	<ul style="list-style-type: none"> • Strength of Electrical Forces • Strength of Magnetic Forces • Non-Contact Forces Portfolio 2
	Waves	<ul style="list-style-type: none"> • Lens and Mirrors • Wave Characteristics • Sound Wave Phenomena • Characteristics of Waves • Waves in Different Media
		Atomic Structure
	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory • Solutes and Solvents

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.1.P.A6 Identify questions and concepts that guide scientific investigations	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions • Law of Conservation of Matter • Conservation in Chemical Reactions • Types of Reactions • Reaction Rates Portfolio 3
	Nuclear Processes	<ul style="list-style-type: none"> • Energy Release
	Newton's Laws	<ul style="list-style-type: none"> • Newton's Laws Introduction • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Forces that Change Motion
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum Portfolio Day 1 • Momentum Portfolio Day 2
	Force and Work	<ul style="list-style-type: none"> • Efficiency of Machines
	Gravity	<ul style="list-style-type: none"> • Gravitational Force, Attraction, and Mass • Investigating Gravity • Analyzing Gravitational Data
	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy
	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction • Cause and Effect • Energy and Forces Motion Portfolio 1 • Energy and Forces Motion Portfolio 2 • Energy and Forces Motion Portfolio 3 • Energy of Four Forces
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Thermal Energy Transfer Device Portfolio 1 • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer Device Portfolio 3
	Non-Contact Forces	<ul style="list-style-type: none"> • Strength of Electrical Forces • Conductors and Insulators • Non-Contact Forces Portfolio 1 • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3 • Electromagnetism in Use
	Waves	<ul style="list-style-type: none"> • Lens and Mirrors • Wave Characteristics • Sound Wave Phenomena • Wave Application • Digital and Analog Systems • Life Without Digital Systems • Pros and Cons of Digital Systems
	Atomic Structure	<ul style="list-style-type: none"> • Composition of Atoms • Molecules and Structures • Periodic Table Introduction
	Chemical Reactions	<ul style="list-style-type: none"> • Conservation in Chemical Reactions • Reaction Rates Portfolio 3
Nuclear Processes	<ul style="list-style-type: none"> • Energy Release 	

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.1.P.A6 Formulate and revise explanations and models using logic and evidence	Newton's Laws	<ul style="list-style-type: none"> • Newton's Laws Introduction • Newton's Second Law • Force, Mass and Acceleration • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Position, Distance, and Displacement • Forces that Change Motion
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum Portfolio Day 1 • Momentum Portfolio Day 2
	Force and Work	<ul style="list-style-type: none"> • Efficiency of Machines
	Gravity	<ul style="list-style-type: none"> • Gravitational Force, Attraction, and Mass • Investigating Gravity • Analyzing Gravitational Data • Gravity and Air Resistance
	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy • Factors that Affect Kinetic Energy • Predicting Changes in Kinetic Energy
	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction • Stored Energy Changes I • Stored Energy Changes II • Energy and Forces Motion Portfolio 3
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Energy Transfer and Temperature • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer Device Portfolio 3
	Non-Contact Forces	<ul style="list-style-type: none"> • Strength of Electrical Forces • Strength of Magnetic Forces • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3 • Electromagnetism in Use
	Waves	<ul style="list-style-type: none"> • Sound Wave Phenomena • Frequency and Wavelength • Wave Application
3.1.P.A6 Recognize and analyze alternative explanations and models	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction
	Newton's Laws	<ul style="list-style-type: none"> • Newton's Second Law • Newton's Third Law
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Transfer Device Portfolio 2
3.1.P.A6 Explain the importance of accuracy and precision in making valid measurements	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Transfer Device Portfolio 2 Extend the lesson to explain the importance of accuracy and precision in making valid measurements.
3.1.P.A6 Interpret results of experimental research to predict new information, propose additional questions or advance a	Chemical Reactions	<ul style="list-style-type: none"> • Reaction Rates Portfolio 3
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum Portfolio Day 2
	Gravity	<ul style="list-style-type: none"> • Analyzing Gravitational Data
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Transfer Device Portfolio 3

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
solution	Non-Contact Forces	<ul style="list-style-type: none"> • Strength of Electrical Forces • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3
3.2.8.A1 Differentiate between mass and weight	Gravity	<ul style="list-style-type: none"> • Gravitational Force, Attraction, and Mass
3.4.8.D3 Interpret and evaluate the accuracy of the information obtained and determine its usefulness	Chemical Reactions	<ul style="list-style-type: none"> • Physical vs. Chemical Change • Conservation in Chemical Reactions
	Newton's Laws	<ul style="list-style-type: none"> • Newton's First Law • Newton's Second Law • Force, Mass and Acceleration • Newton's Third Law
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum Portfolio Day 2
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Transfer Device Portfolio 1 • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer Device Portfolio 3
	Non-Contact Forces	<ul style="list-style-type: none"> • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3
Classifying Matter, Physical Properties, States of Matter, Chemical Properties		
3.2.C.A1 Differentiate between physical properties and chemical properties	Chemical Reactions	<ul style="list-style-type: none"> • Physical vs. Chemical Change • Law of Conservation of Matter
3.2.C.A1 Differentiate between pure substances and mixtures	Properties	<ul style="list-style-type: none"> • Properties Introduction • Solutes and Solvents
3.2.C.A1 Differentiate between heterogeneous and homogeneous mixtures	Physical Reactions	<ul style="list-style-type: none"> • Physical vs. Chemical Change
3.2.C.A3 Describe the three normal states of matter in terms of energy, particle motion, and phase transitions	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory • Gases Under Pressure
	Thermal Energy	<ul style="list-style-type: none"> • Energy Transfer and Temperature • Matter and Temperature • Energy Transfer and Temperature
3.2.C.A4 Predict how combinations of substances can result in physical and/or chemical changes	Properties	<ul style="list-style-type: none"> • Ph, Acids and Bases • Acid Base Solutions
	Chemical Reactions	<ul style="list-style-type: none"> • Physical vs. Chemical Change • Chemical Reactions • Law of Conservation of Matter • Types of Reactions
	Thermal Energy	<ul style="list-style-type: none"> • Matter and Temperature • Energy Transfer and Temperature
3.2.10.A3 Describe phases of matter according to the kinetic molecular theory	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory
	Thermal Energy	<ul style="list-style-type: none"> • Matter and Temperature • Energy Transfer and Temperature
3.2.8.A4 Compare and contrast physical and chemical changes in terms of products	Chemical Reactions	<ul style="list-style-type: none"> • Physical vs. Chemical Change
3.2.8.A1 Differentiate between mass and weight	Gravity	<ul style="list-style-type: none"> • Gravitational Force, Attraction, and Mass
Atomic Theory, Atoms		

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.10.A5 Describe the historical development of models of the atom and how they contributed to modern atomic theory	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction
3.2.10.A6 Compare and contrast scientific theories	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction Extend the lesson to compare and contrast scientific theories.
3.2.10.A6 Identify questions and concepts that guide scientific investigations	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction
	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory
	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions • Law of Conservation of Matter • Conservation in Chemical Reactions • Types of Reactions • Reaction Rates Portfolio 3
	Nuclear Processes	<ul style="list-style-type: none"> • Energy Release
3.2.10.A6 Recognize and analyze alternative explanations and models	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction
3.2.10.A6 Formulate and revise explanations and models using logic and evidence	Atomic Structure	<ul style="list-style-type: none"> • Composition of Atoms • Molecules and Structures • Periodic Table Introduction
	Chemical Reactions	<ul style="list-style-type: none"> • Conservation in Chemical Reactions • Reaction Rates Portfolio 3
	Nuclear Processes	<ul style="list-style-type: none"> • Energy Release
3.2.C.A5 Recognize discoveries from Dalton, Thomson, Rutherford, and Bohr and understand how each discovery leads to modern theory	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction
	Nuclear Processes	<ul style="list-style-type: none"> • Alpha Particle Emission
3.2.C.A5 Describe Rutherford's gold foil experiment that led to the discovery of the nuclear atom	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction
3.2.C.A5 Identify the major components of the nuclear atom and explain how they interact	Atomic Structure	<ul style="list-style-type: none"> • Composition of Atoms • Periodic Table Introduction • Bonds
Periodic Table		
3.2.10.A1 Predict properties of elements using trends on the periodic table	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction • Valence Electrons • Bonds • Ions
	Chemical Reactions	<ul style="list-style-type: none"> • Patterns of Properties • Covalent and Ionic Bonding
	Nuclear Processes	<ul style="list-style-type: none"> • Energy Release
3.2.C.A1 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	Atomic Structure	<ul style="list-style-type: none"> • Composition of Atoms • Periodic Table Introduction • Valence Electrons • Bonds • Ions
	Chemical Reactions	<ul style="list-style-type: none"> • Patterns of Properties • Covalent and Ionic Bonding

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.C.A2 Compare the electron configurations for the first twenty elements on the periodic table	Atomic Structure	<ul style="list-style-type: none"> • Atomic Structure Introduction
3.2.C.A2 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	Atomic Structure	<ul style="list-style-type: none"> • Periodic Table Introduction • Valence Electrons • Bonds • Ions
	Chemical Reactions	<ul style="list-style-type: none"> • Patterns of Properties • Covalent and Ionic Bonding
Chemical Bonds		
3.2.10.A2 Compare and contrast different bond types that result in the formation of molecules and compounds	Atomic Structure	<ul style="list-style-type: none"> • Bonds • Ions
	Chemical Reactions	<ul style="list-style-type: none"> • Covalent and Ionic Bonding • Total Bond Energy
3.2.10.A2 Explain why compounds are composed of integer ratios of elements	Chemical Reactions	<ul style="list-style-type: none"> • Covalent and Ionic Bonding
3.2.C.A2 Explain how atoms combine to form compounds through both ionic and covalent bonds	Atomic Structure	<ul style="list-style-type: none"> • Bonds • Ion
	Chemical Reactions	<ul style="list-style-type: none"> • Patterns of Properties • Covalent and Ionic Bonding • Total Bond Energy
3.2.C.A2 Predict chemical formulas based on the number of valence electrons	Atomic Structure	<ul style="list-style-type: none"> • Ions
3.2.C.A2 Draw Lewis dot structures for simple molecules and ionic compounds	Atomic Structure	<ul style="list-style-type: none"> • Bonds • Ions
3.2.C.A2 Predict the chemical formulas for simple ionic and molecular compounds	Atomic Structure	<ul style="list-style-type: none"> • Ions
3.2.C.A4 Predict how combinations of substances can result in physical and/or chemical changes	Properties	<ul style="list-style-type: none"> • Ph, Acids and Bases • Acid Base Solutions
	Chemical Reactions	<ul style="list-style-type: none"> • Physical vs. Chemical Change • Chemical Reactions • Law of Conservation of Matter
	Thermal Energy	<ul style="list-style-type: none"> • Matter and Temperature • Energy Transfer and Temperature
	Non-Contact Forces	<ul style="list-style-type: none"> • Non-Contact Forces Portfolio 3
3.2.C.A4 Interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions • Law of Conservation of Matter • Conservation in Chemical Reactions
Chemical Reactions		
3.2.10.A4 Describe chemical reactions in terms of atomic rearrangement and/or electron transfer	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions • Balance of Atoms • Types of Reactions
3.2.10.A4 Explain the difference between endothermic and exothermic reactions	Properties	<ul style="list-style-type: none"> • Solutes and Solvents
	Chemical Reactions	<ul style="list-style-type: none"> • Total Bond Energy • Changes in Bond Energy

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.10.A4 Identify the factors that affect the rates of reactions	Chemical Reactions	<ul style="list-style-type: none"> • Reaction Rates Portfolio 1 • Reaction Rates Portfolio 2 • Reaction Rates Portfolio 3 • Changes in Bond Energy
3.2.C.A4 Interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions • Law of Conservation of Matter • Conservation in Chemical Reactions
3.2.C.A4 Balance chemical equations by applying the laws of conservation of mass	Chemical Reactions	<ul style="list-style-type: none"> • Chemical Reactions • Balance of Atoms • Conservation in Chemical Reactions • Types of Reactions
	Nuclear Processes	<ul style="list-style-type: none"> • Modeling Fusion
3.2.C.A4 Classify chemical reactions as synthesis, decomposition, single displacement, double displacement, and combustion	Chemical Reactions	<ul style="list-style-type: none"> • Types of Reactions
Solutions, Acids, Bases		
3.2.12.A4 Describe the interactions between acids and bases	Properties	<ul style="list-style-type: none"> • Ph, Acids and Bases • Acid Base Solutions
	Chemical Reactions	<ul style="list-style-type: none"> • Types of Reactions
3.2.12.A1 Compare and contrast the unique properties of water to other liquids	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory • Solutes and Solvents • Acid Base Solutions
	Chemical Reactions	<ul style="list-style-type: none"> • Types of Reactions
Nuclear Chemistry		
3.2.C.A3 Describe the process of radioactive decay by using nuclear equations and explain the concept of half-life for an isotope	Nuclear Processes	<ul style="list-style-type: none"> • Modeling Nuclear Processes • Radioactive Decay Energy
3.2.C.A3 Compare and contrast nuclear fission and nuclear fusion	Nuclear Processes	<ul style="list-style-type: none"> • Modeling Nuclear Processes • Modeling Fission
3.2.12.A2 Explain the probabilistic nature of radioactive decay based on subatomic rearrangement in the atomic nucleus	Nuclear Processes	<ul style="list-style-type: none"> • Modeling Nuclear Processes • Radioactive Decay Energy
3.2.12.A4 Explain how matter is transformed into energy in nuclear reactions according to $E=mc^2$	Nuclear Processes	<ul style="list-style-type: none"> • Radioactive Decay Energy
Main Ideas: Physics		
Motion, Forces		
3.2.P.B1 Differentiate among translational motion, simple harmonic motion, and rotational motion in terms of position velocity, and acceleration	Newton's Laws	<ul style="list-style-type: none"> • Newton's Second Law • Force, Mass and Acceleration • Newton's Third Law
	Force and Motion	<ul style="list-style-type: none"> • Forces that Change Motion • Velocity and Acceleration
	Conservation of Momentum	<ul style="list-style-type: none"> • Zero Net Force
	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.P.B1 Use force and mass to explain translational motion or simple harmonic motion of objects	Newton's Laws	<ul style="list-style-type: none"> • Newton's Second Law • Force, Mass and Acceleration • Newton's Third Law • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Magnitude and Direction of Force • Forces that Change Motion • Velocity and Acceleration • Net Force and Acceleration
	Conservation of Momentum	<ul style="list-style-type: none"> • Zero Net Force
3.2.12.B2 Demonstrate how the law of conservation of momentum and conservation of energy provide alternate approaches to predict and describe the motion of objects	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum • The Moment of Impact • Using Vectors to Describe Momentum • Zero Net Force • Proving Conservation of Momentum • Conservation of Momentum Apply
	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy • Predicting Changes in Kinetic Energy
3.2.10.B1 Analyze the relationships among the net forces acting on a body, the mass of the body, and the resulting acceleration using Newton's Second Law of Motion	Newton's Laws	<ul style="list-style-type: none"> • Newton's Second Law • Force, Mass and Acceleration • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Forces that Change Motion • Velocity and Acceleration • Net Force and Acceleration
	Conservation of Momentum	<ul style="list-style-type: none"> • Zero Net Force • Momentum Portfolio Day 2
3.2.10.B1 Apply Newton's Law of Universal gravitation to the forces between two objects	Gravity	<ul style="list-style-type: none"> • Gravitational Force, Attraction and Mass
3.2.10.B1 Use Newton's third law to explain forces as interactions between bodies	Newton's Laws	<ul style="list-style-type: none"> • Newton's Third Law • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Magnitude and Direction of Force • Forces that Change Motion
	Conservation of Momentum	<ul style="list-style-type: none"> • Using Vectors to Describe Momentum
3.2.10.B1 Describe how interactions between objects conserve momentum	Conservation of Momentum	<ul style="list-style-type: none"> • Conservation of Momentum Introduction • Momentum • The Moment of Impact • Using Vectors to Describe Momentum • Zero Net Force • Proving Conservation of Momentum • Momentum Portfolio Day 1 • Momentum Portfolio Day 2 • Momentum Portfolio Day 3

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.P.B6 Use Newton's laws of motion and gravitation to describe and predict the motion of objects ranging from atoms to the galaxies	Newton's Laws	<ul style="list-style-type: none"> • Newton's First Law • Newton's Second Law • Force, Mass and Acceleration • Newton's Third Law • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Magnitude and Direction of Force • Forces that Change Motion • Velocity and Acceleration • Net Force and Acceleration
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum • The Moment of Impact • Using Vectors to Describe Momentum • Zero Net Force • Conservation of Momentum Apply
3.2.12.B6 Compare and contrast motions of objects using forces and conservation laws	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory
	Newton's Laws	<ul style="list-style-type: none"> • Newton's First Law • Newton's Second Law • Force, Mass and Acceleration • Newton's Third Law • Collision Forces
	Force and Motion	<ul style="list-style-type: none"> • Magnitude and Direction of Force • Forces that Change Motion • Velocity and Acceleration • Net Force and Acceleration
	Conservation of Momentum	<ul style="list-style-type: none"> • Momentum • The Moment of Impact • Using Vectors to Describe Momentum • Zero Net Force • Proving Conservation of Momentum • Momentum Portfolio Day 1 • Momentum Portfolio Day 3 • Conservation of Momentum Apply
	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy • Factors that Affect Kinetic Energy
Work/Power		
3.2.10.B2 Explain the relationships between work and power	Force and Work	<ul style="list-style-type: none"> • Force and Work Relationships
Energy, Temperature/Heat		
3.2.10.B2 Explain how the overall energy flowing through a system remains constant	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory
	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy • Predicting Changes in Kinetic Energy
3.2.10.B2 Describe the work-energy theorem	Force and Work	<ul style="list-style-type: none"> • Force and Work Relationships
	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.10.B6 Explain how the behavior of matter and energy follow predictable patterns that are defined by laws	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy • Predicting Changes in Kinetic Energy
	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction • Stored Energy Changes I • Stored Energy Changes II • Cause and Effect • Energy and Forces Motion Portfolio 1
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Matter and Temperature • Energy Transfer and Temperature • Thermal Energy Transfer Device Portfolio 1 • Thermal Energy Transfer
3.2.C.B3 Describe the law of conservation of energy	Properties	• Thermal Energy and Kinetic Molecular Theory
	Energy of Motion	• Kinetic and Potential Energy
	Thermal Energy	• Thermal Energy Transfer Device Portfolio 1
3.2.8.B2 Identify situations where kinetic energy is transformed into potential energy, and vice versa	Properties	• Thermal Energy and Kinetic Molecular Theory
	Energy of Motion	<ul style="list-style-type: none"> • Kinetic and Potential Energy • Predicting Changes in Kinetic Energy • Energy Transfer and Kinetic Energy
	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction • Stored Energy Changes II • Energy and Forces Motion Portfolio 1 • Energy and Forces Motion Portfolio 3
	Thermal Energy	• Matter and Temperature
3.3.8.A2 Describe renewable and nonrenewable energy resources	Energy of Motion	• Renewable and Non-renewable Energy
3.2.10.B3 Explain how heat energy will move from a higher temperature to a lower temperature until equilibrium is reached	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Matter and Temperature • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer
3.2.10.B3 Analyze the processes of convection, conduction, and radiation between objects or regions that are at different temperatures	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Thermal Energy Transfer Device Portfolio 1 • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer
3.2.C.B3 Explain the difference between an endothermic process and an exothermic process	Properties	• Solutes and Solvents
	Chemical Reactions	<ul style="list-style-type: none"> • Total Bond Energy • Changes in Bond Energy
3.2.P.B3 Analyze factors that influence convection, conduction, and radiation between objects or regions that are at different temperatures.	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Thermal Energy Transfer Device Portfolio 1 • Thermal Energy Transfer Device Portfolio 2 • Thermal Energy Transfer
	Properties	• Thermal Energy and Kinetic Molecular Theory
	Chemical Reactions	<ul style="list-style-type: none"> • Reaction Rates Portfolio 1 • Reaction Rates Portfolio 2

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.8.B3 Explain how changes in temperature are accompanied by changes in kinetic energy	Energy of Motion	<ul style="list-style-type: none"> • Predicting Changes in Kinetic Energy
	Energy and Forces	<ul style="list-style-type: none"> • Stored Energy Changes I • Stored Energy Changes II
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Kinetic and Thermal Energy • Matter and Temperature • Energy Transfer and Temperature • Thermal Energy Transfer
3.2.12.B4 Describe the relationship between average kinetic molecular energy, temperature, and phase changes	Properties	<ul style="list-style-type: none"> • Thermal Energy and Kinetic Molecular Theory • Gases Under Pressure
	Chemical Reactions	<ul style="list-style-type: none"> • Reaction Rates Portfolio 2
	Thermal Energy	<ul style="list-style-type: none"> • Thermal Energy Unit Introduction • Kinetic and Thermal Energy • Matter and Temperature • Energy Transfer and Temperature • Thermal Energy Transfer
Waves, Sound Waves, Light		
3.2.10.B5 Understand that waves transfer energy without transferring matter	Waves	<ul style="list-style-type: none"> • Waves Introduction • Wave Characteristics • Characteristics of Waves • Frequency and Wavelength • The Speed of Sound • Wavelength in Different Media
3.2.10.B5 Compare and contrast the wave nature of light and sound	Waves	<ul style="list-style-type: none"> • Waves Introduction • Wave Characteristics
3.2.10.B5 Describe the components of the electromagnetic spectrum	Waves	<ul style="list-style-type: none"> • Wave Characteristics • Characteristics of Waves
3.2.10.B5 Describe the difference between sound and light waves	Waves	<ul style="list-style-type: none"> • Waves Introduction • Wave Characteristics
3.2.P.B5 Explain how waves transfer energy without transferring matter	Waves	<ul style="list-style-type: none"> • Wave Characteristics • Sound Wave Phenomena • Characteristics of Waves • The Speed of Sound • Wavelength in Different Media
3.2.P.B5 Explain how waves carry information from remote sources that can be detected and interpreted	Waves	<ul style="list-style-type: none"> • Sound Wave Phenomena • Wave Application • Digital and Analog Systems
3.2.P.B5 Describe the causes of wave frequency, speed, and wavelength	Waves	<ul style="list-style-type: none"> • Lens and Mirrors • Sound Wave Phenomena • Characteristics of Waves • Frequency and Wavelength • The Speed of Sound • Waves in Different Media • Wavelength in Different Media • Wave Application

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.12.B5 Research how principles of wave transmissions are used in a wide range of technologies	Waves	<ul style="list-style-type: none"> • Sound Wave Phenomena • Wavelength in Different Media • Wave Application • Digital and Analog Systems • Life Without Digital Systems • Pros and Cons of Digital Systems
3.2.12.B5 Research technologies that incorporate principles of wave transmission	Waves	<ul style="list-style-type: none"> • Characteristics of Waves • Frequency and Wavelength • Wavelength in Different Media • Wave Application • Life Without Digital Systems • Pros and Cons of Digital Systems
Electricity, Magnetism		
3.2.10.B4 Describe quantitatively the relationships between voltage, current, and resistance to electrical energy and power	Non-Contact Forces	<ul style="list-style-type: none"> • Electrical Energy Properties
3.2.10.B4 Describe the relationship between electricity and magnetism as two aspects of a single electromagnetic force	Energy and Forces	<ul style="list-style-type: none"> • Stored Energy Changes I • Stored Energy Changes II • Cause and Effect • Energy and Forces Motion Portfolio 1 • Energy and Forces Motion Portfolio 2 • Energy and Forces Motion Portfolio 3
	Non-Contact Forces	<ul style="list-style-type: none"> • Non-Contact Forces Introduction • Strength of Magnetic Forces • Non-Contact Forces Portfolio 3
3.2.P.B4 Explain how stationary and moving particles result in electricity and magnetism	Energy and Forces	<ul style="list-style-type: none"> • Stored Energy Changes I • Stored Energy Changes II • Cause and Effect • Energy and Forces Motion Portfolio 1
	Non-Contact Forces	<ul style="list-style-type: none"> • Electrical Circuits • Strength of Magnetic Forces • Non-Contact Forces Portfolio 1 • Non-Contact Forces Portfolio 3 • Electromagnetism in Use
3.2.P.B4 Develop qualitative and quantitative understanding of current, voltage, resistance, and the connections among them	Energy and Forces	<ul style="list-style-type: none"> • Energy and Forces Motion Portfolio 1
	Non-Contact Forces	<ul style="list-style-type: none"> • Conductors and Insulators • Electrical Energy Properties • Electrical Circuits
3.2.P.B4 Explain how electrical induction is applied in technology	Energy and Forces	<ul style="list-style-type: none"> • Stored Energy Changes I • Stored Energy Changes II • Cause and Effect • Energy and Forces Motion Portfolio 1
	Non-Contact Forces	<ul style="list-style-type: none"> • Non-Contact Forces Introduction • Electrical Circuits • Electromagnetism in Use

Pennsylvania Academic Standards Science: Physical Science	Physical Science A/B	
	Unit Name	Lesson Name
3.2.12.B4 Describe conceptually the attractive and repulsive forces between objects relative to their charges and the distance between them	Energy and Forces	<ul style="list-style-type: none"> • Two Object Interaction • Strength of Electrical Forces
	Non-Contact Forces	<ul style="list-style-type: none"> • Non-Contact Forces Portfolio 1 • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3 • Electromagnetism in Use

Biology

Pennsylvania Academic Standards Science: Biology		Biology A/B	
	Unit Name	Lesson Name	
3.1. Biological Sciences			
3.1.A. Organisms and Cells			
1 Common Characteristics of Life			
3.1.B.A1 Describe the common characteristics of life.	Cells and Body Systems	<ul style="list-style-type: none"> • What Goes In Must Come Out • What is a Virus 	
	Biodiversity	<ul style="list-style-type: none"> • Carry Capacity 	
3.1.B.A1 Compare and contrast the cellular structures and degrees of complexity of prokaryotic and eukaryotic organisms.	DNA	<ul style="list-style-type: none"> • Genes, Chromosomes, and DNA 	
	Cells and Body Systems	<ul style="list-style-type: none"> • Structures of the Cell • Cell Structures 	
	Energy Flow	<ul style="list-style-type: none"> • Energy Flow Apply 	
3.1.B.A1 Explain that some structures in eukaryotic cells developed from early prokaryotic cells (e.g., mitochondria, chloroplasts)	Cells and Body Systems	<ul style="list-style-type: none"> • Structures of the Cell • Cell Structures 	
2 Energy Flow			
3.1.B.A2 Identify the initial reactants, final products, and general purposes of photosynthesis and cellular respiration.	Cell Work	<ul style="list-style-type: none"> • Photosynthesis • Photosynthesis: Energy Conversion • Photosynthesis Portfolio 1 • Photosynthesis Portfolio 2 • Photosynthesis Portfolio 3 • Cellular Respiration and Matter • Making and Breaking Bonds for Energy • Cellular Respiration • Cell Work Apply 	
	Biochemistry	<ul style="list-style-type: none"> • Respiration Overview • Biochemistry Apply 	
	Carbon Cycle	<ul style="list-style-type: none"> • Living Things and the Carbon Cycle • Cell Work and Carbon • Carbon Cycle Apply 	
	Energy Flow	<ul style="list-style-type: none"> • Describing the Flow of Energy • Energy Flow Apply 	
3.1.B.A2 Explain the important role of ATP in cell metabolism.	Cell Work	<ul style="list-style-type: none"> • Photosynthesis: Energy Conversion • Cellular Respiration and Matter • Making and Breaking Bonds for Energy • Heat and Cellular Respiration 	
3.1.B.A2 Describe the relationship between photosynthesis and cellular respiration in photosynthetic organisms.	Cell Work	<ul style="list-style-type: none"> • Cell Work Apply 	
	Biochemistry	<ul style="list-style-type: none"> • You Are What You Eat • What All Biomolecules Have in Common • Biochemistry Apply 	
	Carbon Cycle	<ul style="list-style-type: none"> • Living Things and the Carbon Cycle • Cell Work and Carbon • Carbon Cycle Apply 	

	Energy Flow	<ul style="list-style-type: none"> • Cycling of Matter and Energy • Life Processes • Recycling of Matter • Describing the Flow of Energy • Energy Flow Apply
3.1.B.A2 Explain why many biological macromolecules such as ATP and lipids contain high energy bonds.	Cell Work	<ul style="list-style-type: none"> • Making and Breaking Bonds for Energy • Energy and Matter Conservation
3.1.B.A2 Explain the importance of enzymes as catalysts in cell reactions.	Biochemistry	<ul style="list-style-type: none"> • Respiration Overview
3.1.B.A2 Identify how factors such as pH and temperature may affect enzyme function.	Biochemistry	<ul style="list-style-type: none"> • What All Biomolecules Have in Common • Chemical Reactions
3.1.B.A2	Biochemistry	<ul style="list-style-type: none"> • Chemical Reactions
3 Life Cycles		
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.	Mitosis	<ul style="list-style-type: none"> • Mitosis Unit Introduction • Complex Organisms
4 Cell Cycles		
3.1.B.A4 Summarize the stages of the cell cycle.	Cells and Body Systems	<ul style="list-style-type: none"> • Disruptions of the Cell Cycle
	Mitosis	<ul style="list-style-type: none"> • Complex Organisms • Mitosis Apply
3.1.B.A4 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.	Cells and Body Systems	<ul style="list-style-type: none"> • Disruptions of the Cell Cycle
3.1.B.A4 Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.	Mitosis	<ul style="list-style-type: none"> • Complex Organisms • Inputs and Outputs of Mitosis • Mitosis in Complex Organisms • Mitosis and Genetic Information • How Cells Are Used in the Body • Mitosis Apply
3.1.B.A4 Compare and contrast a virus and a cell. Relate the stages of viral cycles to the cell cycle.	Cells and Body Systems	<ul style="list-style-type: none"> • What is a Virus • Disruptions of the Cell Cycle
5 Form and Function		
3.1.B.A5 Relate the structure of cell organelles to their function (energy capture and release, transport, waste removal, protein synthesis, movement, etc.).	Cells and Body Systems	<ul style="list-style-type: none"> • What Goes In Must Come Out • Structures of the Cell
3.1.B.A5 Explain the role of water in cell metabolism.	Cell Work	<ul style="list-style-type: none"> • Energy and Matter Conservation
3.1.B.A5 Explain how the cell membrane functions as a regulatory structure and protective barrier for the cell.	Cells and Body Systems	<ul style="list-style-type: none"> • What Goes In Must Come Out
3.1.B.A5 Describe transport mechanisms across the plasma membrane.	Cells and Body Systems	<ul style="list-style-type: none"> • What Goes In Must Come Out
6 Organization		
3.1.B.A6 Explain how cells differentiate in multicellular organisms.	Mitosis	<ul style="list-style-type: none"> • Mitosis in Complex Organisms • Gene Expression

7 Molecular Basis of Life		
3.1.B.A7 Analyze the importance of carbon to the structure of biological macromolecules.	Biochemistry	<ul style="list-style-type: none"> • The Building Blocks of Life • The Essential Sugar Molecule
3.1.B.A7 Compare and contrast the functions and structures of proteins, lipids, carbohydrates, and nucleic acids.	DNA	<ul style="list-style-type: none"> • Genes, Chromosomes, and DNA
	Biochemistry	<ul style="list-style-type: none"> • Biochemistry Unit Introduction • The Building Blocks of Life • The Essential Sugar Molecule • What All Biomolecules Have in Common • Chemical Reactions • Reliable Sources • Biochemistry Apply
3.1.B.A7 Explain the consequences of extreme changes in pH and temperature on cell proteins.	Homeostasis Portfolio	<ul style="list-style-type: none"> • Homeostasis Portfolio 1 • Homeostasis Portfolio 2 • Homeostasis Portfolio 3
	Biochemistry	<ul style="list-style-type: none"> • Chemical Reactions
8 Unifying Themes		
3.1.B.A8 CHANGE AND CONSTANCY Recognize that systems within cells and multicellular organisms interact to maintain homeostasis.	Cells and Body Systems	<ul style="list-style-type: none"> • Parts of a Multicellular Organism • Modeling Body Systems • Interactions Between Systems • Models Versus Actual Body Systems • Cells and Body Systems Apply
	Homeostasis Portfolio	<ul style="list-style-type: none"> • Homeostasis Portfolio 1 • Homeostasis Portfolio 2 • Homeostasis Portfolio 3
3.1.B.A8 PATTERNS Demonstrate the repeating patterns that occur in biological polymers.	Biochemistry	<ul style="list-style-type: none"> • The Essential Sugar Molecule • What All Biomolecules Have in Common • Chemical Reactions • Matter Conservations Matters
3.1.B.A8 SYSTEMS Describe how the unique properties of water support life.	Cell Work	<ul style="list-style-type: none"> • Energy and Matter Conservation
3.1.B. Genetics		
1 Heredity		
3.1.B.B1 Explain that the information passed from parents to offspring is transmitted by means of genes which are coded in DNA molecules.	DNA	<ul style="list-style-type: none"> • DNA Unit Introduction • Genes, Chromosomes, and DNA
3.1.B.B1 Explain the basic process of DNA replication.	Mitosis	<ul style="list-style-type: none"> • Complex Organisms
	Genetic Variation	<ul style="list-style-type: none"> • Genetic Variation from Meiosis • Genetic Variation Apply
3.1.B.B1 Describe the basic processes of transcription and translation.	DNA	<ul style="list-style-type: none"> • How Cells Make Proteins
3.1.B.B1 Explain how crossing over, jumping genes, and deletion and duplication of genes results in genetic variation.	Genetic Variation	<ul style="list-style-type: none"> • Genetic Variation from Meiosis • Genetic Variation from Errors • Genetic Variation Apply
	DNA	<ul style="list-style-type: none"> • Genes, Chromosomes, and DNA • Gene Expression

<p>3.1.B.B1 Explain how mutations can alter genetic information and the possible consequences on resultant cells.</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation from Errors • Environmental Genetic Variation • Genetic Mutations Produce Variation • Genetic Variations Can Be Inherited • Genetic Variation Apply
<p>2 Reproduction</p>	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • Genetic Variation and Evolution
<p>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.</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation from Meiosis • Genetic Variations Can Be Inherited
<p>3.1.B.B2 Compare and contrast the function of mitosis and meiosis.</p>	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • Genetic Variation and Evolution
<p>3.1.B.B2 Illustrate that the sorting and recombining of genes in sexual reproduction results in a great variety of possible gene combinations in offspring.</p>	<p>Mitosis</p>	<ul style="list-style-type: none"> • Mitosis Unit Introduction • Complex Organisms • Inputs and Outputs of Mitosis • Mitosis in Complex Organisms • Mitosis and Genetic Information
<p>3.1.B.B2</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation from Meiosis • Genetic Variation from Meiosis • Genetic Variation from Errors • Genetic Mutations Produce Variation • Genetic Variations Can Be Inherited • Sources of New DNA Combinations
<p>3 Molecular Basis of Life</p>	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • Genetic Variation and Evolution
<p>3.1.B.B3 Describe the basic structure of DNA, including the role of hydrogen bonding.</p>	<p>DNA</p>	<ul style="list-style-type: none"> • Genes, Chromosomes, and DNA
<p>3.1.B.B3 Explain how the process of DNA replication results in the transmission and conservation of the genetic code.</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation Unit Introduction • Genetic Variation from Errors
<p>3.1.B.B3 Describe how transcription and translation result in gene expression.</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation from Meiosis
<p>3.1.B.B3 Differentiate among the end products of replication, transcription, and translation.</p>	<p>DNA</p>	<ul style="list-style-type: none"> • Gene Expression • Gene Expression and Gene Regulation
<p>3.1.B.B3 Cite evidence to support that the genetic code is universal.</p>	<p>DNA</p>	<ul style="list-style-type: none"> • Genes, Chromosomes, and DNA
<p>4 Biotechnology</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation from Errors
<p>3.1.B.B4 Explain how genetic technologies have impacted the fields of medicine, forensics, and agriculture.</p>	<p>DNA</p>	<ul style="list-style-type: none"> • Genetically Modified Organisms

5 Unifying Themes		
3.1.B.B5 PATTERNS	DNA	• Genetic Research
	Genetic Variation	• Genetic Variation from Meiosis
3.1.B.B5 PATTERNS Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, codominant, sex-linked, polygenic, incomplete dominance, multiple alleles).	DNA	• Genetic Research • Genetic Factors in Inheritance
	Genetic Variation	• Organizing Data About Expressed Traits • Analyzing Data About Traits
3.1.B.B5 CONSTANCY AND CHANGE	DNA	• Genes, Chromosomes, and DNA
	Genetic Variation	• Genetic Variation from Errors
3.1.B.B5 CONSTANCY AND CHANGE Explain how gene actions, patterns of heredity, and reproduction of cells and organisms account for the continuity of life.	DNA	• Gene Expression and Gene Regulation • Genetic Factors in Inheritance
	Genetic Variation	• Genetic Variation Unit Introduction • Genetic Variation from Meiosis • Genetic Variation from Errors • Genetic Variations Can Be Inherited
3.1.B.B5 SCALE Demonstrate how inherited characteristics can be observed at the molecular, cellular, and organism levels.	DNA	• Genetic Research • Genetic Factors in Inheritance
	Genetic Variation	• Genetic Variations Can Be Inherited • Sources of New DNA Combinations
3.1.C. Evolution		
1 Natural Selection		
3.1.B.C1 Describe species as reproductively distinct groups of organisms.	Biodiversity	• Classification of Living Things • Biodiversity at Different Scales
	Biological Evolution	• Environmental Change
3.1.B.C1 Analyze the role that geographic isolation can play in speciation.	Biological Evolution	• Evolution Versus Natural Selection • Environmental Change
3.1.B.C1 Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population.	Biodiversity	• Biodiversity at Population Levels
	Genetic Variation	• Genetic Mutations Produce Variation • Organizing Data About Expressed Traits
	Natural Selection	• Natural Selection Over Time • Heredity and Reproductive Success • Natural Selection Apply
	Biological Evolution	• How Resources Affect Evolution • Genetic Variation and Evolution • Differential Reproduction • Modeling Evolution • Evolution Versus Natural Selection
3.1.B.C1 Describe how the degree of kinship between species can be inferred from the similarity in their DNA sequences.	Biodiversity	• Classification of Living Things
	Natural Selection	• Heredity and Reproductive Success
	Biological Evolution	• Genetic Variation and Evolution • Environmental Change
2 Adaptation		
3.1.B.C2 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.	Biological Evolution Evidence	• Biological Evolution Evidence
3.1.B.C2 Analyze how increasingly complex, multicellular organisms evolved once cells with nuclei developed.	Biological Evolution Evidence	• Biological Evolution Evidence

<p>3.1.B.C2 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.</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Genetic Variation from Errors • Environmental Genetic Variation • Genetic Mutations Produce Variation • Genetic Variations Can Be Inherited • Organizing Data About Expressed Traits • Analyzing Data About Traits • Genetic Variation Apply
<p>3.1.B.C2 Describe the relationship between environmental changes and changes in the gene pool of a population</p>	<p>Genetic Variation</p>	<ul style="list-style-type: none"> • Analyzing Data About Traits • Expressed Traits • Genetic Variation Apply
	<p>Natural Selection</p>	<ul style="list-style-type: none"> • Natural Selection Over Time • Heredity and Reproductive Success • High Altitude Living • Evolution of the Influenza Virus • Color and Natural Selection • Natural Selection Apply
	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • How Resources Affect Evolution • Environmental Change • Environmental Change • Effects of Change
<p>3 Unifying Themes</p>		
<p>3.1.B.C3 CONSTANCY AND CHANGE Compare and contrast various theories of evolution.</p>	<p>Natural Selection</p>	<ul style="list-style-type: none"> • Natural Selection Unit Introduction • Natural Selection Over Time
	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • Differential Reproduction • Modeling Evolution • Group Behavior
<p>3.1.B.C3 CONSTANCY AND CHANGE Interpret data from fossil records, anatomy and physiology, and DNA studies relevant to the theory of evolution.</p>	<p>Natural Selection</p>	<ul style="list-style-type: none"> • Competitive Advantage • Transitional Fossils
	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • Genetic Variation and Evolution • Modeling Evolution • Effects of Change • Biological Evolution Apply
	<p>Biological Evolution Evidence</p>	<ul style="list-style-type: none"> • Evolution Evidence Unit Introduction • Biological Evolution Evidence • Fossil Record and Embryology • Evidence of Evolution • Evolution Evidence Apply
<p>3.1.B.C3 PATTERNS Discuss the implications of a universal genetic code for evolution.</p>	<p>Biological Evolution</p>	<ul style="list-style-type: none"> • Differential Reproduction
	<p>Biological Evolution Evidence</p>	<ul style="list-style-type: none"> • Biological Evolution Evidence • Fossil Record and Embryology • Evolution Evidence Apply

Chemistry

Pennsylvania Academic Standards Science: Chemistry	Chemistry A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
Standard - 3.1.C.A1 Explain the chemistry of metabolism.	New Unit Suggested	Incorporate and assign an activity to explain the chemistry of metabolism.
2 Energy Flow		
Standard - 3.1.C.A2 Describe how changes in energy affect the rate of chemical reactions.	Reaction Rates	<ul style="list-style-type: none"> • Reaction Rates Portfolio 1 • Reaction Rates Portfolio 2 Incorporate and assign an activity in Reaction Rates Portfolio 2 to describe how changes in energy affect the rate of chemical reactions.
4 Cell Cycles		
3.1.C.A4. Relate mitosis and meiosis at the molecular level	New Unit Suggested	Incorporate and assign an activity to relate mitosis and meiosis at the molecular level.
7 Molecular Basis of Life		
3.1.C.A7. Illustrate the formation of carbohydrates, lipids, proteins, and nucleic acids.	New Unit Suggested	Incorporate and assign an activity to illustrate the formation of carbohydrates, lipids, proteins, and nucleic acids.
3.1.B. Genetics		
3 Molecular Basis of Life		
3.1.C.B3. Describe the structure of the DNA and RNA molecules.	New Unit Suggested	Incorporate and assign an activity to describe the structure of the DNA and RNA molecules.
5 Unifying Themes		
3.1.C.B5. PATTERNS Use models to demonstrate patterns in biomacromolecules.	New Unit Suggested	Incorporate and assign an activity to use models to demonstrate patterns in biomacromolecules.
3.1.C. Evolution		
2 Adaptation		
3.1.C.C2. Use molecular models to demonstrate gene mutation and recombination at the molecular level.	New Unit Suggested	Incorporate and assign an activity to use molecular models to demonstrate gene mutation and recombination at the molecular level.
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.C.A1. Differentiate between physical properties and chemical properties.	Introduction to Chemistry	<ul style="list-style-type: none"> • Physical vs. Chemical Change • Mixtures
3.2.C.A1. Differentiate between pure substances and mixtures; differentiate between heterogeneous and homogeneous mixtures.	Introduction to Chemistry	<ul style="list-style-type: none"> • Physical vs. Chemical Change • Mixtures

Pennsylvania Academic Standards Science: Chemistry	Chemistry A/B	
	Unit Name	Lesson Name
3.2.C.A1. 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.	The Periodic Table	<ul style="list-style-type: none"> • Atomic Number • Stable Ions • Valence Electrons 1 • Element Groupings • Element Arrangement • Reactivity
3.2.C.A1. Use electro-negativity to explain the difference between polar and nonpolar covalent bonds.	Simple Chemical Reactions	<ul style="list-style-type: none"> • Bonding of Atoms in Reactions Incorporate and assign an activity to use electro-negativity to explain the difference between polar and nonpolar covalent bonds.
2 Structure of Matter		
3.2.C.A2. Compare the electron configurations for the first twenty elements of the periodic table.	The Periodic Table	<ul style="list-style-type: none"> • Atomic Number
3.2.C.A2. 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.	The Periodic Table	<ul style="list-style-type: none"> • Element Groupings
	Simple Chemical Reactions	<ul style="list-style-type: none"> • Patterns of Properties • Covalent and Ionic Bonding • Valence Electrons • Patterns of Attraction • Chemical Equations • Bonding of Atoms in Reactions • Macroscopic Patterns of Reactivity
3.2.C.A2. Explain how atoms combine to form compounds through both ionic and covalent bonding.	The Periodic Table	<ul style="list-style-type: none"> • Bonds
	Simple Chemical Reactions	<ul style="list-style-type: none"> • Covalent and Ionic Bonding
3.2.C.A2. Predict chemical formulas based on the number of valence electrons.	Simple Chemical Reactions	<ul style="list-style-type: none"> • Valence Electrons
3.2.C.A2. Draw Lewis dot structures for simple molecules and ionic compounds.	The Periodic Table	<ul style="list-style-type: none"> • Bonds • Ions
3.2.C.A2. Predict the chemical formulas for simple ionic and molecular compounds.	Simple Chemical Reactions	<ul style="list-style-type: none"> • Composition and Formula
3.2.C.A2. Use the mole concept to determine number of particles and molar mass for elements and compounds.	Conservation of Mass	<ul style="list-style-type: none"> • Use the Mole • Reactants vs. Products • Calculating Mass • Specific Mass Conversions • Mass and Atoms
3.2.C.A2. Determine percent compositions, empirical formulas, and molecular formulas.	Simple Chemical Reactions	<ul style="list-style-type: none"> • Composition and Formula
3 Matter & Energy		
Standard - 3.2.C.A3 Describe the three normal states of matter in terms of energy, particle motion, and phase transitions.	Introduction to Chemistry	<ul style="list-style-type: none"> • Physical vs. Chemical Change
Standard - 3.2.C.A3 Identify the three main types of radioactive decay and compare their properties.	Nuclear Processes	<ul style="list-style-type: none"> • Radioactive Decay Energy • Alpha Particle Emission
Standard - 3.2.C.A3 Describe the process of radioactive decay by using nuclear equations and explain the concept of half-life for an isotope.	Nuclear Processes	<ul style="list-style-type: none"> • Modeling Fission • Radioactive Decay Energy

Pennsylvania Academic Standards Science: Chemistry	Chemistry A/B	
	Unit Name	Lesson Name
Standard - 3.2.C.A3 Compare and contrast nuclear fission and nuclear fusion.	Nuclear Processes	<ul style="list-style-type: none"> Modeling Nuclear Processes Modeling Fusion Modeling Fission
4 Reactions		
Standard - 3.2.C.A4 Predict how combinations of substances can result in physical and/or chemical changes.	Introduction to Chemistry	<ul style="list-style-type: none"> Physical vs. Chemical Change Patterns of Properties Covalent and Ionic Bonding Valence Electrons Patterns of Attraction Chemical Equations Bonding of Atoms in Reactions Macroscopic Patterns of Reactivity
	Simple Chemical Reactions	<ul style="list-style-type: none"> Balanced Reactions Balanced Chemical Equations Claiming Conservation Mathematical Representations
Standard - 3.2.C.A4 Interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions.	Simple Chemical Reactions	<ul style="list-style-type: none"> Balanced Reactions Balanced Chemical Equations Claiming Conservation Mathematical Representations
	Conservation of Mass	<ul style="list-style-type: none"> Balanced Reactions Balanced Chemical Equations Claiming Conservation Mathematical Representations Reactants vs. Products
Standard - 3.2.C.A4 Balance chemical equations by applying the laws of conservation of mass.	Simple Chemical Reactions	Types of Reactions
	Conservation of Mass	<ul style="list-style-type: none"> Use the Mole Calculating Mass Specific Mass Conversions
Standard - 3.2.C.A4 Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.	Conservation of Mass	<ul style="list-style-type: none"> Use the Mole Calculating Mass Specific Mass Conversions
5 Unifying Themes		
Standard - 3.2.C.A5 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.	The Periodic Table	<ul style="list-style-type: none"> Historical Understandings
	Introduction to Chemistry	<ul style="list-style-type: none"> Atomic Composition
Standard - 3.2.C.A5 MODELS 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.	The Periodic Table	<ul style="list-style-type: none"> Historical Understandings
3.2.B. Physics		
2 Energy Storage and Transformations: Conservation Laws		
Standard - 3.2.C.B2 Explore the natural tendency for systems to move in a direction of disorder or randomness (entropy).	Energy in Chemical Reactions I	<ul style="list-style-type: none"> New Lesson Suggested Incorporate and assign an activity to explore the natural tendency for systems to move in a direction of disorder or randomness (entropy).

Pennsylvania Academic Standards Science: Chemistry	Chemistry A/B	
	Unit Name	Lesson Name
3 Heat/Heat Transfer		
Standard - 3.2.C.B3 Describe the law of conservation of energy.	Energy in Chemical Reactions I	<ul style="list-style-type: none"> • New Lesson Suggested Incorporate and assign an activity to describe the law of conservation of energy.
Standard - 3.2.C.B3 Explain the difference between an endothermic process and an exothermic process.	Energy in Chemical Reactions I	<ul style="list-style-type: none"> • Total Bond Energy

Physics

Pennsylvania Academic Standards Science: Physics	Physics A/B	
	Unit Name	Lesson Name
3.2: Physical Sciences: Chemistry and Physics		
3.2.B: Physics		
1 Force & Motion of Particles and Rigid Bodies		
Standard - 3.2.P.B1 Differentiate among translational motion, simple harmonic motion, and rotational motion in terms of position, velocity, and acceleration.	Kinematics	<ul style="list-style-type: none"> Distance and Displacement Speed and Velocity Acceleration
	Newton's Laws and Dynamics Introduction	<ul style="list-style-type: none"> Hooke's Law
	Circular Motion and Gravitation	<ul style="list-style-type: none"> Centripetal Force
Standard - 3.2.P.B1 Use force and mass to explain translational motion or simple harmonic motion of objects.	Kinematics	<ul style="list-style-type: none"> Acceleration
	Newton's Laws and Dynamics Introduction	<ul style="list-style-type: none"> Hooke's Law Second Law of Motion
Standard - 3.2.P.B1 Relate torque and rotational inertia to explain rotational motion.	Circular Motion and Gravitation	<ul style="list-style-type: none"> Rotation
2 Energy Storage and Transformations: Conservation Laws		
Standard - 3.2.P.B2 Explain the translation and simple harmonic motion of objects using conservation of energy and conservation of momentum.	Energy and Work	<ul style="list-style-type: none"> Forms of Energy Conservation of Mechanical Energy
	Momentum	<ul style="list-style-type: none"> What is Momentum Conservation of Momentum
Standard - 3.2.P.B2 Describe the rotational motion of objects using the conservation of energy and conservation of angular momentum.	Circular Motion and Gravitation	<ul style="list-style-type: none"> Rotation
Standard - 3.2.P.B2 Explain how gravitational, electrical, and magnetic forces and torques give rise to rotational motion.	Circular Motion and Gravitation	<ul style="list-style-type: none"> Satellites Rotation
3 Heat/Heat Transfer		
Standard - 3.2.P.B3 Analyze the factors that influence convection, conduction, and radiation between objects or regions that are at different temperatures.	Thermodynamics	<ul style="list-style-type: none"> First Law of Thermodynamics Thermal Energy Transfer Portfolio 2
4 Electrical and Magnetic Energy		
Standard - 3.2.P.B4 Explain how stationary and moving particles result in electricity and magnetism.	Electricity and Circuits	<ul style="list-style-type: none"> Coulomb's Law Electric Current and Magnetic Field
	Electricity and Magnetism	<ul style="list-style-type: none"> Electric Current and Magnetic Field Investigating Currents and Fields
Standard - 3.2.P.B4 Develop qualitative and quantitative understanding of current, voltage, resistance, and the connections among them.	Electricity and Circuits	<ul style="list-style-type: none"> Electric Fields Ohmic Device Resistance Series and Parallel Circuits Kirchhoff's Laws and Circuits
Standard - 3.2.P.B4 Explain how electrical induction is applied in technology.	Electricity and Magnetism	<ul style="list-style-type: none"> Measurable Effects of Electromagnetism
5 Nature of Waves (Sound and Light Energy)		
Standard - 3.2.P.B5 Explain how waves transfer energy without transferring matter.	Waves	<ul style="list-style-type: none"> Comparing Waves Characteristics of Waves
Standard - 3.2.P.B5 Explain how waves carry information from remote sources that can be detected and interpreted.	Waves	<ul style="list-style-type: none"> Wave Application Waves Portfolio 1 Waves Portfolio 2 Waves Portfolio 3

Pennsylvania Academic Standards Science: Physics	Physics A/B	
	Unit Name	Lesson Name
Standard - 3.2.P.B5 Describe the causes of wave frequency, speed, and wave length.	Waves	<ul style="list-style-type: none"> • Characteristics of Waves • Frequency and Wavelength
6 Unifying Themes		
Standard - 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.	Newton's Laws and Dynamics Introduction	<ul style="list-style-type: none"> • Force and Newton's First Law • Second Law of Motion • Newton's Third Law
	Circular Motion and Gravitation	<ul style="list-style-type: none"> • Gravitational Attraction • Satellites

APPENDIX A CURRICULUM

A.5 ALIGNMENT DOCUMENTS

d. SOCIAL STUDIES K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Social Studies core class for students in Kindergarten through Grade 12.

- Social Studies K
- Social Studies 1
- Social Studies 2
- Social Studies 3
- Social Studies 4
- Social Studies 5
- Social Studies 6
- Social Studies 7
- Social Studies 8
- American Government
- US History
- World History
- Economics

Social Studies K

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.K.A. Explain the purpose of rules.	My Family, My School	6
Laws and Government		
5.1.K.B. Explain the need for rules.	My Family, My School	6
Principles and Ideals that Shape Government		
5.1.K.C. Define respect for self and others.	My Family, My School	2, 4
	Everybody Works	5
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.K.D. Intentionally Blank		
Individual Rights		
5.1.K.E. Demonstrate responsibilities in the classroom.	My Family, My School	3: Extend the lesson to demonstrate responsibilities in the classroom.
Symbols		
5.1.K.F. Identify significant American holidays and their symbols.	Our Traditions	1, 6, 7, 10
Civics Rights and Responsibilities		
5.2.K.A Identify responsibilities at school.	My Family, My School	3: Extend the lesson to identify responsibilities at school.
Conflict and Resolution		
5.2.K.B. Identify a problem and discuss possible solutions.	My Family, My School	9
Leadership and Public Service		
5.2.K.C. Identify classroom projects/activities that support leadership and service.	My Family, My School	9: Extend the lesson to identify classroom projects/activities that support leadership and service.
Competent and Responsible Citizens		
5.2.K.D. Explain responsible classroom behavior.	My Family, My School	2
	Everybody Works	5
5.3. How Government Works		
Branches of Government		
5.3.K.A. Intentionally Blank		
Structure, Organization, and Operation of Governments		

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
5.3.K.B. Identify the role of adults in authority at home or in school.	My Family, My School	7
Government Services		
5.3.K.C. Identify roles of fire fighters, police officers, and emergency workers.	My Family, My School	7
Leadership and Political Elections		
5.3.K.D. Intentionally Blank		
Elements of the Election Process		
5.3.K.E. Intentionally Blank		
Conflict and the Court System		
5.3.K.F. Identify and explain behaviors for responsible classroom citizens .	My Family, My School	2
	Everybody Works	5
Interest Groups		
5.3.K.G. Intentionally Blank		
Media Influences		
5.3.5.H. Intentionally Blank		
Taxes		
5.3.K.I. Intentionally Blank		
Systems of Government		
5.3.5.J. Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		
5.4.K.A. Identify conflict in the classroom.	My Family, My School	4, 9
Tools of Foreign Policy		
5.4.K.B. Identify how students can work together.	My Family, My School	1, 4
International Organizations		
5.4.K.C. Intentionally Blank		
Media and its Influence		
5.4.K.D. Intentionally Blank		
How Foreign Policy is Influenced		

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
5.4.K.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.K.A Identify how scarcity influences choice.	Everybody Works	8
Limited Resources		
6.1.K.B. Identify family wants and needs.	Everybody Works	1, 2
Opportunity Costs		
6.1.K.C. Identify choices to meet needs.	Everybody Works	8
Incentives and Choice		
6.1.K.D. Identify a choice based on family interest.	Everybody Works	8
6.2. Markets and Economic Systems		
Goods and Services		
6.2.K.A. Identify goods and consumers.	Everybody Works	8, 9
Market Competition		
6.2.K.B. Intentionally Blank		
Advertising and Media		
6.2.K.C. Identify advertisements that encourage us to buy things.	Everybody Works	8: Extend the lesson to identify advertisements that encourage us to buy things.
Price Determination		
6.2.K.D. Identify currency and how it is used.	Everybody Works	3, 4, 8
Economic Health		
6.2.K.E. Intentionally Blank		
Private Economic Institutions		
6.2.K.F. Intentionally Blank		
Economic Systems		
6.2.K.G. Intentionally Blank		
6.3. Functions of Government		
Goods and Services		

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
6.3.K.A. Intentionally Blank		
Government Involvement in the Economy		
6.3.K.B. Intentionally Blank		
Taxation		
6.3.K.C. Intentionally Blank		
Government's Role in International Trade		
6.3.K.D. Identify products produced in the region or state.	Everybody Works	9: Extend the lesson to identify products produced in the region or state.
6.4. Economic Interdependence		
Specialization		
6.4.K.A. Identify the specialized role performed by each member of the family.	Everybody Works	6
Trade		
6.4.K.B. Intentionally Blank		
Multinational and Non-Governmental Organizations		
6.4.K.C. Intentionally Blank		
Factors Contributing to Economic Interdependence		
6.4.K.D. Identify individual wants and needs.	Everybody Works	1, 2, 8
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.K.A. Identify individuals who volunteer in the community.	My Family, My School	7: Extend the lesson to identify individuals who volunteer in the community.
Labor Productivity		
6.5.K.B. Intentionally Blank		
Types of Businesses		
6.5.KC. Identify goods and services provided by local businesses.	Everybody Works	9: Extend the lesson to identify goods and services provided by local businesses.
Profits and Losses		
6.5.K.D. Intentionally Blank		
Distribution of Wealth		

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
6.5.K.E. Intentionally Blank		
Entrepreneurship		
6.5.K.F. Intentionally Blank		
Costs and Benefits of Saving		
6.5.K.G. Intentionally Blank		
Interest Rates		
6.5.K.H. Intentionally Blank		
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
7.1.K.A. Interpret a simple map of a known environment.	Where We Live Our Traditions	1, 2, 3, 4, 5, 6, 7, 8 9
Location of Places and Regions		
7.1.K.B. Describe the location of places in the home, school, and community to gain an understanding of relative location.	Where We Live	2, 3, 5
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.K.A. Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	Where We Live	2
Physical Processes		
7.2.K.B. Identify land and water forms.	Where We Live Our Traditions More Where We Live	6, 7, 8 9 5
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.K.A. Describe how weather affects daily life.	More Where We Live	1, 2, 3, 5
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
7.4.K.A. Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	Where We Live More Where We Live	7 3
Impact of People on Physical Systems		
7.4.K.B. Intentionally Blank		
History		
8.1. Historical Analysis and Skills Development		

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
Continuity and Change over Time		
8.1.K.A. Identify chronological sequence through days, weeks, months, and years (calendar time).	Life Then and Now	3, 4, 5, 6, 12, 13, 14
Fact/Opinion and Points of View		
8.1.K.B. With guidance and support, differentiate facts from opinions as related to an event.	Life Then and Now	7: Incorporate and assign an activity to, with guidance and support, differentiate facts from opinions as related to an event.
Research		
8.1.K.C. Explain how to locate information in a source.	Life Then and Now	7
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
8.2.K.A. Identify people in authority.	My Family, My School	7: Extend the lesson to identify people in authority (in PA).
Historical Documents, Artifacts, and Places (PA)		
8.2.K.B. Examine photographs of documents, artifacts, and paces unique to Pennsylvania.	Life Then and Now	8: Extend the lesson to examine photographs of documents, artifacts, and paces unique to Pennsylvania.
Impact of Continnity and Change on PA History		
8.2.K.C. Intentionally Blank		
Conflict and Cooperation (PA)		
8.2.K.D. Demonstrate an understanding of conflict.	My Family, My School	4: Extend the lesson to demonstrate an understanding of conflict.
8.3. United States History		
Contributions of Individuals and Groups (US History)		
8.3.K.A. Identify American people related to national holidays.	Our Traditions	7, 10
Historical Documents and Artifacts (US History)		
8.3.K.B. Identify documents and artifacts important to the classroom community.	My Family, My School	10: Incorporate and assign an activity to identify documents and artifacts important to the classroom community.
Impact of Continuity and Change on US History		
8.3.K.C. Demonstrate an understanding of time order.	Life Then and Now	1, 3, 4, 6, 12, 13, 14
Conflict and Cooperation (US)		
8.3.K.D. Intentionally Blank		

Pennsylvania Academic Standards Social Studies: Kindergarten	Social Studies K A/B	
	Unit Name	Lesson Number
8.4. World History		
Contributions of Individuals and Groups (World)		
8.4.K.A. Explain how cultures celebrate.	Our Traditions	1, 5, 6, 9, 10
Historical Documents, Artifacts, and Sites (World)		
8.4.K.B. Intentionally Blank		
Impact of Continuity and Change (World)		
8.4.K.C. Identify different celebrations of different cultures from around the world.	Our Traditions	5, 9
Conflict and Cooperation (World)		
8.4.K.D. Demonstrate an understanding of conflict and cooperation.	My Family, My School	1, 4

Social Studies 1

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.1.A. Explain the purposes of rules in the classroom and school community.	My School, My Community	7
Laws and Government		
5.1.1.B. Explain the importance of rules in the classroom.	My School, My Community	8
Principles and Ideals that Shape Government		
5.1.1.C. Define equality and the need to treat everyone equally.	My School, My Community	8: Extend the lesson to define equality and the need to treat everyone equally.
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.1.D. Explain the importance of written rules and laws.	My School, My Community	8
Individual Rights		
5.1.1.E. Describe students' responsibilities in the school and community.	My School, My Community	6
Symbols		
5.1.1.F. Identify national symbols.	My School, My Community	14, 15
Civics Rights and Responsibilities		
5.2.1.A. Identify and explain the importance of responsibilities at school and at home.	My School, My Community	6: Extend the lesson to identify and explain the importance of responsibilities at school and at home.
Conflict and Resolution		
5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance.	My School, My Community	9
Leadership and Public Service		
5.2.1.C. Identify school projects / activities that support leadership and public service.	My School, My Community	3: Extend the lesson to identify school projects / activities that support leadership and public service.
Competent and Responsible Citizens		
5.2.1.D. Explain responsible school behavior.	My School, My Community	6
5.3. How Government Works		
Branches of Government		
5.3.1.A. Identify the roles of local government (fire, police, etc.).	My School, My Community	12, 13
Structure, Organization, and Operation of Governments		

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
5.3.1.B. Identify the services of local government. Government Services	My School, My Community	12, 13
5.3.1.C. Identify the value of fire fighters, police officers and emergency workers in the community. Leadership and Political Elections	My School, My Community	12: Extend the lesson to identify the value of fire fighters, police officers and emergency workers in the community.
5.3.1.D. Identify positions of authority in the classroom community. Elements of the Election Process	My School, My Community	11
5.3.1.E. Identify situations in the school or community when it is beneficial to have an elected official represent the people. Conflict and the Court System	My School, My Community	12: Extend the lesson to identify situations in the school or community when it is beneficial to have an elected official represent the people.
5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. Interest Groups	My School, My Community	2, 3, 8: Extend lesson 8 to identify and explain possible consequences for inappropriate action.
5.3.K.G. Intentionally Blank Media Influences		
5.3.6.H. Explain how information /news is conveyed to the public. Taxes	Looking at Our World	10
5.3.1.I. Provide examples of taxation. Systems of Government	My School, My Community	13: Incorporate and assign an activity to provide examples of taxation.
5.3.6.J. Describe situations where voting eases conflict. 5.4. How International Relationships Function	My School, My Community	9: Extend the lesson to describe situations where voting eases conflict.
Countries and Conflicts		
5.4.1.A. Identify ways to avoid conflict. Tools of Foreign Policy	My School, My Community	9
5.4.1.B. Describe how classrooms can work together.	My School, My Community	6: Incorporate and assign an activity to describe how classrooms can work together.

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
International Organizations		
5.4.1.C. Intentionally Blank		
Media and its Influence		
5.4.1.D. Identify different means of receiving information/news.	Looking at Our World	10
How Foreign Policy is Influenced		
5.4.1.E. Explain how a classroom community reaches compromise.	My School, My Community	9: Extend the lesson to explain how a classroom community reaches compromise.
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.1.A. Identify scarcity of resources within the family.	Work in the Community	5
Limited Resources		
6.1.1.B. Identify classroom wants and needs.	Work in the Community	2: Extend the lesson to identify classroom wants and needs.
Opportunity Costs		
6.1.1.C. Identify choice based on needs versus wants.	Work in the Community	5, 6
Incentives and Choice		
6.1.1.D. Identify a choice based on classroom interest.	Work in the Community	5, 6
6.2. Markets and Economic Systems		
Goods and Services		
6.2.1.A. Identify goods, consumers, and producers.	Work in the Community	7, 8, 9, 10, 11, 12
Market Competition		
6.2.1.B. Intentionally Blank		
Advertising and Media		
6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need.	Work in the Community	9: Incorporate and assign an activity to identify advertisements that encourage us to buy things based on want rather than need.
Price Determination		
6.2.1.D. Explain the role of money in determining price.	Work in the Community	9: Incorporate and assign an activity to explain the role of money in determining price.
Economic Health		

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
6.2.1.E. Identify the impact on a community when a business opens.	Work in the Community	10: Incorporate and assign an activity to identify the impact on a community when a business opens.
Private Economic Institutions		
6.2.1.F. Intentionally Blank		
Economic Systems		
6.2.1.G. Define an economic system at the individual level.	Work in the Community	8: Incorporate and assign an activity to define an economic system at the individual level.
6.3. Functions of Government		
Goods and Services		
6.3.1.A. Identify examples of goods and services.	Work in the Community	7, 8, 9, 10, 11, 12
Government Involvement in the Economy		
6.3.1.B. Intentionally Blank		
Taxation		
6.3.1.C. Intentionally Blank		
Government's Role in International Trade		
6.3.1.D. Identify products produced in the United States.	Work in the Community	7: Extend the lesson to identify products produced in the United States.
6.4. Economic Interdependence		
Specialization		
6.4.1.A. Identify specialization of work in the community.	Work in the Community	16
Trade		
6.4.1.B. Intentionally Blank		
Multinational and Non-Governmental Organizations		
6.4.1.C. Intentionally Blank		
Factors Contributing to Economic Interdependence		
6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.	Work in the Community	2: Extend the lesson to describe how individuals differ in their wants and needs and why people buy and sell things.
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
6.5.1.A. Identify individuals who work for wages in the community. Labor Productivity	Work in the Community	1, 15, 16
6.5.1.B. Identify different jobs and the purpose of each. Types of Businesses	Work in the Community	1, 14, 15, 16
6.5.1.C. Identify businesses and their corresponding goods and service. Profits and Losses	Work in the Community	16
6.5.1.D. Identify ways to earn money. Distribution of Wealth	Work in the Community	14
6.5.1.E. Describe what tools (tangible assets) are necessary to complete a task. Entrepreneurship	Work in the Community	15
6.5.1.F. Identify buyers and sellers (people) buy and sell things. Costs and Benefits of Saving	Work in the Community	9, 11, 12
6.5.1.G. Explain the need to save money. Interest Rates	Work in the Community	12
6.5.1.H. Intentionally Blank Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
7.1.1.A. Identify geographic tools. Location of Places and Regions	Finding Places	2, 7, 8
7.1.1.B. Describe places in geographic reference in physical features. 7.2. Physical Characteristics of Places and Regions	Looking at Our World	2, 3, 5, 6
Physical Characteristics		
7.2.1.A. Identify physical characteristics in the community and region. Physical Processes	Looking at Our World	3, 6
7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.	Looking at Our World	3: Extend the lesson to identify the basic physical processes that affect the physical characteristics of places.
7.3. Human Characteristics of Places and Regions		
Human Characteristics		

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
7.3.1.A. Identify the local climate and how it determines the way people live.	Looking at Our World	8: Extend the lesson to identify the local climate and how it determines the way people live.
7.4. Interactions Between People and the Environment Impact of Physical Systems on People		
7.4.1.A. Describe how lakes, rivers, and streams impact people.	Looking at Our World	2: Extend the lesson to describe how lakes, rivers, and streams impact people.
Impact of People on Physical Systems		
7.4.1.B. Intentionally Blank		
History		
8.1. Historical Analysis and Skills Development Continuity and Change over Time		
8.1.1.A. Demonstrate an understanding of chronology.	Our Past, Our Present	4, 7
Fact/Opinion and Points of View		
8.1.1.B. Identify a problem or dilemma surrounding an event.	Our Past, Our Present	10
Research		
8.1.1.C. Identify sources of historical information.	Our Past, Our Present	8, 9
8.2. Pennsylvania History Contributions from Individuals and Groups (PA)		
8.2.1.A. Identify groups of people who contribute to a community.	My School, My Community	3: Extend the lesson to identify groups of people who contribute to a community.
Historical Documents, Artifacts, and Places (PA)		
8.2.1.B. Identify symbols, slogans, or mottos that are representative of the state.	My School, My Community	New Lesson Suggested: Incorporate and assign an activity to identify symbols, slogans, or mottos that are representative of the state.
Impact of Continuity and Change on PA History		
8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.	Traditions We Share	1, 7, 8, 9, 10, 13, 14, 15
Conflict and Cooperation (PA)		
8.2.1.D. Identify historical conflict in the community.	My School, My Community	9: Extend the lesson to identify historical conflict in the community.
8.3. United States History Contributions of Individuals and Groups (US History)		

Pennsylvania Academic Standards Social Studies: Grade 1	Social Studies 1 A/B	
	Unit Name	Lesson Number
8.3.1.A. Identify Americans who played a significant role in American history. Historical Documents and Artifacts (US History)	Traditions We Share	11, 12
8.3.1.B. Identify American landmarks and their significance. Impact of Continuity and Change on US History	My School, My Community	14, 15
8.3.1.C. Identify examples of change. Conflict and Cooperation (US)	Our Past, Our Present	12, 13, 14, 15, 16
8.3.1.D. Identify conflict and describe ways to cooperate with others by making smart choices. 8.4. World History Contributions of Individuals and Groups (World)	My School, My Community	9
8.4.1.A. Explain why cultures celebrate. Historical Documents, Artifacts, and Sites (World)	Traditions We Share	1, 7, 9, 10, 15
8.4.1.B. Explain the importance of world landmarks. Impact of Continuity and Change (World)	Traditions We Share	13, 14
8.4.1.C. Identify holidays and ceremonies of selected world cultures Conflict and Cooperation (World)	Traditions We Share	1, 7, 8, 9, 10, 15
8.4.1.D. Describe examples of conflict and cooperation in the classroom community.	My School, My Community	9: Extend the lesson to describe examples of conflict and cooperation in the classroom community.

Social Studies 2

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.2.A. Explain the purposes of rules and their consequences in the classroom and school community.	My Community, My Country	8, 9: Extend lesson 9 to explain their consequences in the classroom and school community.
Laws and Government		
5.1.2.B. Explain the importance of rules in the classroom and school community.	My Community, My Country	8
Principles and Ideals that Shape Government		
5.1.2.C. Define fairness in working with others.	My Community, My Country	2
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.2.D. Explain why school rules are written and posted.	My Community, My Country	8: Extend the lesson to explain why school rules are written and posted.
Individual Rights		
5.1.2.E. Describe citizens' responsibilities to the state of Pennsylvania and the nation.	My Community, My Country	3: Incorporate and assign an activity to describe citizens' responsibilities to the state of Pennsylvania and the nation.
Symbols		
5.1.2.F. Identify state symbols.	My Community, My Country	New Lesson Suggested: Incorporate and assign an activity to identify state symbols.
Civics Rights and Responsibilities		
5.2.2.A Identify and explain the importance of responsibilities at school, at home and the community.	My Community, My Country	2: Incorporate and assign an activity to identify and explain the importance of responsibilities at school, at home and the community.
Conflict and Resolution		
5.2.2.B. Identify a problem and probable solution.	My Community, My Country	7
Leadership and Public Service		
5.2.2.C. Identify community projects/activities that support leadership and public service.	My Community, My Country	7
Competent and Responsible Citizens		
5.2.2.D. Explain responsible community behavior.	My Community, My Country	2, 3
5.3. How Government Works		
Branches of Government		

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
5.3.2.A. Identify the role government plays in the community (education, transportation). Structure, Organization, and Operation of Governments	My Community, My Country	10
5.3.2.B. Identify local government leaders. Government Services	My Community, My Country	12
5.3.2.C. Identify other types of services provided by local government. Leadership and Political Elections	Working to Meet Our Needs	10, 11
5.3.2.D. Identify positions of authority at school. Elements of the Election Process	My Community, My Country	12: Extend the lesson to identify positions of authority at school.
5.3.2.E. Describe situations in the state or nation when having an elected official represent the people is beneficial. Conflict and the Court System	My Community, My Country	13: Incorporate and assign an activity to 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. Interest Groups	My Community, My Country	8, 9: Extend lesson 9 to identify and explain possible consequences for inappropriate action.
5.3.2.G. Intentionally Blank Media Influences		
5.3.7.H. Identify different forms of media. Taxes	Our Nation Past and Present	6: Extend the lesson to identify different forms of media.
5.3.2.I. Define taxes and why they are paid. Systems of Government	My Community, My Country	11: Extend the lesson to define taxes.
5.3.7.J. Identify the responsibilities of voters after the vote. 5.4. How International Relationships Function	My Community, My Country	6: Incorporate and assign an activity to identify the responsibilities of voters after the vote.
Countries and Conflicts		
5.4.2.A. Explain examples of conflict in the community, state, and nation. Tools of Foreign Policy	Our Nation Past and Present	12: Extend the lesson to explain examples of conflict in the community and state.

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
5.4.2.B. Identify ways that countries can work together.	My Community, My Country	New Lesson Suggested: Incorporate and assign an activity to identify ways that countries can work together.
International Organizations		
5.4.2.C. Explain why nations need to work together for peace.	My Community, My Country	New Lesson Suggested: Incorporate and assign an activity to explain why nations need to work together for peace.
Media and its Influence		
5.4.2.D. Identify the different types of media.	Our Nation Past and Present	6: Extend the lesson to identify the different types of media.
How Foreign Policy is Influenced		
5.4.2.E. Explain how a community reaches compromise.	My Community, My Country	10: Extend the lesson to explain how a community reaches compromise.
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.2.A. Identify scarcity of resources within the school community.	Working to Meet Our Needs	3: Extend the lesson to identify scarcity of resources within the school community.
Limited Resources		
6.1.2.B Identify community wants and needs.	Working to Meet Our Needs	1, 2, 3, 7
Opportunity Costs		
6.1.2.C. Explain how choice has consequences.	Working to Meet Our Needs	6
Incentives and Choice		
6.1.2.D. Identify a choice based on community interest.	Working to Meet Our Needs	5
6.2. Markets and Economic Systems		
Goods and Services		
6.2.2.A. Identify goods, services, consumers, and producers in the local community.	Working to Meet Our Needs	1, 7, 8, 16
Market Competition		
6.2.2.B. Differentiate between markets and competition	Working to Meet Our Needs	13: Incorporate and assign an activity to differentiate between markets and competition.
Advertising and Media		
6.2.2.C. Define personal choice as related to buying an item.	Working to Meet Our Needs	1, 2, 3, 5, 6, 15

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
Price Determination		
6.2.2.D. Explain how demand for a consumer good impacts price.	Working to Meet Our Needs	12, 13
Economic Health		
6.2.2.E. Identify the impact on a community when a business closes.	Working to Meet Our Needs	16: Extend the lesson to identify the impact on a community when a business closes.
Private Economic Institutions		
6.2.2.F. Describe the role of financial institutions as related to consumers' financial needs.	Working to Meet Our Needs	15
Economic Systems		
6.2.2.G. Identify examples of an economic system.	Working to Meet Our Needs	New Lesson Suggested: Incorporate and assign an activity to identify examples of an economic system.
6.3. Functions of Government		
Goods and Services		
6.3.2.A. Identify examples of goods and services provided by the private sector.	Working to Meet Our Needs	10, 11, 12, 16
Government Involvement in the Economy		
6.3.2.B. Intentionally Blank		
Taxation		
6.3.2.C. Define taxes and who pays them.	My Community, My Country	11: Extend the lesson to define taxes.
Government's Role in International Trade		
6.3.2.D. Identify products produced outside the United States.	Working to Meet Our Needs	13
6.4. Economic Interdependence		
Specialization		
6.4.2.A. Identify local examples of specialization of work.	Working to Meet Our Needs	11: Extend the lesson to identify local examples of specialization of work.
Trade		
6.4.2.B. Intentionally Blank		
Multinational and Non-Governmental Organizations		
6.4.2.C. Identify products that come from many different countries.	Working to Meet Our Needs	13
Factors Contributing to Economic Interdependence		
6.4.2.D. Identify buyers and sellers and how their wants and needs are addressed.	Working to Meet Our Needs	2, 3, 6, 7, 12, 13, 14
6.5. Income, Profit, and Wealth		

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
Factors Influencing Wages		
6.5.2.A. Explain how money earned by individuals is used to meet needs and wants.	Working to Meet Our Needs	7, 10, 11, 13, 14, 15
Labor Productivity		
6.5.2.B. Different how different job skills impact earnings.	Working to Meet Our Needs	11: Extend the lesson to different how different job skills impact earnings.
Types of Businesses		
6.5.2.C. Describe the roles of local businesses.	Working to Meet Our Needs	16
Profits and Losses		
6.5.2.D. Describe money saving behaviors.	Working to Meet Our Needs	14, 15
Distribution of Wealth		
6.5.2.E. Describe the qualities that may be necessary to complete a task.	Working to Meet Our Needs	11: Extend the lesson to describe the qualities that may be necessary to complete a task.
Entrepreneurship		
6.5.2.F. Explain the responsibilities of a business owner.	Working to Meet Our Needs	16: Incorporate and assign an activity to explain the responsibilities of a business owner.
Costs and Benefits of Saving		
6.5.2.G. Identify how saving for a purchase occurs over time.	Working to Meet Our Needs	14, 15
Interest Rates		
6.5.2.H. Describe why people save money in the local bank.	Working to Meet Our Needs	15
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
7.1.1A. Identify how basic geographic tools are used to organize information.	Finding Places	4, 5, 6, 7
Location of Places and Regions		
7.1.71B. Describe regions in geographic reference using physical features.	Finding Places	9, 10: Extend lesson 9 to describe regions in geographic reference using physical features.
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.2.A. Identify the physical characteristics of places.	Finding Places	9, 10
Physical Processes		

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
7.2.2.B. Identify the basic physical processes that affect the physical characteristics regions.	Finding Places	9, 10: Extend lesson 9 to identify the basic physical processes that affect the physical characteristics regions.
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).	Our Nation Past and Present	8
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
7.4.2.A. Identify how environmental changes can impact people.	The World Around Us	4, 5
Impact of People on Physical Systems		
7.4.2.B. Intentionally Blank		
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
8.1.2.A. Read and interpret information on simple timelines.	Our Nation Past and Present	4
Fact/Opinion and Points of View		
8.1.2.B. Identify documents relating to an event.	Our Nation Past and Present	5, 6: Extend lesson 5 to identify documents relating to an event.
Research		
8.1.2.C. Apply sources of historical information.	Our Nation Past and Present	5, 6
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
8.2.2.A. Identify historical figures in the local community.	Our Nation Past and Present	14
Historical Documents, Artifacts, and Places (PA)		
8.2.2.B. Identify important buildings, statutes, and monuments associated with the state’s history.	My Community, My Country	New Lesson Suggested: Incorporate and assign an activity to identify important buildings, statutes, and monuments associated with the state’s history.
Impact of Continuity and Change on PA History		

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
8.2.2.C. Identify how commerce and industry and social organizations have changed over time in Pennsylvania.	Our Nation Past and Present	New Lesson Suggested: Incorporate and assign an activity to identify how commerce and industry and social organizations have changed over time in Pennsylvania.
Conflict and Cooperation (PA)		
8.2.2.D. Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.	Our Nation Past and Present	New Lesson Suggested: Incorporate and assign an activity to identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.
8.3. United States History		
Contributions of Individuals and Groups (US History)		
8.3.2.A. Identify groups and organizations and their contributions to the United States.	Our Nation Past and Present	14: Extend the lesson to identify groups and organizations and their contributions to the United States.
Historical Documents and Artifacts (US History)		
8.3.2.B. Identify American artifacts and their importance in American history.	Our Nation Past and Present	11: Extend the lesson to identify American artifacts and their importance in American history.
Impact of Continuity and Change on US History		
8.3.2.C. Identify facts related to how different people describe the same event at different time periods.	Our Nation Past and Present	10: Incorporate and assign an activity to identify facts related to how different people describe the same event at different time periods.
Conflict and Cooperation (US)		
8.3.2.D. Demonstrate an understanding of how different groups describe the same event or situation.	Our Nation Past and Present	10: Incorporate and assign an activity to demonstrate an understanding of how different groups describe the same event or situation.
8.4. World History		
Contributions of Individuals and Groups (World)		
8.4.2.A. Explain why cultures have commemorations and remembrances.	Celebrating Our Traditions	5, 6, 7, 8, 14
Historical Documents, Artifacts, and Sites (World)		
8.4.2.B. Explain the significance of historical documents on world history.	Celebrating Our Traditions	New Lesson Suggested: Incorporate and assign an activity to explain the significance of historical documents on world history.

Pennsylvania Academic Standards Social Studies: Grade 2	Social Studies 2 A/B	
	Unit Name	Lesson Number
Impact of Continuity and Change (World)		
8.4.2.C. Identify how cultures have commemorations and remembrances.	Celebrating Our Traditions	1, 2, 5, 6, 7, 8, 14
Conflict and Cooperation (World)		
8.4.2.D. Identify global issues that require cooperation among nations.	Celebrating Our Traditions	New Lesson Suggested: Incorporate and assign an activity to identify global issues that require cooperation among nations.

Social Studies 3

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
Standard - 5.1.3.A Explain the purposes of rules, laws, and consequences.	US Government	<ul style="list-style-type: none"> • Purpose of a Government • Rules and Laws
Laws and Government		
Standard - 5.1.3.B Explain rules and laws for the classroom, school, and community.	Our Communities US Government	<ul style="list-style-type: none"> • Conflict in Communities • Rules and Laws
Principles and Ideals that Shape Government		
Standard - 5.1.3.C Define the principles and ideals shaping local government. <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	Our Communities	<ul style="list-style-type: none"> • Constitution Day
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation • Communities Build a Nation Discussion Day 1 • Communities Build a Nation Discussion Day 2
	Citizenship	<ul style="list-style-type: none"> • Civic Virtues
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • Culture Through the Arts • Cultural Celebrations
Documents and Ideals that Shape Pennsylvania and US Government		
Standard - 5.1.3.D Identify key ideas about government found in significant documents: <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights 	Our Communities	<ul style="list-style-type: none"> • Constitution Day
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation
	US Government	<ul style="list-style-type: none"> • Purpose of a Government • U.S. Government
	Citizenship	<ul style="list-style-type: none"> • Citizenship Values
Individual Rights		
5.1.3.E Intentionally Blank		
Symbols		
Standard - 5.1.3.F Identify state symbols, national symbols, and national holidays.	Our Communities	<ul style="list-style-type: none"> • Constitution Day
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • Apply: US and State Symbols Activity • Culture Through the Arts • Cultural Celebrations
Civics Rights and Responsibilities		
Standard - 5.2.3.A Identify personal rights and responsibilities.	US Government	<ul style="list-style-type: none"> • Our Democracy
	Our Environment	<ul style="list-style-type: none"> • Our Environment Intro
	Citizenship	<ul style="list-style-type: none"> • Citizenship Virtues • Rights and Responsibilities • Taking Action for a Cause
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction
Conflict and Resolution		
	Our Communities	<ul style="list-style-type: none"> • Conflict in Communities

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Standard - 5.2.3.B Identify the sources of conflict and disagreement and different ways conflict can be resolved.	Citizenship	<ul style="list-style-type: none"> • Citizenship Virtues • Rights and Responsibilities • Working Together • Taking Action for a Cause • Apply: Citizenship Portfolio Day 2
	Celebrating Communities	<ul style="list-style-type: none"> • Our Nation's Diversity
Leadership and Public Service		
Standard - 5.2.3.C Identify leadership and public service opportunities in the school, community, state, and nation.	US Government	<ul style="list-style-type: none"> • Our Democracy
	Citizenship	<ul style="list-style-type: none"> • Rights and Responsibilities • Working Together • Taking Action for Our Rights • Taking Action for a Cause
Competent and Responsible Citizens		
Standard - 5.2.3.D Describe how citizens participate in school and community activities.	Our Communities	<ul style="list-style-type: none"> • Constitution Day • Establishing Communities • Conflict in Communities
	Citizenship	<ul style="list-style-type: none"> • Taking Action for a Cause • Citizenship Portfolio Day 1 • Citizenship Portfolio Day 2
5.3. How Government Works		
Branches of Government		
Standard - 5.3.3.A Identify the roles of the three branches of government.	US Government	<ul style="list-style-type: none"> • Levels of Government • Legislative Branch of Government • Judicial Branch of Government • Executive Branch of Government
	Structure, Organization, and Operation of Governments	
Standard - 5.3.3.B Identify how laws are made in the local community.	US Government	<ul style="list-style-type: none"> • Levels of Government • Our Democracy • Rules and Laws
	Government Services	
Standard - 5.3.3.C Identify services performed by the local governments.	US Government	<ul style="list-style-type: none"> • Levels of Government • Apply: Local Government Activity
	Economics	<ul style="list-style-type: none"> • Local Economy
Leadership and Political Elections		
Standard - 5.3.3.D Identify positions of authority at school and community.	Citizenship	<ul style="list-style-type: none"> • Civic Virtues • Rights and Responsibilities
	Elements of the Election Process	
Standard - 5.3.3.E Explain the purpose for elections.	US Government	<ul style="list-style-type: none"> • Our Democracy
	Conflict and the Court System	
Standard - 5.3.3.F Explain how an action may be just or unjust.	Citizenship	<ul style="list-style-type: none"> • Taking Action for a Cause • Citizenship Portfolio Day 1 • Citizenship Portfolio Day 2
	Interest Groups	

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Standard - 5.3.3.G Identify individual interests and explain ways to influence others.	Citizenship	<ul style="list-style-type: none"> • Working Together • Taking Action for a Cause • Citizenship Portfolio Day 1 • Citizenship Portfolio Day 2
Media Influences		
5.3.3.H Intentionally Blank		
Taxes		
5.3.3.I Intentionally Blank		
Systems of Government		
5.3.3.J Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		
5.4.3.A Intentionally Blank		
Tools of Foreign Policy		
5.4.3.B Intentionally Blank		
International Organizations		
5.4.3.C Intentionally Blank		
Media and its Influence		
5.4.3.D Intentionally Blank		
How Foreign Policy is Influenced		
5.4.3.E Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
Standard - 6.1.3.A Define scarcity and identify examples of resources, wants, and needs.	Economics	<ul style="list-style-type: none"> • Economics Introduction • Meeting Wants and Needs • Goods and Services • Supply and Demand • Spending and Saving • Local Economy
Limited Resources		
Standard - 6.1.3.B Identify needs and wants of people.	Economics	<ul style="list-style-type: none"> • Economics Introduction • Meeting Wants and Needs • Producers and Consumers • Spending and Saving • Local Economy • Apply: Economics Portfolio Day 1

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Standard - 6.1.3.B Identify examples of natural, human, and capital resources.	Our Environment	<ul style="list-style-type: none"> Using Earth's Resources
Opportunity Costs		
Standard - 6.1.3.C Explain what is given up when making a choice.	Economics	<ul style="list-style-type: none"> Economics Introduction Meeting Wants and Needs Producers and Consumers Spending and Saving
Incentives and Choice		
Standard - 6.1.3.D Identify reasons why people make a choice.	Economics	<ul style="list-style-type: none"> Economics Introduction Meeting Wants and Needs Producers and Consumers Spending and Saving Apply: Economics Portfolio Day 2
6.2. Markets and Economic Systems		
Goods and Services		
Standard - 6.2.3.A Identify goods, services, consumers, and producers in the local community.	Economics	<ul style="list-style-type: none"> Economics Introduction Goods and Services Producers and Consumers Jobs Local Economy
Market Competition		
Standard - 6.2.3.B Identify competing sellers in the local market.	Economics	<ul style="list-style-type: none"> Producers and Consumers Jobs Local Economy
Advertising and Media		
Standard - 6.2.3.C Identify types of advertising designed to influence personal choice.	A Growing Nation	<ul style="list-style-type: none"> New Technologies
Price Determination		
Standard - 6.2.3.D Define price and how prices vary for products.	Economics	<ul style="list-style-type: none"> Goods and Services Supply and Demand Spending and Saving
Economic Health		
Standard - 6.2.3.E Describe the effect of local businesses opening and closing.	Economics	<ul style="list-style-type: none"> Producers and Consumers Exchange Jobs
Private Economic Institutions		
Standard - 6.2.3.F Identify private economic institutions.	Economics	<ul style="list-style-type: none"> Exchange Spending and Saving Jobs
Economic Systems		
Standard - 6.2.3.G Identify characteristics of the local economy.	Economics	<ul style="list-style-type: none"> Exchange Jobs Local Economy
	A Growing Nation	<ul style="list-style-type: none"> Growing Communities New Technologies

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
6.3. Functions of Government		
Goods and Services		
Standard - 6.3.3.A Identify goods and services provided by the government.	Economics	<ul style="list-style-type: none"> • The Global Economy
Government Involvement in the Economy		
Standard - 6.3.3.B Identify examples of government involvement in local economic activities.	Economics	<ul style="list-style-type: none"> • Exchange • Jobs • Local Economy
Taxation		
Standard - 6.3.3.C Define tax and explain the relationship between taxation and government services.	US Government	<ul style="list-style-type: none"> • Levels of Government
Government’s Role in International Trade		
6.3.3.D Intentionally Blank		
6.4. Economic Interdependence		
Specialization		
Standard - 6.4.3.A Identify local examples of specialization and division of labor.	Economics	<ul style="list-style-type: none"> • Jobs • Local Economy
Trade		
Standard - 6.4.3.B Identify examples of trade, imports, and exports in the local community.	Economics	<ul style="list-style-type: none"> • Exchange • Jobs • Local Economy
Multinational and Non-Governmental Organizations		
6.4.3.C Intentionally Blank		
Factors Contributing to Economic Interdependence		
6.4.3.D Intentionally Blank		
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
Standard - 6.5.3.A Explain why people work.	Economics	<ul style="list-style-type: none"> • Goods and Services • Spending and Saving • Jobs
Labor Productivity		
Standard - 6.5.3.B Identify different occupations.	Economics	<ul style="list-style-type: none"> • Jobs • Local Economy
Types of Businesses		
6.5.3.C Intentionally Blank		
Profits and Losses		
6.5.3.D Intentionally Blank		
Distribution of Wealth		
Standard - 6.5.3.E Identify tangible and intangible assets.	Economics	<ul style="list-style-type: none"> • Supply and Demand

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Entrepreneurship		
6.5.3.F Intentionally Blank		
Costs and Benefits of Saving		
Standard - 6.5.3.G Define saving and explain why people save.	Economics	<ul style="list-style-type: none"> • Supply and Demand • Spending and Saving • Apply: Economics Portfolio Day 2
Interest Rates		
Standard - 6.5.3.H Identify the role of banks in our local community.	Economics	<ul style="list-style-type: none"> • Spending and Saving • Local Economy
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
Standard - 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.	Our Communities	<ul style="list-style-type: none"> • Locating Communities
	Our Environment	<ul style="list-style-type: none"> • World Geography • Reading a Map • Different Types of Maps • Interpreting Maps
Location of Places and Regions		
Standard - 7.1.3.B Identify and locate places and regions as defined by physical and human features.	Our Communities	<ul style="list-style-type: none"> • Environments in Communities • Interacting with the Environment • World Communities
	Our Environment	<ul style="list-style-type: none"> • World Geography • Reading a Map • Different Types of Maps
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
Standard - 7.2.3.A Identify the physical characteristics of places and regions.	Our Communities	<ul style="list-style-type: none"> • Establishing Communities • Environments in Communities • Interacting with the Environment
	Our Environment	<ul style="list-style-type: none"> • Land and Water • World Geography • Weather and Climates
Physical Processes		
Standard - 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.	Our Communities	<ul style="list-style-type: none"> • Environments in Communities • World Communities
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
Standard - 7.3.3.A Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population 	Our Communities	<ul style="list-style-type: none"> • Establishing Communities • Environments in Communities • Interacting with the Environment
	Our Environment	<ul style="list-style-type: none"> • Natural Hazards
	Communities Build a Nation	<ul style="list-style-type: none"> • Early Spanish Communities • Early French Communities • Early English Communities

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Population • Culture • Settlement • Economic activities • Political activities	Economics	<ul style="list-style-type: none"> • Exchange • Local Economy • The Global Economy
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Lands
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures • People and Cultures • Our Nation's Diversity
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		Impact of People on Physical Systems
Standard - 7.4.3.A Identify the effect of the physical systems on people within a community.	Our Communities	<ul style="list-style-type: none"> • Environments in Communities • Interacting with the Environment
	Our Environment	<ul style="list-style-type: none"> • Weather and Climates • Using Earth's Resources • Natural Hazards
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Ways to Travel
Impact of People on Physical Systems	Impact of People on Physical Systems	Impact of People on Physical Systems
Standard - 7.4.3.B Identify the effect of people on the physical systems within a community.	Our Communities	<ul style="list-style-type: none"> • Environments in Communities • World Communities
	Our Environment	<ul style="list-style-type: none"> • Weather and Climates • Using Earth's Resources • Natural Hazards
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Lands
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
Standard - 8.1.3.A Identify the difference between past, present and future using timelines and/or other graphic representations.	Communities Build a Nation	<ul style="list-style-type: none"> • Early French Communities • Native American Cultures
	A Growing Nation	<ul style="list-style-type: none"> • New Ways to Communicate • A Growing Nation Portfolio Day 1 • A Growing Nation Portfolio Day 2
Fact/Opinion and Points of View		
Standard - 8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	Our Communities	<ul style="list-style-type: none"> • Constitution Day • Establishing Communities
	Communities Build a Nation	<ul style="list-style-type: none"> • Early Explorers • Creating a New Nation • Communities Build a Nation Discussion Day 1 • Communities Build a Nation Discussion Day 2

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	Economics	<ul style="list-style-type: none"> • Exchange • Local Economy • The Global Economy
	A Growing Nation	<ul style="list-style-type: none"> • New Ways to Travel • A Growing Nation Portfolio Day 1 • A Growing Nation Portfolio Day 2
	Citizenship	<ul style="list-style-type: none"> • Apply: Citizenship Portfolio Day 1
Research		
Standard - 8.1.3.C Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)	Citizenship	<ul style="list-style-type: none"> • Taking Action for Our Rights
	Celebrating Communities	<ul style="list-style-type: none"> • Apply: US and State Symbols Activity • Celebrating Communities Portfolio 1 • Celebrating Communities Portfolio 2 • Celebrating Communities Portfolio 3
	Communities Build a Nation	<ul style="list-style-type: none"> • Early Spanish Communities
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
Standard - 8.2.3.A Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation
	US Government	<ul style="list-style-type: none"> • U.S. Government
	Citizenship	<ul style="list-style-type: none"> • Taking Action for Our Rights • Taking Action for a Cause
	Economics	<ul style="list-style-type: none"> • Exchange • Local Economy
	A Growing Nation	<ul style="list-style-type: none"> • New Lands
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures • People and Cultures • Our Nation's Diversity
Historical Documents, Artifacts, and Places (PA)		
Standard - 8.2.3.B Identify historical documents, artifacts, and places critical to Pennsylvania history.	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities
	Our Communities	<ul style="list-style-type: none"> • Constitution Day
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation • Communities Build a Nation Discussion Day 1 • Communities Build a Nation Discussion Day 2
Impact of Continuity and Change on PA History		
Standard - 8.2.3.C Identify and describe how continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography 	Our Environment	<ul style="list-style-type: none"> • World Geography
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation
	US Government	<ul style="list-style-type: none"> • Our Democracy
	Citizenship	<ul style="list-style-type: none"> • Taking Action for a Cause
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Ways to Travel • New Technologies
Conflict and Cooperation (PA)		

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Standard - 8.2.3.D Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict 	Economics	<ul style="list-style-type: none"> • Local Economy • The Global Economy
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Lands • New Technologies
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures
8.3. United States History		
Contributions of Individuals and Groups (US History)		
Standard - 8.3.3.A Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.	Communities Build a Nation	<ul style="list-style-type: none"> • America's First People • Early Explorers • Early Spanish Communities
	Citizenship	<ul style="list-style-type: none"> • Rights and Responsibilities • Taking Action for a Cause
	Economics	<ul style="list-style-type: none"> • Local Economy • The Global Economy
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Lands • New Technologies
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures • People and Cultures • Culture Through the Arts • Cultural Celebrations
Historical Documents and Artifacts (US History)		
Standard - 8.3.3.B Identify and describe historical documents, artifacts, and places critical to United States history.	Our Government	<ul style="list-style-type: none"> • Constitution(s)
	Communities Build a Nation	<ul style="list-style-type: none"> • Creating a New Nation • Communities Build a Nation Discussion Day 1 • Communities Build a Nation Discussion Day 2
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Ways to Travel • A Growing Nation Portfolio Day 1 • A Growing Nation Portfolio Day 2
Impact of Continuity and Change on US History		
Standard - 8.3.3.C Identify and describe how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology 	Communities Build a Nation	<ul style="list-style-type: none"> • America's First People
	Economics	<ul style="list-style-type: none"> • Local Economy
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Ways to Travel • New Technologies
Conflict and Cooperation (US)		
	Citizenship	<ul style="list-style-type: none"> • Working Together
	Our Communities	<ul style="list-style-type: none"> • Conflict in Communities

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
Standard - 8.3.3.D Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	Communities Build a Nation	<ul style="list-style-type: none"> • America's First People • Early Explorers
	Economics	<ul style="list-style-type: none"> • Exchange
	A Growing Nation	<ul style="list-style-type: none"> • Growing Communities • New Lands • New Technologies
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures • People and Cultures • Our Nation's Diversity
8.4. World History		
Contributions of Individuals and Groups (World)		
Standard - 8.4.3.A Identify the elements of culture and ethnicity.	Our Communities	<ul style="list-style-type: none"> • World Communities
	Communities Build a Nation	<ul style="list-style-type: none"> • America's First People • Early English Communities • Native American Cultures
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures • People and Cultures • Culture Through the Arts • Cultural Celebrations • Celebrating Communities Portfolio 1 • Celebrating Communities Portfolio 2
Historical Documents, Artifacts, and Sites (World)		
Standard - 8.4.3.B Identify the importance of artifacts and sites to different cultures and ethnicities.	Celebrating Communities	<ul style="list-style-type: none"> • People and Cultures • Culture Through the Arts • Cultural Celebrations • Our Nation's Diversity
Impact of Continuity and Change (World)		
Standard - 8.4.3.C Compare and contrast selected world cultures.	Celebrating Communities	<ul style="list-style-type: none"> • North American Cultures • People and Cultures • Culture Through the Arts • Cultural Celebrations • Our Nation's Diversity • Celebrating Communities Portfolio 1 • Celebrating Communities Portfolio 2
Conflict and Cooperation (World)		
Standard - 8.4.3.D Identify conflict and cooperation among groups and organizations from around the world.	Our Communities	<ul style="list-style-type: none"> • World Communities
	US Government	<ul style="list-style-type: none"> • Governments Around the World
	Economics	<ul style="list-style-type: none"> • Local Economy • The Global Economy
	A Growing Nation	<ul style="list-style-type: none"> • New Lands • New Technologies

Pennsylvania Academic Standards Social Studies: Grade 3	Social Studies 3 A/B	
	Unit Name	Lesson Name
	Celebrating Communities	<ul style="list-style-type: none"> • Celebrating Communities Introduction • North American Cultures • People and Cultures

Social Studies 4

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
Standard - 5.1.4.A Examine school rules and consequences.	Our Government	• Origin of Rules and Laws
Laws and Government		
Standard - 5.1.4.B Explain rules and laws for the classroom, school, community, and state.	Our Government	• Origin of Rules and Laws
	Citizenship	• Civic Virtues • Civics in Communities
Principles and Ideals that Shape Government		
Standard - 5.1.4.C Explain the principles and ideals shaping local and state government. • Liberty / Freedom	United States Geography	• Constitution Day
	Our Government	• Principles of Our Government • Levels of Government
	Citizenship	• Civic Virtues
Documents and Ideals that Shape Pennsylvania and US Government		
Standard - 5.1.4.D Identify key ideas about government found in significant documents: • Declaration of Independence	United States Geography	• Constitution Day • Constitution(s)
	Impacts Throughout History	• Historical Artifacts
Individual Rights		
5.1.4.E. Intentionally Blank		
Symbols		
Standard - 5.1.4.F Identify state symbols, national symbols, and national holidays.	United States Geography	• Constitution Day • United States Geography Introduction
	Impacts Throughout History	• Historical Artifacts
	Regions: The West	• Statehood
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
Standard - 5.2.4.A Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.	Citizenship	• Civic Virtues • Civics in Communities • Community Issues Discussion Day 1
Conflict and Resolution		
Standard - 5.2.4.B Describe the sources of conflict and disagreement and different ways conflict can be resolved.	Citizenship	• Dealing with Conflict • Civics in Communities
Leadership and Public Service		
Standard - 5.2.4.C Describe the roles of leadership and public service in school, community, state, and nation.	Citizenship	• Citizenship • Civic Virtues • Civics in Communities • Participation in Government • Leadership and Careers • Community Issues Discussion Day 1 • Community Issues Discussion Day 2
Competent and Responsible Citizens		
	Our Government	• Principles of Our Government

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Standard - 5.2.4.D Describe how citizens participate in school and community activities.	Citizenship	<ul style="list-style-type: none"> • Citizenship • Civic Virtues • Civics in Communities • Participation in Government • Community Issues Discussion Day 1 • Community Issues Discussion Day 2
5.3. How Government Works		
Branches of Government		
Standard - 5.3.4.A Identify the roles of the three branches of government.	Our Government	<ul style="list-style-type: none"> • Constitution(s) • Branches of Government
	Citizenship	<ul style="list-style-type: none"> • Participation in Government
Structure, Organization, and Operation of Governments		
Standard - 5.3.4.B Describe how the elected representative bodies function in making local and state laws.	Our Government	<ul style="list-style-type: none"> • Levels of Government
	Citizenship	<ul style="list-style-type: none"> • Participation in Government
Government Services		
Standard - 5.3.4.C Identify the services performed by local and state governments.	Our Government	<ul style="list-style-type: none"> • Levels of Government
	Citizenship	<ul style="list-style-type: none"> • Participation in Government
Leadership and Political Elections		
Standard - 5.3.4.D Identify positions of authority at the local and state, and national level.	Our Government	<ul style="list-style-type: none"> • Levels of Government
	Citizenship	<ul style="list-style-type: none"> • Participation in Government • Leadership and Careers
Elements of the Election Process		
Standard - 5.3.4.E Explain the voting process.	Impacts Throughout History	<ul style="list-style-type: none"> • Impact of Government and Industry
Conflict and the Court System		
Standard - 5.3.4.F Explain how different perspectives can lead to conflict.	Citizenship	<ul style="list-style-type: none"> • Dealing with Conflict • Civics in Communities
	Impacts Throughout History	<ul style="list-style-type: none"> • Impacts Throughout History Apply
Interest Groups		
Standard - 5.3.4.G Identify individual interests and explain ways to influence others.	Citizenship	<ul style="list-style-type: none"> • Civic Virtues • Participation in Government
Media Influences		
5.3.4.H. Intentionally Blank		
Taxes		
5.3.4.I. Intentionally Blank		
Systems of Government		
5.3.4.J. Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		
5.4.4.A. Intentionally Blank		
Tools of Foreign Policy		

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
5.4.4.B. Intentionally Blank		
International Organizations		
5.4.4.C. Intentionally Blank		
Media and its Influence		
5.4.4.D. Intentionally Blank		
How Foreign Policy is Influenced		
5.4.4.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
Standard - 6.1.4.A Identify scarcity of resources in a local community.	Economics Basics Regions: The Northeast	• Individual Choices and Incentives • Resources in the Northeast
Limited Resources		
Standard - 6.1.4.B Recognize the difference between basic needs and wants.	Impacts Throughout History	• Economic Groups
Opportunity Costs		
Standard - 6.1.4.C Illustrate what individuals or organizations give up when making a choice.	Impacts Throughout History	• Economic Groups
Incentives and Choice		
Standard - 6.1.4.D Explain what influences the choices people make.	Impacts Throughout History Economics Basics	• Economic Groups • Individual Choices and Incentives
6.2. Markets and Economic Systems		
Goods and Services		
Standard - 6.2.4.A Explain how a product moves from production to consumption.	Economics Basics	• Factors of Production
Market Competition		
Standard - 6.2.4.B Determine how sellers compete with one another.	Economics Basics	• Economic Groups • Individual Choices and Incentives
Advertising and Media		
Standard - 6.2.4.C Differentiate between monetary and non-monetary incentives in advertising.	Economics Basics	• Individual Choices and Incentives
Price Determination		
Standard - 6.2.4.D Explain the role of buyers and sellers in determining prices of products.	Economics Basics	• Business Strategies
Economic Health		
Standard - 6.2.4.E Explain why local businesses open and close.	Economics Basics	• Business Strategies
Private Economic Institutions		
Standard - 6.2.4.F Describe the role of a private economic institution in the local community.	Economics Basics	• Financial Institutions
Economic Systems		

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Standard - 6.2.4.G Explain the three basic questions all economic systems must answer. • What to produce? • How? • For whom?	Economics Basics	<ul style="list-style-type: none"> • Factors of Production • Business Strategies
6.3. Functions of Government		
Goods and Services		
Standard - 6.3.4.A Explain how government responds to social needs by providing public goods and services.	Economics Basics	<ul style="list-style-type: none"> • Economics and the Government
Government Involvement in the Economy		
Standard - 6.3.4.B Describe the impact of government involvement in state and national economic activities.	Economics Basics	<ul style="list-style-type: none"> • Economics and the Government
Taxation		
Standard - 6.3.4.C Explore ways in which tax revenues are used in local community.	Economics Basics	<ul style="list-style-type: none"> • Economics and the Government
Government’s Role in International Trade		
6.3.4.D. Intentionally Blank		
6.4. Economic Interdependence		
Specialization		
Standard - 6.4.4.A List and explain factors that promote specialization and division of labor.	Economics Basics	<ul style="list-style-type: none"> • Business Strategies
Trade		
Standard - 6.4.4.B Explain why nations trade.	Economics Basics	<ul style="list-style-type: none"> • Exchange • Economics and the Government
	Regions: The West	<ul style="list-style-type: none"> • The West Today
Multinational and Non-Governmental Organizations		
6.4.4.C. Intentionally Blank		
Factors Contributing to Economic Interdependence		
6.4.4.D. Intentionally Blank		
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.4.A. Intentionally Blank		
Labor Productivity		
Standard - 6.5.4.B Identify the requirements for different careers and occupations.	Citizenship	<ul style="list-style-type: none"> • Leadership and Careers
Types of Businesses		
6.5.4.C. Intentionally Blank		
Profits and Losses		
6.5.4.D. Intentionally Blank		

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Distribution of Wealth		
6.5.4.E. Intentionally Blank		
Entrepreneurship		
6.5.4.F. Intentionally Blank		
Costs and Benefits of Saving		
Standard - 6.5.4.G Compare different ways people save.	Citizenship Economics Basics	<ul style="list-style-type: none"> Leadership and Careers Individual Choices and Incentives
Interest Rates		
Standard - 6.5.4.H Examine the basic operation of the banking system.	Economics Basics	<ul style="list-style-type: none"> Financial Institutions
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
Standard - 7.1.4.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	United States Geography Regions: The West	<ul style="list-style-type: none"> Land and Regions in the United States U.S. Geography Portfolio Day 1 U.S. Geography Portfolio Day 2 Locating the West
Location of Places and Regions		
Describe and locate places and regions as defined by physical and human features.	Regions: The Northeast	<ul style="list-style-type: none"> Land of the Northeast
	Regions: The Southeast	<ul style="list-style-type: none"> Land, Water, and Climate Regions: The Southeast Portfolio Day 1 Regions: The Southeast Portfolio Day 2
	Regions: The Midwest	<ul style="list-style-type: none"> In the Heart of the Nation
	Regions: The Southwest	<ul style="list-style-type: none"> Southwestern Land, Water, and Climate
	Regions: The West	<ul style="list-style-type: none"> A Varied Land Comparison of Regions Apply
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
Standard - 7.2.4.A Identify the physical characteristics of places and regions.	United States Geography Regions: The Northeast	<ul style="list-style-type: none"> Land and Regions in the United States Land of the Northeast
	Regions: The Southeast	<ul style="list-style-type: none"> Land, Water, and Climate Regions: The Southeast Portfolio Day 1 Regions: The Southeast Portfolio Day 2
	Regions: The Midwest	<ul style="list-style-type: none"> In the Heart of the Nation
	Regions: The Southwest	<ul style="list-style-type: none"> Southwestern Land, Water, and Climate Regions: The Southwest Discussion Day 1 Regions: The Southwest Discussion Day 2 Apply: Regions The Southwest Discussion Day 2
	Regions: The West	<ul style="list-style-type: none"> A Varied Land Comparison of Regions Apply
Physical Processes		
	United States Geography	<ul style="list-style-type: none"> Land and Regions in the United States

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Standard - 7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.	Regions: The Northeast	• Land of the Northeast
	Regions: The Southeast	• Land, Water, and Climate
	Regions: The Midwest	• In the Heart of the Nation
	Regions: The Southwest	• Land, Water, and Climate
	Regions: The West	• A Varied Land
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
Standard - 7.3.4.A Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Impacts Throughout History	• Social Groups • Political Groups • Cultural Groups • Economic Groups
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
Standard - 7.4.4.A Identify the effect of the physical systems on people within a community.	United States Geography	• Regions and Resources • Weather and Climate • People and the Land
	United States History	• America's First Inhabitants • America's First Explorers
Impact of People on Physical Systems		
Standard - 7.4.4.B Identify the effect of people on the physical systems within a community.	United States Geography	• People and the Land
	United States History	• America's First Inhabitants
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
Standard - 8.1.4.A Identify and describe how geography and climate have influenced continuity and change over time.	United States Geography	• Weather and Climate
	Regions: The Southeast	• Regions: The Southeast Portfolio Day 1
	Regions: The Midwest	• Resources and Farming
Fact/Opinion and Points of View		
Standard - 8.1.4.B Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.	United States Geography	• Constitution Day
	United States History	• America's First Explorers • A New Nation
		• Movements for Rights • US History Timeline Portfolio Day 1 • US History Timeline Portfolio Day 2
	Impacts Throughout History	• Diversity and Immigration
Research	Regions: The Southwest	• Growth of the Southwest
	Regions: The Northeast	• Regions: The Northeast Portfolio Day 1 • Regions: The Northeast Portfolio Day 2

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Standard - 8.1.4.C Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)	Regions: The Southwest	<ul style="list-style-type: none"> Regions: The Southwest Discussion Day 1 Regions: The Southwest Discussion Day 2 Apply: Regions The Southwest Discussion Day 2
	Regions: The Midwest	<ul style="list-style-type: none"> In the Heart of the Nation
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
Standard - 8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	Impacts Throughout History	<ul style="list-style-type: none"> Social Groups Political Groups Cultural Groups Economic Groups Impact of Belief Systems and Religion
	Regions: The Midwest	<ul style="list-style-type: none"> Regions: The Midwest Portfolio Day 1 Regions: The Midwest Portfolio Day 2
Historical Documents, Artifacts, and Places (PA)		
Standard - 8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.	Impacts Throughout History	<ul style="list-style-type: none"> Impact of Belief Systems and Religion Impacts Throughout History Apply
	Regions: The West	<ul style="list-style-type: none"> Statehood
Impact of Continuity and Change on PA History		
Standard - 8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity. <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 	Impacts Throughout History	<ul style="list-style-type: none"> Social Groups Economic Groups Impact of Technology and Social Groups Impact of Government and Industry Impact of Physical and Human Geography Historical Impact on Pennsylvania Diversity and Immigration
Conflict and Cooperation (PA)		
Standard - 8.2.4.D Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability 	Impacts Throughout History	<ul style="list-style-type: none"> Economic Groups Diversity and Immigration Impact of Physical and Human Geography Historical Impact on Pennsylvania Impacts Throughout History Apply
8.3. United States History		
Contributions of Individuals and Groups (US History)		
Standard - 8.3.4.A Differentiate common characteristics of the social, political, cultural and economic groups in United States history.	Impacts Throughout History	<ul style="list-style-type: none"> Social Groups Political Groups Economic Groups
Historical Documents and Artifacts (US History)		
Standard - 8.3.4.B	United States History	<ul style="list-style-type: none"> A New Nation
	Impacts Throughout History	<ul style="list-style-type: none"> Historical Artifacts

Pennsylvania Academic Standards Social Studies: Grade 4	Social Studies 4 A/B	
	Unit Name	Lesson Name
Locate historical documents, artifacts, and places critical to United States history.	Regions: The Midwest	• Settling in the Midwest
	Regions: The West	• Statehood
Impact of Continuity and Change on US History		
Standard - 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	United States Geography	• People and the Land
	Impacts Throughout History	• Impacts Throughout History Introduction • Social Groups • Political Groups • Economic Groups • Impact of Belief Systems and Religion • Impact of Technology and Social Groups • Impact of Physical and Human Geography
	Regions: The Southeast	• Southern Life
Conflict and Cooperation (US)		
Standard - 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	United States History	• Becoming a World Power
	Impacts Throughout History	• Cultural Groups • Economic Groups • Diversity and Immigration
	Regions: The Northeast	• Growth and Change in the Northeast
8.4. World History		
Contributions of Individuals and Groups (World)		
Standard - 8.4.4.A Differentiate common characteristics of the social, political, cultural, and economic groups in world history.	Impacts Throughout History	• Social Groups • Cultural Groups • Political Groups • Economic Groups
Historical Documents, Artifacts, and Sites (World)		
Standard - 8.4.4.B Locate historical documents, artifacts, and sites, which are critical to World history.	Impacts Throughout History	• Historical Artifacts
Impact of Continuity and Change (World)		
Standard - 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	Impacts Throughout History	• Social Groups • Cultural Groups • Political Groups • Economic Groups • Impact of Belief Systems and Religion • Impact of Government and Industry • Impact of Physical and Human Geography
Conflict and Cooperation (World)		
Standard - 8.4.4.D Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.	Impacts Throughout History	• Social Groups • Cultural Groups • Political Groups • Economic Groups • Impact of Physical and Human Geography

Social Studies 5

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
Standard - 5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good.	Building Our Nation	<ul style="list-style-type: none"> Principles of Government The Bill of Rights Constitutional Protections
Laws and Government		
Standard - 5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation.	Building Our Nation	<ul style="list-style-type: none"> Creating the Constitution Principles of Government Key Concepts of the Constitution
Principles and Ideals that Shape Government		
Standard - 5.1.5.C Describe the principles and ideals shaping local state, and national government. <ul style="list-style-type: none"> Liberty / Freedom Democracy Justice Equality 	The American Revolution	<ul style="list-style-type: none"> Declaring Independence Day 1 Declaring Independence Day 2
	Building Our Nation	<ul style="list-style-type: none"> Principles of Government The Bill of Rights Key Concepts of the Constitution Constitutional Protections
Documents and Ideals that Shape Pennsylvania and US Government		
Standard - 5.1.5.D Interpret key ideas about government found in significant documents: <ul style="list-style-type: none"> Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution 	Building Our Nation	<ul style="list-style-type: none"> Building Our Nation Introduction Creating the Constitution The Bill of Rights Key Concepts of the Constitution Constitutional Protections
	The American Revolution	<ul style="list-style-type: none"> Declaring Independence Day 1 Declaring Independence Day 2
Individual Rights		
Standard - 5.1.5.E Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.	Building Our Nation	<ul style="list-style-type: none"> Creating the Constitution Principles of Government The Bill of Rights Constitutional Protections
Symbols		
Standard - 5.1.5.F Explain the significance of state symbols, national symbols, and national holidays.	Building Our Nation	<ul style="list-style-type: none"> Key Concepts of the Constitution National and State Symbols
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
Standard - 5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.	The American Revolution	<ul style="list-style-type: none"> Colonial Figures
	Building Our Nation	<ul style="list-style-type: none"> Principles of Government Creating the Constitution Principles of Government The Bill of Rights Constitutional Protections
Conflict and Resolution		
Standard - 5.2.5.B Identify behaviors that promote cooperation among individuals.	Building Our Nation	<ul style="list-style-type: none"> Federalist vs. Anti-Federalists Cooperation in the Community
	Good Times and Hardships	<ul style="list-style-type: none"> The Progressive Era

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Leadership and Public Service		
Standard - 5.2.5.C Explain why individuals become involved in leadership and public service.	Building Our Nation	• Cooperation in the Community
Competent and Responsible Citizens		
Standard - 5.2.5.D Identify specific ways individuals participate in school and community activities.	Building Our Nation	• Cooperation in the Community
5.3. How Government Works		
Branches of Government		
Standard - 5.3.5.A Describe the responsibilities and powers of the three branches of government.	Building Our Nation	• The Division of Power
	Modern American History	• Elections and Voting
Structure, Organization, and Operation of Governments		
Standard - 5.3.5.B Describe how the elected representative bodies function in making local, state, and national laws.	Building Our Nation	• Principles of Government • The Division of Power
	Modern American History	• Elections and Voting
Government Services		
Standard - 5.3.5.C Describe the role of local and state government officials.	Building Our Nation	• Principles of Government
	Modern American History	• Political Party • Elections and Voting
Leadership and Political Elections		
Standard - 5.3.5.D Describe the primary duties of elected local, state, and national positions.	Building Our Nation	• Principles of Government
	Modern American History	• Political Party • Elections and Voting
Elements of the Election Process		
Standard - 5.3.5.E Identify the requirements to vote in local, state, and national elections.	Building Our Nation	• Principles of Government • Political Party
	Modern American History	• Elections and Voting • Characteristics of Groups Day 2
Conflict and the Court System		
Standard - 5.3.5.F Examine different ways conflicts can be resolved.	Building Our Nation	• Federalist vs. Anti-Federalists
	Early Settlements	• Pilgrims and Puritans in New England • The English Colonies in Virginia
	The American Revolution	• Colonists Rebel • Unity Among the Colonies
	Westward Expansion and Civil War	• Life During the Civil War
	Modern American History	• The Cold War Continues
Interest Groups		
Standard - 5.3.5.G Describe how groups try to influence others.	Building Our Nation	• Articles of Confederation • Women Fight for Freedom
	Modern American History	• Elections and Voting
Media Influences		
Standard - 5.3.5.H Identify various sources of mass media	Modern American History	• Post War America • Elections and Voting
	Westward Expansion and Civil War	• Worth Fighting For
	Good Times and Hardships	• Inequality for African Americans

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Identify various sources of mass media.	Modern American History	<ul style="list-style-type: none"> • Post War America • Civil Rights • Elections and Voting
Taxes		
5.3.5.I Intentionally Blank		
Systems of Government		
5.3.5.J Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		
5.4.5.A Intentionally Blank		
Tools of Foreign Policy		
Standard - 5.4.5.B Describe the difference between nation and country.	Building Our Nation	<ul style="list-style-type: none"> • The Division of Power
International Organizations		
5.4.5.C Intentionally Blank		
Media and its Influence		
5.4.5.D Intentionally Blank		
How Foreign Policy is Influenced		
5.4.5.E Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
Standard - 6.1.5.A Explain how limited resources and unlimited wants cause scarcity.	Economics	<ul style="list-style-type: none"> • Meeting Needs and Wants • Sellers and Consumers
Limited Resources		
Standard - 6.1.5.B Explain ways in which people meet their basic needs and wants.	Economics	<ul style="list-style-type: none"> • Meeting Needs and Wants • Sellers and Consumers
Standard - 6.1.5.B Demonstrate the use of human and capital resources in the production of a specific good.	Economics	<ul style="list-style-type: none"> • Meeting Needs and Wants
Opportunity Costs		
Standard - 6.1.5.C Explain how people's choices have different economic consequences.	Economics	<ul style="list-style-type: none"> • Meeting Needs and Wants • Sellers and Consumers
Incentives and Choice		
Standard - 6.1.5.D Demonstrate how availability of resources affects choices.	Economics	<ul style="list-style-type: none"> • Meeting Needs and Wants • Sellers and Consumers
6.2. Markets and Economic Systems		
Goods and Services		
Standard - 6.2.5.A Describe how goods and services are distributed.	Economics	<ul style="list-style-type: none"> • Goods, Services, and Assets

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Market Competition		
Standard - 6.2.5.B Identify how pricing influences sellers and consumers.	Economics	<ul style="list-style-type: none"> • Meeting Needs and Wants • Sellers and Consumers • Economic Institutions
	Good Times and Hardships	<ul style="list-style-type: none"> • The Roaring Twenties
Advertising and Media		
Standard - 6.2.5.C Explain how advertising causes people to change their behavior in predictable ways.	Economics	<ul style="list-style-type: none"> • Sellers and Consumers
	Good Times and Hardships	<ul style="list-style-type: none"> • The Roaring Twenties
Price Determination		
Standard - 6.2.5.D Identify factors that cause changes in price.	Economics	<ul style="list-style-type: none"> • Sellers and Consumers • Economic Institutions
Economic Health		
Standard - 6.2.5.E Describe the impact of businesses opening and closing on Pennsylvania economy.	Economics	<ul style="list-style-type: none"> • Economic Institutions
Private Economic Institutions		
Standard - 6.2.5.F Compare and contrast types of private economic institutions.	Economics	<ul style="list-style-type: none"> • Economic Institutions
Economic Systems		
Standard - 6.2.5.G Describe various economic systems. <ul style="list-style-type: none"> • Traditional • Market • Command 	Economics	<ul style="list-style-type: none"> • Economic Systems
6.3. Functions of Government		
Goods and Services		
Standard - 6.3.5.A Describe the cost and benefits of government economic programs.	Economics	<ul style="list-style-type: none"> • Economic Decision Making
Government Involvement in the Economy		
Standard - 6.3.5.B Describe factors that influence government’s economic decision making.	Economics	<ul style="list-style-type: none"> • Economic Decision Making
Taxation		
Standard - 6.3.5.C Explore ways in which tax revenue is collected.	Economics	<ul style="list-style-type: none"> • Economic Decision Making
Government’s Role in International Trade		
6.3.5.D Intentionally Blank		
6.4. Economic Interdependence		
Specialization		
Standard - 6.4.5.A Explain why people specialize in the production of goods and services and divide labor.	Economics	<ul style="list-style-type: none"> • Goods, Services, and Assets
Trade		
Standard - 6.4.5.B Explain the growth in international trade.	Early Exploration	<ul style="list-style-type: none"> • The Columbian Exchange
	Economics	<ul style="list-style-type: none"> • International Economics
Multinational and Non-Governmental Organizations		

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Standard - 6.4.5.C Explain how and where multinational corporations operate. Factors Contributing to Economic Interdependence	Economics	• International Economics
Standard - 6.4.5.D Identify various economic and non-economic organizations that contribute to interaction among individuals and nations. 6.5. Income, Profit, and Wealth Factors Influencing Wages	Economics	• International Economics
Standard - 6.5.5.A Describe how the availability of goods and services is made possible by the work of members of the society. Labor Productivity	Economics	• International Economics • Goods, Services, and Assets
Standard - 6.5.5.B Differentiate the requirements for different careers and occupations. Types of Businesses	Early Settlements	• The French and Dutch in North America
6.5.5.C Intentionally Blank Profits and Losses	Economics	• Goods, Services, and Assets
Standard - 6.5.5.D Explain how positive and negative incentives affect individual choices. Distribution of Wealth	Economics	• Sellers and Consumers
Standard - 6.5.5.E Identify tangible and intangible assets. Entrepreneurship	Economics	• Goods, Services, and Assets
Standard - 6.5.5.F Define entrepreneurship and its role in the local community. Costs and Benefits of Saving	Economics	• Entrepreneurship and Budgeting
Standard - 6.5.5.G Identify the costs and benefits of saving. Interest Rates	Economics	• Entrepreneurship and Budgeting
Standard - 6.5.5.H Identify the costs and benefits of borrowing. Geography	Economics	• Entrepreneurship and Budgeting
7.1. Basic Geographic Literacy Geographic Tools		
Standard - 7.1.5.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment. Location of Places and Regions	Early Exploration	• Geography Day 1 • Geography Day 2
Standard - 7.1.5.B Describe and locate places and regions as defined by physical and human features. 7.2. Physical Characteristics of Places and Regions Physical Characteristics	Early Exploration	• Geography Day 1 • Geography Day 2 • Ancient American Civilization

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Standard - 7.2.5.A Describe the characteristics of places and regions.	Early Exploration	<ul style="list-style-type: none"> • Geography Day 1 • Geography Day 2 • Ancient American Civilization
Physical Processes		
Standard - 7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions.	Early Exploration	<ul style="list-style-type: none"> • Geography Day 1 • Geography Day 2
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
Standard - 7.3.5.A Identify the human characteristics of places and regions using the following criteria:	Early Exploration	<ul style="list-style-type: none"> • Ancient American Civilization • Native American Culture
<ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	Early Settlements	<ul style="list-style-type: none"> • The Spanish Colony in the Americas
	Good Times and Hardships	<ul style="list-style-type: none"> • A Voice from the Harlem Renaissance • The Roaring Twenties
	Modern American History	<ul style="list-style-type: none"> • Characteristics of Groups Day 2 • Looking Toward the Future Day 1 Apply
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
Standard - 7.4.5.A Describe and explain the effects of the physical systems on people within regions.	Early Exploration	<ul style="list-style-type: none"> • Adapting to Different Places
	Building Our Nation	<ul style="list-style-type: none"> • Jefferson and the Louisiana Purchase
Impact of People on Physical Systems		
Standard - 7.4.5.B Identify the effect of people on the physical systems within a community.	Early Exploration	<ul style="list-style-type: none"> • Adapting to Different Places
	Good Times and Hardships	<ul style="list-style-type: none"> • The Great Depression
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
Standard - 8.1.5.A Identify and explain the influences of economic features on continuity and change over time.	Westward Expansion and Civil War	<ul style="list-style-type: none"> • Inventions, Roads, and Railroads
	Good Times and Hardships	<ul style="list-style-type: none"> • The Roaring Twenties
Fact/Opinion and Points of View		
	Early Exploration	<ul style="list-style-type: none"> • The Columbian Exchange
	The American Revolution	<ul style="list-style-type: none"> • Tensions with Britain • Colonists Rebel • On the Battlefield
	Building Our Nation	<ul style="list-style-type: none"> • Trouble for Native Americans
Standard - 8.1.5.B Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.	Westward Expansion and Civil War	<ul style="list-style-type: none"> • The Lone Star State • California Gold Rush • Worth Fighting For • Reconstruction Apply
	Modern American History	<ul style="list-style-type: none"> • Modern American History Introduction • A Dangerous World • The Cold War Continues • Civil Rights • Civil Rights Leaders • From the Great Society to Reagan
Research		
	Early Settlements	<ul style="list-style-type: none"> • Establishing a Colonial Government

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Standard - 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)	Building Our Nation	<ul style="list-style-type: none"> Articles of Confederation Building Our Nation Day 2 Apply
	Good Times and Hardships	<ul style="list-style-type: none"> Challenges and Opportunities Apply Using Questions to Guide Research
	American Research Report Portfolio	<ul style="list-style-type: none"> Choosing Sources Day 1 Choosing Sources Day 2 Making Sure Sources are Reliable Gathering Sources Evaluating Sources Answering the Compelling Question Putting it Together Finalizing American Research Report Portfolio
	Modern American History	<ul style="list-style-type: none"> World War II A Dangerous World Civil Rights Leaders
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
Standard - 8.2.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	Modern American History	<ul style="list-style-type: none"> Characteristics of Groups Day 1
Historical Documents, Artifacts, and Places (PA)		
Standard - 8.2.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.	Building Our Nation	<ul style="list-style-type: none"> Creating the Constitution
Impact of Continuity and Change on PA History		
Standard - 8.2.5.C Differentiate how continuity and change in Pennsylvania history are formed and operate. <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 	Modern American History	<ul style="list-style-type: none"> Characteristics of Groups Day 1
Conflict and Cooperation (PA)		
Standard - 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. <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability 	Modern American History	<ul style="list-style-type: none"> Characteristics of Groups Day 1
8.3. United States History		
Contributions of Individuals and Groups (US History)		

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Standard - 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.	Early Settlements	• Pilgrims and Puritans in New England
	The American Revolution	• The American Revolution Day 1 Apply • The American Revolution Day 2 Apply
	Westward Expansion and Civil War	• Struggles Over Slavery
	Good Times and Hardships	• A Voice from the Harlem Renaissance
	Modern American History	• From the Great Society to Reagan • Characteristics of Groups Day 2 • Looking Toward the Future Day 1 Apply
Historical Documents and Artifacts (US History)		
Standard - 8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.	The American Revolution	• Declaring Independence Day 1
	Building Our Nation	• Articles of Confederation • Trouble for Native Americans • African Americans Fight for Freedom
	Westward Expansion and Civil War	• Life During the Civil War
Impact of Continuity and Change on US History		
Standard - 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	Early Settlements	• The Spanish Colony in the Americas
	Building Our Nation	• Washington Takes Office
	The American Revolution	• Declaring Independence Day 1 • Declaring Independence Day 2
	Westward Expansion and Civil War	• Trails to the West • Worth Fighting For
	Good Times and Hardships	• The Roaring Twenties
Conflict and Cooperation (US)		
Standard - 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	Early Settlements	• Slavery in the Colonies Day 1
	Westward Expansion and Civil War	• Struggles Over Slavery
	Good Times and Hardships	• The Progressive Era • The Roaring Twenties
	Modern American History	• World War II • A Dangerous World • Civil Rights
8.4. World History		
Contributions of Individuals and Groups (World)		
Standard - 8.4.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.	Early Exploration	• Ancient American Civilization • Adapting to Different Places • Native American Culture
	Early Settlements	• Establishing a Colonial Government • Pilgrims and Puritans in New England • Comparing the 13 Colonies • Slavery in the Colonies Day 1
	Good Times and Hardships	• A Voice from the Harlem Renaissance • World War I
	Modern American History	• World War II • Theaters of War • A Dangerous World • The Cold War Continues

Pennsylvania Academic Standards Social Studies: Grade 5	Social Studies 5 A/B	
	Unit Name	Lesson Name
Historical Documents, Artifacts, and Sites (World) Standard - 8.4.5.B Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.	Good Times and Hardships	<ul style="list-style-type: none"> • World War I Comes to an End • The New Deal
Impact of Continuity and Change (World) 8.4.5.C Intentionally Blank		
Conflict and Cooperation (World) 8.4.5.D Intentionally Blank		

Social Studies 6

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.	Incorporate and assign an activity to explain the effect of the rule of law in protecting property rights, individual rights, and the common good.	
Laws and Government		
5.1.6.B. Compare and contrast a direct democracy with a republican form of government.	Ancient Greece	• Democracy in Athens
	The Roman Republic	• Government of the Republic
Principles and Ideals that Shape Government		
5.1.6.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality	Incorporate and assign an activity to explain how the principles and ideals shape local, state, and national government: Liberty / Freedom, Democracy, Justice, Equality	
Documents and Ideals that Shape Pennsylvania and US Government		
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	Incorporate and assign an activity to 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	
Individual Rights		
5.1.6.E. Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.	Incorporate and assign an activity to summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.	
Symbols		
5.1.6.F. Describe how citizens and leaders use political symbols.	The Roman Republic	• Government of the Republic Incorporate and assign an activity to describe how citizens and leaders use political symbols.
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
	Mesopotamia	• The Assyrian and Persian Empires
	Early Civilizations of India	• The Maurya Empire Begins • Asoka's Rule
	Early Civilizations of China	• The Zhou Dynasty • Chinese Belief Systems • The Unification of China • The Han Dynasty Expands
	Civilizations of the Americas	• The Maya • The Aztecs • The Incas • North American Cultures

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Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
5.2.6.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.	Ancient Greece	<ul style="list-style-type: none"> • Democracy in Athens
	The Roman Republic	<ul style="list-style-type: none"> • Government of the Republic • The Republic Struggles Extend the lessons to compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
	The Roman Republic Discussion	<ul style="list-style-type: none"> • The Roman Republic Discussion
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • Roman Culture and Its Legacy
	Ancient Civilizations Portfolio	<ul style="list-style-type: none"> • Ancient Civilizations Portfolio
	Absolutism and Enlightenment	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Absolutism in Russia and Central Europe • Rise of Parliament in England • The Enlightenment
Conflict and Resolution		
5.2.6.B. Explain how citizens resolve conflicts in society and government.	Early Civilizations of India	<ul style="list-style-type: none"> • The Maurya Empire Begins • Asoka's Rule
	Early Civilizations of China	<ul style="list-style-type: none"> • The Unification of China • The Han Dynasty Expands
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Aztecs • The Incas
	Ancient Greece	<ul style="list-style-type: none"> • Democracy in Athens • Warfare in Ancient Greece
	The Roman Republic	<ul style="list-style-type: none"> • Government of the Republic • The Republic Struggles
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • Roman Culture and Its Legacy
	Ancient Civilizations Portfolio	<ul style="list-style-type: none"> • Ancient Civilizations Portfolio
Leadership and Public Service		
5.2.6.C. Describe the importance of political leadership and public service.	Early Civilizations of India	<ul style="list-style-type: none"> • Asoka's Rule
	Early Civilizations of China	<ul style="list-style-type: none"> • The Unification of China • The Han Dynasty Expands
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Aztecs
	Ancient Greece	<ul style="list-style-type: none"> • Democracy in Athens • Warfare in Ancient Greece
	The Roman Republic Discussion	<ul style="list-style-type: none"> • The Roman Republic Discussion
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins
	Absolutism and Enlightenment	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Absolutism in Russia and Central Europe • Rise of Parliament in England
Competent and Responsible Citizens		
5.2.6.D. Explain why participation in government and civic life is important.	Early Civilizations of China	<ul style="list-style-type: none"> • The Han Dynasty Expands
	Ancient Greece	<ul style="list-style-type: none"> • Democracy in Athens Extend the lesson to explain why participation in government and civic life is important.

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
	The Roman Republic	• Government of the Republic
	Absolutism and Enlightenment	• The Enlightenment
5.3. How Government Works		
Branches of Government		
5.3.6.A. Describe the responsibilities and powers of the three branches of government.	Incorporate and assign an activity to describe the responsibilities and powers of the three branches of government.	
Structure, Organization, and Operation of Governments		
5.3.6.B. Define and compare the role and structure of local, state, and national governments.	Ancient Greece	• Democracy in Athens Extend the lesson to define and compare the role and structure of local and state governments.
	Ancient Civilizations Portfolio	• Ancient Civilizations Portfolio
Government Services		
5.3.6.C. Describe how local, state, and national governments provide services.	Ancient Greece	• Democracy in Athens • Ancient Greek Society and Economic Expansion Extend the lessons to describe how local and state governments provide services.
	Ancient Civilizations Portfolio	• Ancient Civilizations Portfolio
Leadership and Political Elections		
5.3.6.D. Identify leadership positions and their primary duties at the local, state, and national levels.	Ancient Greece	• Democracy in Athens Extend the lesson to identify leadership positions and their primary duties at the state level.
	The Roman Republic	• Government of the Republic
	The Roman Republic Discussion	• The Roman Republic Discussion
	The Roman and Byzantine Empires	• Roman Culture and Its Legacy
Elements of the Election Process		
5.3.6.E. Describe the voting process, including registration, primaries, and general elections.	Ancient Greece	• Democracy in Athens Incorporate and assign an activity to describe the voting process, including registration, primaries, and general elections.
Conflict and the Court System		
5.3.6.F. Explain how courts resolve conflicts.	Incorporate and assign an activity to explain how courts resolve conflicts.	
Interest Groups		
5.3.6.G. Identify individual interest groups and how they impact government.	Incorporate and assign an activity to identify individual interest groups and how they impact government.	
Media Influences		
5.3.6.H. Describe the influence of mass media on society.	Incorporate and assign an activity to describe the influence of mass media on society.	
Taxes		
5.3.6.I. Explain what taxes are and why they are necessary.	Incorporate and assign an activity to explain what taxes are and why they are necessary.	
Systems of Government		

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
5.3.6.J. Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		
5.4.6.A. Identify how countries have varying interests.	Early Civilizations of India	• The Maurya Empire Begins
	River Valley Civilizations Portfolio	• The River Valley Civilizations Portfolio
	Early Civilizations of China	• The Han Dynasty Expands
	Ancient Greece	• Oligarchy in Sparta • Warfare in Ancient Greece
	Absolutism and Enlightenment	• Absolute Monarchy in Spain and France • Absolutism in Russia and Central Europe
Tools of Foreign Policy		
5.4.6.B. Explain the difference between allies and adversaries.	Ancient Egypt and Kush	• Egypt and Kush Incorporate and assign an activity to explain the difference between allies and adversaries.
International Organizations		
5.4.6.C. Intentionally Blank		
Media and its Influence		
5.4.6.D. Intentionally Blank		
How Foreign Policy is Influenced		
5.4.6.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.	Incorporate and assign an activity to explain how limited resources and unlimited wants cause scarcity.	
Limited Resources		
6.1.6.B. Compare ways that people meet their needs with how they meet their wants.	Incorporate and assign an activity to compare ways that people meet their needs with how they meet their wants.	
6.1.6.B. Describe how resources are combined to produce different goods and services.	Ancient Egypt and Kush	• Egypt and Kush
	Early Civilizations of China	• The Han Dynasty Expands
	Feudal Europe	• Revival of Towns and Trade
Opportunity Costs		
6.1.6.C. Define opportunity cost and describe the opportunity cost of personal choice.	Incorporate and assign an activity to define opportunity cost and describe the opportunity cost of personal choice.	
Incentives and Choice		
6.1.6.D. Identify incentives that affect personal choices.	Incorporate and assign an activity to identify incentives that affect personal choices.	
6.2. Markets and Economic Systems		
Goods and Services		

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
6.2.6.A. Describe the interaction of consumers and producers of goods and services in the state and national economy.	Incorporate and assign an activity to describe the interaction of consumers and producers of goods and services in the state and national economy.	
Market Competition		
6.2.6.B. Explain why and how market competition takes place.	Incorporate and assign an activity to explain why and how market competition takes place.	
Advertising and Media		
6.2.6.C. Explain how advertising influences economic decisions.	Incorporate and assign an activity to explain how advertising influences economic decisions.	
Price Determination		
6.2.6.D. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.	Incorporate and assign an activity to describe how prices influence both buyers and sellers and explain why prices may vary for similar products.	
Economic Health		
6.2.6.E. Explain the causes and effects of expansion and contraction of businesses.	Incorporate and assign an activity to explain the causes and effects of expansion and contraction of businesses.	
Private Economic Institutions		
6.2.6.F. Explain the influence of private economic institutions on the local and state economy.	Incorporate and assign an activity to explain the influence of private economic institutions on the local and state economy.	
Economic Systems		
6.2.6.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?	Incorporate and assign an activity to examine how various economic systems address the three basic questions: What to produce? How? For whom?	
6.3. Functions of Government		
Goods and Services		
6.3.6.A. Examine government's role in providing public goods and services.	Early Civilizations of China	<ul style="list-style-type: none"> • The Unification of China • The Han Dynasty Expands
	Ancient Greece	<ul style="list-style-type: none"> • Ancient Greek Society and Economic Expansion
	The Roman Republic	<ul style="list-style-type: none"> • The Republic Struggles
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins
Government Involvement in the Economy		
6.3.6.B. Describe the impact of government involvement in state and national economic activities.	Early Civilizations of China	<ul style="list-style-type: none"> • The Unification of China • The Han Dynasty Expands
	Ancient Greece	<ul style="list-style-type: none"> • Ancient Greek Society and Economic Expansion
	The Roman Republic	<ul style="list-style-type: none"> • Government of the Republic • Society in the Roman Republic
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins • Roman Culture and Its Legacy
	Feudal Europe	<ul style="list-style-type: none"> • Feudalism and the Manor Economy • Revival of Towns and Trade
Taxation		

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
6.3.6.C. Explain the cost and benefits of taxation.	Incorporate and assign an activity to explain the cost and benefits of taxation.	
Government's Role in International Trade		
6.3.6.D. Explain the benefits of international trade.	Mesopotamia	• The Phoenicians
	Ancient Egypt and Kush	• Egypt and Kush
	Early Civilizations of China	• The Han Dynasty Expands
	Ancient Greece	• Ancient Greek Society and Economic Expansion
	The Roman and Byzantine Empires	• The Roman Empire Begins • Origins of Christianity • Roman Culture and Its Legacy
6.4. Economic Interdependence		
Specialization		
6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.	Origins of Civilization	• New Ways of Life • The Rise of Civilizations
	Early Civilizations of China	• The Han Dynasty Expands
	The Roman Republic	• Society in the Roman Republic
	Feudal Europe	• Feudalism and the Manor Economy • Revival of Towns and Trade
Trade		
6.4.6.B. Explain how trade affects standards of living.	Origins of Civilization	• New Ways of Life
	Mesopotamia	• The Phoenicians
	Ancient Egypt and Kush	• Egypt and Kush
	Early Civilizations of China	• The Huang River Valley • The Han Dynasty Expands
	Ancient Greece	• Ancient Greek Society and Economic Expansion
	The Roman and Byzantine Empires	• The Roman Empire Begins • Roman Culture and Its Legacy
	Feudal Europe	• Revival of Towns and Trade • The Decline of Medieval Society
Multinational and Non-Governmental Organizations		
6.4.6.C. Explain how multinational corporations contribute to economic interdependence.	Incorporate and assign an activity to explain how multinational corporations contribute to economic interdependence.	
Factors Contributing to Economic Interdependence		
6.4.6.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.	Mesopotamia	• The Assyrian and Persian Empires • The Phoenicians
	Ancient Egypt and Kush	• Egypt and Kush
	Early Civilizations of China	• The Han Dynasty Expands
	Ancient Greece	• The Early Years of Greek Civilization • Ancient Greek Society and Economic Expansion

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins • Origins of Christianity • Roman Culture and Its Legacy
	Feudal Europe	<ul style="list-style-type: none"> • Revival of Towns and Trade
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.6.A. Describe how the availability of goods and services is made possible by the work of members of the society.	Origins of Civilization	<ul style="list-style-type: none"> • New Ways of Life • The Rise of Civilizations
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs
	Ancient Greece	<ul style="list-style-type: none"> • Ancient Greek Society and Economic Expansion
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins • Origins of Christianity
	Feudal Europe	<ul style="list-style-type: none"> • Revival of Towns and Trade
Labor Productivity		
6.5.6.B. Explain the concept of labor productivity.	Incorporate and assign an activity to explain the concept of labor productivity.	
Types of Businesses		
6.5.6.C. Intentionally Blank		
Profits and Losses		
6.5.6.D. Explain how profits and losses serve as incentives.	Incorporate and assign an activity to explain how profits and losses serve as incentives.	
Distribution of Wealth		
6.5.6.E. Describe how people accumulate tangible and intangible assets.	Incorporate and assign an activity to describe how people accumulate tangible and intangible assets.	
Entrepreneurship		
6.5.6.F. Explain the role of the entrepreneur in Pennsylvania.	Incorporate and assign an activity to explain the role of the entrepreneur in Pennsylvania.	
Costs and Benefits of Saving		
6.5.6.G. Identify the costs and benefits of saving.	Incorporate and assign an activity to identify the costs and benefits of saving.	
Interest Rates		
6.5.6.H. Explain the differences between interest rates for saving and borrowing.	Incorporate and assign an activity to explain the differences between interest rates for saving and borrowing.	
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
	Origins of Civilization	<ul style="list-style-type: none"> • Humans Spread Out • Developing Complex Cultures • The Rise of Civilizations
	Mesopotamia	<ul style="list-style-type: none"> • The Phoenicians • Origins of Judaism • Beliefs of Judaism
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization • Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism • The Maurya Empire Begins • Asoka's Rule
	Early Civilizations of China	<ul style="list-style-type: none"> • The Huang River Valley • The Han Dynasty Expands
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Maya
	Ancient Greece	<ul style="list-style-type: none"> • Warfare in Ancient Greece • Alexander and the Hellenistic World
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Decline of the Roman Empire
Location of Places and Regions		
7.1.6.B. Describe and locate places and regions as defined by physical and human features.	Origins of Civilization	<ul style="list-style-type: none"> • The Rise of Civilizations
	Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization
	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization • Asoka's Rule
	Early Civilizations of China	<ul style="list-style-type: none"> • The Huang River Valley
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Maya • The Aztecs • The Incas • North American Cultures
	Ancient Greece	<ul style="list-style-type: none"> • The Early Years of Greek Civilization • Ancient Greek Society and Economic Expansion
The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Byzantine Empire Rises 	
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.6.A. Describe the characteristics of places and regions.	Origins of Civilization	<ul style="list-style-type: none"> • Humans Spread Out • Developing Complex Cultures • The Rise of Civilizations
	Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia • The Phoenicians
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush
	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization • Asoka's Rule
	River Valley Civilizations Portfolio	<ul style="list-style-type: none"> • River Valley Civilizations Portfolio
	Early Civilizations of China	<ul style="list-style-type: none"> • The Huang River Valley
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Maya • The Aztecs • The Incas • North American Cultures

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
	Ancient Greece	• The Early Years of Greek Civilization
	The Roman Republic	• The Roman Republic Rises
	The Roman and Byzantine Empires	• The Byzantine Empire Rises
	Feudal Europe	• The Early and Middle Ages In Europe
Physical Processes		
7.2.6.B. Describe the physical processes that shape patterns on Earth’s surface.	Origins of Civilization	• Developing Complex Cultures • The Rise of Civilizations
	Mesopotamia	• Civilizations Emerge in Mesopotamia • The Phoenicians
	Ancient Egypt and Kush	• Egypt Under the Pharaohs
	Early Civilizations of India	• The Indus Valley Civilization • Asoka’s Rule
	River Valley Civilizations Portfolio	• River Valley Civilizations Portfolio
	Early Civilizations of China	• The Huang River Valley
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.6.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Origins of Civilization	• The Distant Past • Humans Spread Out • Developing Complex Cultures • New Ways of Life • The Rise of Civilizations
	Mesopotamia	• Civilization Emerges in Mesopotamia • The Assyrian and Persian Empires • The Phoenicians • Origins of Judaism
	Ancient Egypt and Kush	• Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush
	Early Civilizations of India	• The Indus Valley Civilization • India’s Verdic Age • Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism • Asoka’s Rule • The Gupta Empire
	Civilizations of the Americas	• The Maya • The Aztecs • The Incas • North American Cultures
	Ancient Greece	• The Early Years of Greek Civilization • Ancient Greek Society and Economic Expansion
	The Roman Republic	• The Roman Republic Rises
	The Roman and Byzantine Empires	• The Byzantine Empire Rises

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	Unit Name	Lesson Name	
	Feudal Europe	<ul style="list-style-type: none"> • The Early and Middle Ages In Europe • Revival of Towns and Trade • The Decline of Medieval Society 	
7.4. Interactions Between People and the Environment			
Impact of Physical Systems on People			
7.4.6.A. Describe and explain the effects of the physical systems on people within regions.	Origins of Civilization	<ul style="list-style-type: none"> • The Distant Past • Humans Spread Out • Developing Complex Cultures 	
	Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia • The Assyrian and Persian Empires • The Phoenicians 	
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush 	
	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization 	
	River Valley Civilizations Portfolio	<ul style="list-style-type: none"> • River Valley Civilizations Portfolio 	
	Early Civilizations of China	<ul style="list-style-type: none"> • The Huang River Valley • The Unification of China 	
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Maya • The Aztecs • The Incas • North American Cultures 	
	Ancient Greece	<ul style="list-style-type: none"> • The Early Years of Greek Civilization • Ancient Greek Society and Economic Expansion • Warfare in Ancient Greece 	
	The Roman Republic	<ul style="list-style-type: none"> • The Roman Republic Rises 	
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Byzantine Empire Rises 	
	Feudal Europe	<ul style="list-style-type: none"> • The Early and Middle Ages In Europe • Revival of Towns and Trade • The Decline of Medieval Society 	
	Impact of People on Physical Systems		
	7.4.6.B. Describe and explain the effects of people on the physical systems within regions.	Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia • The Assyrian and Persian Empires • The Phoenicians
Ancient Egypt and Kush		<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush 	
River Valley Civilizations Portfolio		<ul style="list-style-type: none"> • River Valley Civilizations Portfolio 	
Early Civilizations of China		<ul style="list-style-type: none"> • The Unification of China 	
Civilizations of the Americas		<ul style="list-style-type: none"> • The Maya 	
Feudal Europe		<ul style="list-style-type: none"> • Revival of Towns and Trade 	
History			
8.1. Historical Analysis and Skills Development			
Continuity and Change over Time			

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
8.1.6.A. Explain continuity and change over time using sequential order and context of events.	Mesopotamia	• Beliefs of Judaism
	Ancient Greece	• Alexander and the Hellenistic World
	The Roman Republic	• The Republic Struggles
	The Roman and Byzantine Empires	• The Roman Empire Begins • The Decline of the Roman Empire
	Feudal Europe	• Feudalism and the Manor Economy
Fact/Opinion and Points of View		
8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.	Mesopotamia	• The Assyrian and Persian Empires • Origins of Judaism • Beliefs of Judaism
	Ancient Egypt and Kush	• Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush
	Early Civilizations of India	• Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism • The Maurya Empire Begins
	Early Civilizations of China	• The Zhou Dynasty • Chinese Belief Systems
	Ancient Greece	• The Early Years of Greek Civilization • Warfare in Ancient Greece • Ancient Greek Beliefs and Arts
	The Roman Republic	• Society in the Roman Republic • The Republic Struggles
	The Roman Republic Discussion	• The Roman Republic Discussion
	The Roman and Byzantine Empires	• The Roman Empire Begins • Origins of Christianity • Beliefs of Christianity
	Absolutism and Enlightenment	• Rise of Parliament in England • The Enlightenment
Research		
8.1.6.C. Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	Early Civilizations of India	• The Indus Valley Civilization • Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism • The Maurya Empire Begins
	River Valley Civilizations Portfolio	• River Valley Civilizations Portfolio
	Early Civilizations of China	• The Unification of China • Han Society and Achievements
	The Roman Republic	• Society in the Roman Republic • The Republic Struggles
	The Roman Republic Discussion	• The Roman Republic Discussion
Absolutism and Enlightenment	• Rise of Parliament in England • The Enlightenment	
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
8.2.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	Incorporate and assign an activity to explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	
Historical Documents, Artifacts, and Places (PA)		
8.2.6.B. Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	Incorporate and assign an activity to describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	
Impact of Continuity and Change on PA History		
8.2.6.C. Explain how continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	Incorporate and assign an activity to explain how continuity and change have impacted Pennsylvania history including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.	
Conflict and Cooperation (PA)		
8.2.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	Incorporate and assign an activity to explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.	
8.3. United States History		
Contributions of Individuals and Groups (US History)		
8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.	Incorporate and assign an activity to explain the social, political, cultural, and economic contributions of individuals and groups to United States history.	
Historical Documents and Artifacts (US History)		
8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.	Incorporate and assign an activity to explain the importance of significant historical documents, artifacts, and places critical to United States history.	
Impact of Continuity and Change on US History		
8.3.6.C. Explain how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	Incorporate and assign an activity to explain how continuity and change have impacted U.S. history including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.	
Conflict and Cooperation (US)		

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B		
	Unit Name	Lesson Name	
8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	Incorporate and assign an activity to explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S. including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.		
8.4. World History			
Contributions of Individuals and Groups (World)			
8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.	Origins of Civilization	<ul style="list-style-type: none"> • New Ways of Life • The Rise of Civilizations 	
	Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia • Origins of Judaism • Beliefs of Judaism 	
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush 	
	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization • India's Verdic Age • Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism 	
	River Valley Civilizations Portfolio	<ul style="list-style-type: none"> • River Valley Civilizations Portfolio 	
	Early Civilizations of China	<ul style="list-style-type: none"> • The Zhou Dynasty • The Unification of China • Han Society and Achievements 	
	Civilizations of the Americas	<ul style="list-style-type: none"> • The Maya 	
	Ancient Greece	<ul style="list-style-type: none"> • Ancient Greek Society and Economic Expansion • Democracy in Athens • Warfare in Ancient Greece • Ancient Greek Beliefs and Arts • Ancient Greek Learning • Alexander and the Hellenistic World 	
	The Roman Republic	<ul style="list-style-type: none"> • The Roman Republic Rises • The Republic Struggles 	
	The Roman Republic Discussion	<ul style="list-style-type: none"> • The Roman Republic Discussion 	
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins • Origins of Christianity • Beliefs of Christianity • The Byzantine Empire Rises 	
	Historical Documents, Artifacts, and Sites (World)		
		Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia • Origins of Judaism • Beliefs of Judaism

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush
	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization • India's Verdic Age • Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism • The Maurya Empire Begins • Asoka's Rule • The Gupta Empire
	River Valley Civilizations Portfolio	<ul style="list-style-type: none"> • River Valley Civilizations Portfolio
	Ancient Greece	<ul style="list-style-type: none"> • The Early Years of Greek Civilization • Ancient Greek Beliefs and Arts • Ancient Greek Learning
	The Roman Republic Discussion	<ul style="list-style-type: none"> • The Roman Republic Discussion
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins • Origins of Christianity • Beliefs of Christianity • The Decline of the Roman Empire • The Byzantine Empire Rises
Impact of Continuity and Change (World)		
8.4.6.C. Explain how continuity and change have impacted world history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	Origins of Civilization	<ul style="list-style-type: none"> • The Distant Past • Humans Spread Out • Developing Complex Cultures • New Ways of Life • The Rise of Civilizations
	Mesopotamia	<ul style="list-style-type: none"> • Civilization Emerges in Mesopotamia • The First Empires • The Phoenicians • Origins of Judaism • Beliefs of Judaism
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt Under the Pharaohs • Achievements of Egyptian Civilization • Egypt and Kush
	Early Civilizations of India	<ul style="list-style-type: none"> • The Indus Valley Civilization • India's Verdic Age • Origins and Beliefs of Hinduism • Origins and Beliefs of Buddhism • The Maurya Empire Begins • Asoka's Rule • The Gupta Empire
	Ancient Greece	<ul style="list-style-type: none"> • The Early Years of Greek Civilization • Ancient Greek Beliefs and Arts • Ancient Greek Learning

Pennsylvania Academic Standards (2009) Social Studies: Grade 6	Social Studies 6 A/B	
	Unit Name	Lesson Name
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • The Roman Empire Begins • Origins of Christianity • Beliefs of Christianity • The Decline of the Roman Empire • The Byzantine Empire Rises
Conflict and Cooperation (World)		
8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.	Mesopotamia	<ul style="list-style-type: none"> • The First Empires • The Phoenicians • Origins of Judaism • Beliefs of Judaism
	Ancient Egypt and Kush	<ul style="list-style-type: none"> • Egypt and Kush
	Early Civilizations of China	<ul style="list-style-type: none"> • The Unification of China
	Ancient Greece	<ul style="list-style-type: none"> • Warfare in Ancient Greece
	The Roman Republic	<ul style="list-style-type: none"> • The Roman Republic Rises • The Republic Struggles
	The Roman and Byzantine Empires	<ul style="list-style-type: none"> • Origins of Christianity • Beliefs of Christianity • The Decline of the Roman Empire • The Byzantine Empire Rises
	Feudal Europe	<ul style="list-style-type: none"> • Feudalism and the Manor Economy • Conflicts Between Popes and Monarchs • England Takes Shape • The Crusades • The Reconquista

Social Studies 7

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.	Incorporate and assign an activity to cite functional examples of how the rule of law protects property rights, individual rights, and the common good.	
Laws and Government		
5.1.7.B. Identify the different types of government and the processes they use in making laws.	Introduction to Geography	<ul style="list-style-type: none"> • Government
	The Modern World	<ul style="list-style-type: none"> • Depression and the Rise of Totalitarianism
	The United States and Canada	<ul style="list-style-type: none"> • The United States and Canada at Work
	Middle America	<ul style="list-style-type: none"> • Mexico and Central America at Work
	South America	<ul style="list-style-type: none"> • South America at Work
	Europe Today	<ul style="list-style-type: none"> • Living and Working in Europe • Government in Europe
	Northern Eurasia	<ul style="list-style-type: none"> • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa • Africa at Work
	Southwest and South Asia Today	<ul style="list-style-type: none"> • Governments in Southwest Asia • Living in South Asia • South Asia at Work
	East and Southeast Asia Today	<ul style="list-style-type: none"> • Living in East Asia • Southeast Asia at Work
Australia and the Pacific	<ul style="list-style-type: none"> • Living in Australia and the Pacific • Australia and the Pacific at Work 	
Principles and Ideals that Shape Government		
5.1.7.C. Explain how the principles and ideals shape local, state, and national government. <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	Introduction to Geography	<ul style="list-style-type: none"> • Government • Citizenship Extend the lessons to explain how the principles and ideals shape local, state, and national government including: Liberty / Freedom and Justice
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 	Incorporate and assign an activity to summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents including: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution	
Individual Rights		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
5.1.7.E. Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.	Incorporate and assign an activity to compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.	
Symbols		
5.1.7.F. Describe how the media uses political symbols to influence public opinion.	The Modern World	• Depression and the Rise of Totalitarianism
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.	Introduction to Geography	• Government • Citizenship Extend the lessons to compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
Conflict and Resolution		
5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.	Introduction to Geography	• Government
	The United States and Canada	• Three American Indian Cultures
	South America	• Early South American Culture • South America at Work
	Europe Today	• Living and Working in Europe • Government in Europe
	Northern Eurasia	• The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work
Leadership and Public Service		
5.2.7.C. Describe the role of political leadership and public service.	Introduction to Geography	• Government
	The United States and Canada	• The United States and Canada at Work
	Middle America	• Mexico and Central America at Work
	South America	• Early South American Culture • South America at Work
	Europe Today	• Living and Working in Europe • Government in Europe
	Northern Eurasia	• The Soviet Union and its Breakup
Competent and Responsible Citizens		
5.2.7.D. Describe the citizen's role in the political process.	Introduction to Geography	• Government • Citizenship
	The United States and Canada	• The United States and Canada at Work
5.3. How Government Works		
Branches of Government		
5.3.7.A. Compare and contrast the responsibilities and powers of the three branches of government.	Introduction to Geography	• Government
	The United States and Canada	• The United States and Canada at Work
Structure, Organization, and Operation of Governments		
5.3.7.B. Define and compare the role and structure of local, state, and national governments.	Incorporate and assign an activity to define and compare the role and structure of local, state, and national governments.	
Government Services		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
5.3.7.C. Describe how local, state, and national governments provide services.	Incorporate and assign an activity to describe how local, state, and national governments provide services.	
Leadership and Political Elections		
5.3.7.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.	Incorporate and assign an activity to identify leadership positions and the role of political party affiliation at the local, state, and national levels.	
Elements of the Election Process		
5.3.7.E. Describe the closed primary voting process in Pennsylvania.	Incorporate and assign an activity to describe the closed primary voting process in Pennsylvania.	
Conflict and the Court System		
5.3.7.F. Identify the different levels of the court system.	Incorporate and assign an activity to identify the different levels of the court system.	
Interest Groups		
5.3.7.G. Explain the role of interest groups in local and Pennsylvania governments.	Incorporate and assign an activity to explain the role of interest groups in local and Pennsylvania governments.	
Media Influences		
5.3.7.H. Describe the influence of mass media on society.	The Modern World	<ul style="list-style-type: none"> • Depression and Rise of Totalitarianism • Continuing Conflicts • Living in Our Interdependent World
Taxes		
5.3.7.I. Identify types of local, state, and national taxes.	Incorporate and assign an activity to identify types of local, state, and national taxes.	
Systems of Government		
5.3.7.J. Identify various types of governments.	Introduction to Geography	• Government
	The Modern World	• Living in Our Interdependent World
	The United States and Canada	• The United States and Canada at Work
	South America	• South America at Work
	Europe Today	<ul style="list-style-type: none"> • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa
5.4. How International Relationships Function		
Countries and Conflicts		
	The Modern World	<ul style="list-style-type: none"> • World War I and the Russian Revolution • Depression and the Rise of Totalitarianism • Living in Our Interdependent World

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
5.4.7.A. Identify how countries have varying interests.	Middle America	<ul style="list-style-type: none"> • Independence for Mexico and Central America • History of the Caribbean • Mexico and Central America at Work
	Middle America Discussion	<ul style="list-style-type: none"> • Middle America Discussion
	South America	<ul style="list-style-type: none"> • European Colonization of South America • Independence for South America • South America at Work
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa
	Southwest and South Asia Today	<ul style="list-style-type: none"> • Governments in Southwest Asia • Living in South Asia • South Asia at Work • Challenges Facing South Asia
	East and Southeast Asia Today	<ul style="list-style-type: none"> • Living in East Asia • Southeast Asia at Work • Challenges Facing Southeast Asia
	Australia and the Pacific	<ul style="list-style-type: none"> • Living in Australia and the Pacific • Australia and the Pacific at Work • Challenges Facing Australia and the Pacific
Tools of Foreign Policy		
5.4.7.B. Describe how countries coexist in the world community.	Introduction to Geography	<ul style="list-style-type: none"> • Government
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
International Organizations		
5.4.7.C. Intentionally Blank		
Media and its Influence		
5.4.7.D. Identify mass media sources and how they report world events.	Incorporate and assign an activity to identify mass media sources and how they report world events.	

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
How Foreign Policy is Influenced		
5.4.7.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.7.A. Explain how limited resources and unlimited wants cause scarcity.	The United States and Canada	<ul style="list-style-type: none"> Challenges Facing the United States and Canada Extend the lesson to explain how limited resources and unlimited wants cause scarcity.
Limited Resources		
6.1.7.B Compare decisions made because of limited resources and unlimited wants.	Incorporate and assign an activity to compare decisions made because of limited resources and unlimited wants.	
6.1.7.B Describe how resources are combined to produce different goods and services.	Incorporate and assign an activity to describe how resources are combined to produce different goods and services.	
Opportunity Costs		
6.1.7.C. Define opportunity cost and describe the opportunity cost of personal choice.	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics
Incentives and Choice		
6.1.7.D. Explain how positive and negative incentives affect behavior.	Introduction to Geography The Modern World	<ul style="list-style-type: none"> Economics Basics Living in Our Interdependent World
6.2. Markets and Economic Systems		
Goods and Services		
6.2.7.A. Describe the interaction of consumers and producers of goods and services in the state and national economy.	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics Extend the lesson to describe the interaction of consumers and producers of goods and services in the state economy.
Market Competition		
6.2.7.B. Explain why and how market competition takes place.	Introduction to Geography The Modern World	<ul style="list-style-type: none"> Economics Basics Living in Our Interdependent World Extend the lesson to explain how market competition takes place.
Advertising and Media		
6.2.7.C. Explain how advertising influences economic decisions.	Incorporate and assign an activity to explain how advertising influences economic decisions.	
Price Determination		
6.2.7.D. Explain the effects that changes in price have on buyers and sellers.	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics
Economic Health		
6.2.7.E. Explain the causes and effects of expansion and contraction of businesses.	Incorporate and assign an activity to explain the causes and effects of expansion and contraction of businesses.	
Private Economic Institutions		
6.2.7.F. Explain the influence of private economic institutions on the local and state economy.	Incorporate and assign an activity to explain the influence of private economic institutions on the local and state economy.	
Economic Systems		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
6.2.7.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics Extend the lesson to examine how various economic systems address the three basic questions including: What to produce? How? For whom?
6.3. Functions of Government		
Goods and Services		
6.3.7.A. Explain the impact of public goods and services on the local community and state.	Incorporate and assign an activity to explain the impact of public goods and services on the local community and state.	
Government Involvement in the Economy		
6.3.7.B. Describe the impact of government involvement in state and national economic activities.	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics Government
	The Modern World	<ul style="list-style-type: none"> Depression and the Rise of Totalitarianism The Cold War Living in Our Interdependent World
	The United States and Canada	<ul style="list-style-type: none"> The United States and Canada at Work
Taxation		
6.3.7.C. Explain the cost and benefits of taxation.	Incorporate and assign an activity to explain the cost and benefits of taxation.	
Government's Role in International Trade		
6.3.7.D. Identify how governments limit or promote international trade.	Introduction to Geography	<ul style="list-style-type: none"> Trade and Development Government
	The Modern World	<ul style="list-style-type: none"> Depression and the Rise of Totalitarianism Living in Our Interdependent World
	The United States and Canada	<ul style="list-style-type: none"> The United States and Canada at Work
	Middle America	<ul style="list-style-type: none"> Spanish Colonization Independence for Mexico and Central America History of the Caribbean Mexico and Central America at Work
	South America	<ul style="list-style-type: none"> Independence for South America South America at Work Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> Europe's Cultural Diversity Living and Working in Europe Government in Europe Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> The Soviet Union and its Breakup Living in Northern Eurasia Northern Eurasia at Work Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> Colonization and Independence in Africa Living in Africa Africa at Work Challenges Facing Africa

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
6.4. Economic Interdependence		
Specialization		
6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics Trade and Development
	Middle America	<ul style="list-style-type: none"> History of the Caribbean
	South America	<ul style="list-style-type: none"> South America at Work Challenges Facing South America
	East and Southeast Asia Today	<ul style="list-style-type: none"> East Asia at Work Southeast Asia at Work
Trade		
6.4.7.B. Analyze how changes in trade affect standards of living.	Introduction to Geography	<ul style="list-style-type: none"> Trade and Development
	The Modern World	<ul style="list-style-type: none"> Depression and the Rise of Totalitarianism Living in Our Interdependent World
	Middle America	<ul style="list-style-type: none"> Spanish Colonization Independence for Mexico and Central America History of the Caribbean
	South America	<ul style="list-style-type: none"> South America at Work Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> Living and Working in Europe Government in Europe Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> Russia Emerges
Africa	<ul style="list-style-type: none"> Colonization and Independence in Africa Living in Africa Africa at Work Challenges Facing Africa 	
Multinational and Non-Governmental Organizations		
6.4.7.C. Explain how multinational corporations and other non-government organizations contribute to economic interdependence.	The Modern World	<ul style="list-style-type: none"> Living in Our Interdependent World
	South America	<ul style="list-style-type: none"> South America at Work Challenges Facing South America
	East and Southeast Asia Today	<ul style="list-style-type: none"> East Asia at Work
Factors Contributing to Economic Interdependence		
	Introduction to Geography	<ul style="list-style-type: none"> Economics Basics Trade and Development Government
	The Modern World	<ul style="list-style-type: none"> World War I and the Russian Revolution Depression and the Rise of Totalitarianism Living in Our Interdependent World
	Middle America	<ul style="list-style-type: none"> Spanish Colonization History of the Caribbean Mexico and Central America at Work Challenges Facing Middle America

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
6.4.7.D. Explain how transportation, communication networks, and technology contribute to economic interdependence.	South America	<ul style="list-style-type: none"> • Early South American Culture • European Colonization of South America • Independence for South America • South America at Work • Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Living in Africa • Africa at Work • Challenges Facing Africa
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.7.A. Describe how people are compensated for their production of goods and services.	Incorporate and assign an activity to describe how people are compensated for their production of goods and services.	
Labor Productivity		
6.5.7.B. Describe the characteristics of productive workers.	Incorporate and assign an activity to describe the characteristics of productive workers.	
Types of Businesses		
6.5.7.C. Intentionally Blank		
Profits and Losses		
6.5.7.D. Explain the relationship between risk and reward.	Incorporate and assign an activity to explain the relationship between risk and reward.	
Distribution of Wealth		
6.5.7.E. Describe how people accumulate tangible and financial assets through income, saving, and financial investment.	Incorporate and assign an activity to describe how people accumulate tangible and financial assets through income, saving, and financial investment.	
Entrepreneurship		
6.5.7.F. Explain the role of entrepreneurship in Pennsylvania.	Incorporate and assign an activity to explain the role of entrepreneurship in Pennsylvania.	
Costs and Benefits of Saving		
6.5.7.G. Identify the costs and benefits of various financial tools available to savers.	Incorporate and assign an activity to identify the costs and benefits of various financial tools available to savers.	
Interest Rates		
6.5.7.H. Identify the effect of higher and lower interest rates.	Incorporate and assign an activity to identify the effect of higher and lower interest rates.	
Geography		
7.1. Basic Geographic Literacy		

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	Unit Name	Lesson Name
Geographic Tools		
7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.	Introduction to Geography	<ul style="list-style-type: none"> • Geography Basics • People and the Environment • Culture and Society
	The Modern World	<ul style="list-style-type: none"> • World War I and the Russian Revolution • World War II • The Middle East
	The United States and Canada	<ul style="list-style-type: none"> • European Colonization
	Middle America	<ul style="list-style-type: none"> • Living in Mexico and Central America
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges • The Soviet Union and its Breakup
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa
Location of Places and Regions		
7.1.7.B. Explain and locate places and regions as defined by physical and human features.	Introduction to Geography	<ul style="list-style-type: none"> • Geography Basics • People and the Environment • Culture and Society
	The United States and Canada Portfolio	<ul style="list-style-type: none"> • Moving to Canada Portfolio
	Middle America	<ul style="list-style-type: none"> • The Olmec and Maya Civilizations • Aztec Civilization • Living in Mexico and Central America • The Caribbean Today
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.7.A. Explain the characteristics of places and regions.	Introduction to Geography	<ul style="list-style-type: none"> • Geography Basics • Climate and Ecosystems
	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • Living in the United States and Canada
	The United States and Canada Portfolio	<ul style="list-style-type: none"> • Moving to Canada Portfolio
	Middle America	<ul style="list-style-type: none"> • The Olmec and Maya Civilizations • Aztec Civilization • The Caribbean Today • Challenges Facing Middle America
	South America	<ul style="list-style-type: none"> • Early South American Culture • Challenges Facing South America
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges
	Africa	<ul style="list-style-type: none"> • Later African Civilizations • Living in Africa • Challenges Facing Africa
Physical Processes		
	Introduction to Geography	<ul style="list-style-type: none"> • Our Planet, Earth • Climate and Ecosystems

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	Unit Name	Lesson Name
7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • Living in the United States and Canada
	Middle America	<ul style="list-style-type: none"> • The Olmec and Maya Civilizations • The Caribbean Today • Challenges Facing Middle America
	South America	<ul style="list-style-type: none"> • Early South American Culture • Challenges Facing South America
	Northern Eurasia	<ul style="list-style-type: none"> • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Later African Civilizations
7.3. Human Characteristics of Places and Regions Human Characteristics		
7.3.7.A. Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • European Colonization • Living in the United States and Canada
	The United States and Canada Portfolio	<ul style="list-style-type: none"> • Moving to Canada Portfolio
	Middle America	<ul style="list-style-type: none"> • The Olmec and Maya Civilizations • Aztec Civilization • Spanish Colonization • Living in Mexico and Central America • The Caribbean Today • Challenges Facing Middle America
	South America	<ul style="list-style-type: none"> • Early South American Culture • Living in South America • Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> • Europe Today • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Later African Civilizations • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa
7.4. Interactions Between People and the Environment Impact of Physical Systems on People		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
7.4.7.A. Describe and explain the effects of the physical systems on people within regions.	Introduction to Geography	<ul style="list-style-type: none"> • Our Planet, Earth • Climate and Ecosystems • People and the Environment • Culture and Society
	The Modern World	<ul style="list-style-type: none"> • The Middle East
	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • Living in the United States and Canada • Challenges Facing the United States and Canada
	The United States and Canada Portfolio	<ul style="list-style-type: none"> • Moving to Canada Portfolio
	Middle America	<ul style="list-style-type: none"> • Aztec • Spanish Colonization • The Caribbean Today • Challenges Facing Middle America
	South America	<ul style="list-style-type: none"> • Early South American Culture • Living in South America • Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Europe's Cultural Diversity • Living and Working in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Later African Civilizations • Living in Africa • Africa at Work • Challenges Facing Africa
Impact of People on Physical Systems		
7.4.7.B. Describe and explain the effects of people on the physical systems within regions.	Introduction to Geography	<ul style="list-style-type: none"> • People and the Environment
	The Modern World	<ul style="list-style-type: none"> • Living in Our Interdependent World
	The United States and Canada	<ul style="list-style-type: none"> • Three American Indian Cultures • Challenges Facing the United States and Canada
	Middle America	<ul style="list-style-type: none"> • Challenges Facing Middle America
	South America	<ul style="list-style-type: none"> • Early South American Culture • European Colonization of South America • Living in South America • Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> • Living and Working in Europe • Challenges Facing Europe

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
	Northern Eurasia	<ul style="list-style-type: none"> • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Later African Civilizations • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.	The Modern World	• The Middle East
	The United States and Canada	• Building Nations
	Middle America	• Aztec Civilization
	South America	• Independence for South America
	Northern Eurasia	• The Soviet Union and its Breakup
	Africa	• Later African Civilizations
Fact/Opinion and Points of View		
8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.	Introduction to Geography	• History Basics
	The Modern World	• World War II
		• The Cold War
		• New Nations Emerge
		• Continuing Conflicts
	The United States and Canada	• Three American Indian Cultures
		• European Colonization
	Africa	• Colonization and Independence in Africa
Research		
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)	Introduction to Geography	• History Basics
	The Modern World	• World War II
	Middle America Discussion	• Middle America Discussion
	South America	• Independence for South America
	Europe Today	• Government in Europe
	Africa	• Colonization and Independence in Africa
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
8.2.7.A. Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	Incorporate and assign an activity to identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	
Historical Documents, Artifacts, and Places (PA)		
8.2.7.B. Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.	Incorporate and assign an activity to identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.	
Impact of Continuity and Change on PA History		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
8.2.7.C. Explain how continuity and change have impacted Pennsylvania history as related to local communities. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 		Incorporate and assign an activity to explain how continuity and change have impacted Pennsylvania history as related to local communities including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
Conflict and Cooperation (PA)		
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. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 		Incorporate and assign an activity to identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
8.3. United States History		
Contributions of Individuals and Groups (US History)		
8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.	The United States and Canada	<ul style="list-style-type: none"> • Three American Indian Cultures • European Colonization Extend the lessons to classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
Historical Documents and Artifacts (US History)		
8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.	Introduction to Geography	<ul style="list-style-type: none"> • Government
	The United States and Canada	<ul style="list-style-type: none"> • Three American Indian Cultures • European Colonization
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity
Impact of Continuity and Change on US History		
8.3.7.C. Compare how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • European Colonization • Building Nations • Living in the United States and Canada
Conflict and Cooperation (US)		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • European Colonization • Building Nations
8.4. World History		
Contributions of Individuals and Groups (World)		
8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	Middle America	<ul style="list-style-type: none"> • Aztec Civilization • Spanish Colonization • Living in Mexico and Central America • Mexico and Central America at Work
	South America	<ul style="list-style-type: none"> • Independence for South America • European Colonization of South America • Living in South America • Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa
	Southwest and South Asia Today	<ul style="list-style-type: none"> • Cultural Diversity in Southwest Asia • Where People Live and Work in Southwest Asia • Governments in Southwest Asia • Living in South Asia • Challenges Facing South Asia
	East and Southeast Asia	<ul style="list-style-type: none"> • Independent Southeast Asia • Living in East Asia • East Asia at Work • Southeast Asia at Work • Challenges Facing Southeast Asia
	Australia and the Pacific	<ul style="list-style-type: none"> • Early Cultures of Australia and the Pacific • Living in Australia and the Pacific • Challenges Facing Australia and the Pacific
Historical Documents, Artifacts, and Sites (World)		

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Government in Europe
	Africa	<ul style="list-style-type: none"> • Human Origins • Colonization and Independence in Africa
	Southwest and South Asia Today	<ul style="list-style-type: none"> • Conflicts in Southwest Asia • Challenges Facing South Asia
	East and Southeast Asia Today	<ul style="list-style-type: none"> • Later History of East Asia • Early History of Southeast Asia
	Australia and the Pacific	<ul style="list-style-type: none"> • Early Cultures of Australia and the Pacific
Impact of Continuity and Change (World)		
8.4.7.C. Differentiate how continuity and change have impacted world history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • European Colonization • Building Nations
	Middle America	<ul style="list-style-type: none"> • Living in Mexico and Central America • Mexico and Central America at Work • Challenges Facing Middle America
	South America	<ul style="list-style-type: none"> • Early South American Culture • European Colonization of South America • Independence for South America • Living in South America
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa
Conflict and Cooperation (World)		
	The Modern World	<ul style="list-style-type: none"> • World War I and the Russian Revolution • Depression and the Rise of Totalitarianism • World War II • The Cold War • Continuing Conflicts • Living in Our Interdependent World
	The United States and Canada	<ul style="list-style-type: none"> • North American Indian Culture Regions • European Colonization • Building Nations

Pennsylvania Academic Standards (2009) Social Studies: Grade 7	Social Studies 7 A/B	
	Unit Name	Lesson Name
8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	Middle America	<ul style="list-style-type: none"> • Aztec Civilization • Spanish Colonization • Independence for Mexico and Central America • History of the Caribbean
	South America	<ul style="list-style-type: none"> • European Colonization of South America • Independence for South America • Living in South America • Challenges Facing South America
	Europe Today	<ul style="list-style-type: none"> • Europe's Cultural Diversity • Living and Working in Europe • Government in Europe • Challenges Facing Europe
	Northern Eurasia	<ul style="list-style-type: none"> • Russia Emerges • The Soviet Union and its Breakup • Living in Northern Eurasia • Northern Eurasia at Work • Challenges Facing Northern Eurasia
	Africa	<ul style="list-style-type: none"> • Colonization and Independence in Africa • Living in Africa • Africa at Work • Challenges Facing Africa

Social Studies 8

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.8.A. Identify the sources of the rule of law.	A Constitution for the United States	<ul style="list-style-type: none"> • Understanding the Constitution • Amending the Constitution
	Civics	<ul style="list-style-type: none"> • Civics, Politics, and Government • Constitutions and Government • Influential Ideas and Events
Laws and Government		
5.1.8.B. Outline how different systems of government function.	A Constitution for the United States	<ul style="list-style-type: none"> • A Weak Confederation • Understanding the Constitution • Amending the Constitution
	Civics	<ul style="list-style-type: none"> • Civics, Politics, and Government • Constitutions and Government • Influential Ideas and Events • National, State, and Local Government
Principles and Ideals that Shape Government		
5.1.8.C. Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.	The Revolutionary Era	<ul style="list-style-type: none"> • Declaring Independence
<ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	A Constitution for the United States	<ul style="list-style-type: none"> • Drafting a Constitution • Ideas that Influenced the Constitution • Federalists, Antifederalists, the Bill of Rights • Understanding the Constitution • Amending the Constitution
	Civics	<ul style="list-style-type: none"> • Constitutions and Government • American Political Identity • National, State, and Local Government
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:	The Revolutionary Era	<ul style="list-style-type: none"> • Declaring Independence
<ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 	A Constitution for the United States	<ul style="list-style-type: none"> • Drafting a Constitution • Ideas that Influenced the Constitution • Federalists, Antifederalists, the Bill of Rights • Understanding the Constitution • Amending the Constitution
	Civics	<ul style="list-style-type: none"> • Constitutions and Government <p>Extend the lesson to include summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents including the Pennsylvania Constitution.</p>
Individual Rights		
5.1.8.E Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.	Civics	<ul style="list-style-type: none"> • Constitutions and Government • National, State, and Local Government <p>Extend the lessons to compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.</p>

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Symbols		
5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.	The Revolutionary Era	<ul style="list-style-type: none"> • Tensions with Britain • Taking Up Arms
	Civics	<ul style="list-style-type: none"> • Public Opinion in a Democratic Society
	The Progressive Era	<ul style="list-style-type: none"> • A New Wave of Immigration • A Changing American Culture
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.	The Revolutionary Era	<ul style="list-style-type: none"> • Tensions with Britain
	A Constitution for the United States	<ul style="list-style-type: none"> • Understanding the Constitution • Amending the Constitution • Citizens' Rights and Responsibilities
	Civics	<ul style="list-style-type: none"> • Civics, Politics, and Government • National, State, and Local Government • Participation in a Democracy
Conflict and Resolution		
5.2.8.B. Describe how citizens resolve conflicts in society and government.	Civics	<ul style="list-style-type: none"> • Civics, Politics, and Government • National, State, and Local Government • Participation in a Democracy
	The Civil War	<ul style="list-style-type: none"> • Conflicts and Compromises
	The Progressive Era	<ul style="list-style-type: none"> • Progress and Setbacks for Social Justice
Leadership and Public Service		
5.2.8.C. Describe the role of political leadership and public service.	Civics	<ul style="list-style-type: none"> • American Political Identity • Civics, Politics, and Government • National, State, and Local Government • The Electoral Process
	Building on Economics Basics	<ul style="list-style-type: none"> • Government's Role in the Economy
Competent and Responsible Citizens		
5.2.8.D. Describe the citizen's role in the political process.	A Constitution for the United States	<ul style="list-style-type: none"> • Citizens' Rights and Responsibilities
	Civics	<ul style="list-style-type: none"> • Civics, Politics, and Government • Rights and Responsibilities of Citizenship • Participation in a Democracy
	The Progressive Era	<ul style="list-style-type: none"> • Progress and Setbacks for Social Justice
5.3. How Government Works		
Branches of Government		
5.3.8.A. Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.	A Constitution for the United States	<ul style="list-style-type: none"> • Understanding the Constitution
	Civics	<ul style="list-style-type: none"> • Structure of the Government • National, State, and Local Government <p>Extend the lesson National, State, and Local Government to compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.</p>

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Structure, Organization, and Operation of Governments		
5.3.8.B. Compare and contrast the policy-making process between Pennsylvania and the federal government.	A Constitution for the United States	<ul style="list-style-type: none"> Understanding the Constitution
	Civics	<ul style="list-style-type: none"> Structure of the Government National, State, and Local Government Extend the lesson Structure of the Government to compare and contrast the policy-making process between Pennsylvania and the federal government.
Government Services		
5.3.8.C. Describe how local, state, and national governments provide services.	A Constitution for the United States	<ul style="list-style-type: none"> Understanding the Constitution Amending the Constitution
	Civics	<ul style="list-style-type: none"> Structure of the Government National, State, and Local Government
	Building on Economics Basics	<ul style="list-style-type: none"> Government's Role in the Economy
Leadership and Political Elections		
5.3.8.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.	Civics	<ul style="list-style-type: none"> Civics, Politics, and Government American Political Identity Structure of the Government National, State, and Local Government The Electoral Process Extend the lesson The Electoral Process to identify the role of political party affiliation at the local and state levels.
	The Progressive Era	<ul style="list-style-type: none"> The Progressive Presidents
Elements of the Election Process		
5.3.8.E. Describe the closed primary voting process in Pennsylvania.	Incorporate and assign an activity to describe the closed primary voting process in Pennsylvania.	
Conflict and the Court System		
5.3.8.F. Explain the various judicial levels of the U.S. and state.	Civics	<ul style="list-style-type: none"> Civics, Politics, and Government Influential Ideas and Events Structure of the Government
Interest Groups		
5.3.8.G. Explain the role of interest groups in the federal government process.	Incorporate and assign an activity to explain the role of interest groups in the federal government process.	
Media Influences		
5.3.8.H. Describe the influence of mass media on government.	Civics	<ul style="list-style-type: none"> Public Opinion in a Democratic Society
	The Early Republic	<ul style="list-style-type: none"> The Origin of Political Parties
Taxes		
5.3.8.I. Describe various types of projects and services provided through local, state, and national taxes.	The Early Republic	<ul style="list-style-type: none"> Washington's Presidency
	Building on Economics Basics	<ul style="list-style-type: none"> Government's Role in the Economy
Systems of Government		
5.3.8.J. Compare democracy to totalitarianism.	Civics	<ul style="list-style-type: none"> Civics, Politics, and Government
5.4. How International Relationships Function		

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Countries and Conflicts		
5.4.8.A. Describe how national interests lead to agreements and conflicts between and among countries.	The Revolutionary Era	<ul style="list-style-type: none"> • The French and Indian War • Tensions with Britain • Declaring Independence • Winning Independence
	Civics	<ul style="list-style-type: none"> • The United States and the World
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • Madison and the War of 1812 • Monroe's Presidency
	The Civil War	<ul style="list-style-type: none"> • Emancipation and Life in Wartime
	Economics Basics	<ul style="list-style-type: none"> • Trade
Tools of Foreign Policy		
5.4.8.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.	The Revolutionary Era	<ul style="list-style-type: none"> • Taking Up Arms • Declaring Independence • Winning Independence
	Civics	<ul style="list-style-type: none"> • The United States and the World
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • John Adams's Presidency • Jefferson's Presidency • Madison and the War of 1812 • Monroe's Presidency
	The Civil War	<ul style="list-style-type: none"> • Emancipation and Life in Wartime
	Economics Basics	<ul style="list-style-type: none"> • Trade
International Organizations		
5.4.8.C. Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.	The Revolutionary Era	<ul style="list-style-type: none"> • The French and Indian War
	Civics	<ul style="list-style-type: none"> • The United States and the World
	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Political Conflict and Economic Crisis • Native Americans on the Frontier
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society
	The Progressive Era	<ul style="list-style-type: none"> • A New Wave of Immigration • Progress and Setbacks for Social Justice • A Changing American Culture
Media and its Influence		
5.4.8.D. Describe how mass media influences our view of international events.	Civics	<ul style="list-style-type: none"> • Public Opinion in a Democratic Society
How Foreign Policy is Influenced		
5.4.8.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
6.1.8.A. Explain how limited resources and unlimited wants cause scarcity.	Society and Culture Before the Civil War	<ul style="list-style-type: none"> • The Industrial Revolution and Life in the North
	Economics Basics	<ul style="list-style-type: none"> • Scarcity and Choice • Market and Prices
Limited Resources		
6.1.8.B Compare decisions made because of limited resources and unlimited wants.	Economics Basics	<ul style="list-style-type: none"> • Scarcity and Choice
6.1.8.B Analyze the resources that are combined to create goods and services.	Economics Basics	<ul style="list-style-type: none"> • Distributing Goods and Services Extend the lesson to analyze the resources that are combined to create goods and services.
Opportunity Costs		
6.1.8.C. Compare choices to determine the best action.	Economics Basics	<ul style="list-style-type: none"> • Economic Decision Making • Incentives • Market and Prices
Incentives and Choice		
6.1.8.D. Compare the effect of incentives on personal decisions.	Economics Basics	<ul style="list-style-type: none"> • Economic Decision Making • Incentives
6.2. Markets and Economic Systems		
Goods and Services		
6.2.8.A. Describe the interaction of consumers and producers of goods and services in the state and national economy.	Economics Basics	<ul style="list-style-type: none"> • Trade • Specialization • Competition in Markets Extend the lessons to describe the interaction of consumers and producers of goods and services in the state and national economy.
Market Competition		
6.2.8.B. Identify positive and negative effects of market competition.	Economics Basics	<ul style="list-style-type: none"> • Trade • Market and Prices • Competition in Markets
Advertising and Media		
6.2.8.C. Explain how advertising influences economic decisions.	Economics Basics	<ul style="list-style-type: none"> • Incentives Extend the lesson to explain how advertising influences economic decisions.
Price Determination		
6.2.8.D. Explain the effects that changes in price have on buyers and sellers.	Society and Culture Before the Civil War	<ul style="list-style-type: none"> • The Industrial Revolution and Life in the North
	Economics Basics	<ul style="list-style-type: none"> • Distributing Goods and Services • Incentives • Market and Prices • Role of Prices
Economic Health		

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
6.2.8.E. Compare the state of the current economy with the economy in a different time or place.	Building on Economics Basics	<ul style="list-style-type: none"> Economic Changes Unemployment and Inflation Incorporate and assign an activity to the lessons to compare the state of the current economy with the economy in a different time or place.
Private Economic Institutions		
6.2.8.F. Analyze the functions of private economic institutions in the national economy.	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> Political Conflict and Economic Crisis
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> Industry and Corporations
	Economics Basics	<ul style="list-style-type: none"> Economic Institutions
	Building on Economics Basics	<ul style="list-style-type: none"> Personal Finance
Economic Systems		
6.2.8.G. Examine how various economic systems address the three basic questions.	Economics Basics	<ul style="list-style-type: none"> Distributing Goods and Services Extend the lesson to examine how various economic systems address the three basic questions: What to produce? How? For whom?
<ul style="list-style-type: none"> What to produce? How? For whom? 		
6.3. Functions of Government		
Goods and Services		
6.3.8.A. Assess the value of public goods and services.	Building on Economics Basics	<ul style="list-style-type: none"> Government's Role in the Economy Extend the lesson to assess the value of public goods and services.
Government Involvement in the Economy		
6.3.8.B. Predict how changes to government involvement at the state and national levels may affect the economy.	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> Political Conflict and Economic Crisis Extend the lesson to predict how changes to government involvement at the state and national levels may affect the economy.
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> Reconstruction and Southern Society The Aftermath of the Reconstruction Mining, Railroads, and the Economy Western Agriculture Hardship for Native Americans Industry and Corporations The Labor Movement New Technologies
	Economics Basics	<ul style="list-style-type: none"> Distributing Goods and Services Trade Specialization Market and Prices Role of Prices Competition in Markets Economic Institutions
	Building on Economics Basics	<ul style="list-style-type: none"> Government's Role in the Economy

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Taxation		
6.3.8.C. Compare and contrast the effects of different taxation policies.	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society
	Building on Economics Basics	<ul style="list-style-type: none"> • Government's Role in the Economy Extend the lesson to compare and contrast the effects of different taxation policies.
Government's Role in International Trade		
6.3.8.D. Explain how government actions may affect international trade.	A Constitution for the United States	<ul style="list-style-type: none"> • A Weak Confederation
	Civics	<ul style="list-style-type: none"> • The United States and the World
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • Jefferson's Presidency • Madison and the War of 1812 • Monroe's Presidency
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
	Economics Basics	<ul style="list-style-type: none"> • Trade • Specialization • Role of Prices • Competition in Markets • Economic Institutions
	Building on Economics Basics	<ul style="list-style-type: none"> • Government's Role in the Economy • Economic Changes
6.4. Economic Interdependence		
Specialization		
6.4.8.A. Explain how specialization contributes to economic interdependence on a national level.	Economics Basics	<ul style="list-style-type: none"> • Specialization
	Building on Economics Basics	<ul style="list-style-type: none"> • Economic Changes
Trade		
6.4.8.B. Compare the standard of living in different times and places.	Building on Economics Basics	<ul style="list-style-type: none"> • Unemployment and Inflation
Multinational and Non-Governmental Organizations		
6.4.8.C. Explain the influence of multinational corporations and other non-government organizations.	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Industry and Corporations
	Economics Basics	<ul style="list-style-type: none"> • Economic Institutions
	Building on Economics Basics	<ul style="list-style-type: none"> • Government's Role in the Economy • Business and Investing
Factors Contributing to Economic Interdependence		
	Civics	<ul style="list-style-type: none"> • The United States and the World

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
6.4.8.D. Explain how the level of transportation, communication networks, and technology affect economic interdependence.	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Political Conflict and Economic Crisis • Native Americans on the Frontier • Westward Movement • Manifest Destiny in California and the Southwest
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • The Aftermath of Reconstruction • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
	The Progressive Era	<ul style="list-style-type: none"> • Urbanization
	Economics Basics	<ul style="list-style-type: none"> • Trade • Specialization • Market and Prices • Role of Prices • Competition in Markets • Economic Institutions
	Building on Economics Basics	<ul style="list-style-type: none"> • Government's Role in the Economy • Economic Changes
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.8.A. Examine the compensation of workers who produce different goods and provide different services.	Building on Economics Basics	<ul style="list-style-type: none"> • Income
Labor Productivity		
6.5.8.B. Compare the characteristics of productive workers with less productive workers.	Building on Economics Basics	<ul style="list-style-type: none"> • Productivity and Growth Extend the lesson to compare the characteristics of productive workers with less productive workers.
Types of Businesses		
6.5.8.C. Explain the organization of different types of businesses.	Incorporate and assign an activity to explain the organization of different types of businesses.	
Profits and Losses		
6.5.8.D. Compare the risks and rewards of specific business actions.	Economics Basics	<ul style="list-style-type: none"> • Competition in Markets • Economic Institutions
	Building on Economics Basics	<ul style="list-style-type: none"> • Entrepreneurship
Distribution of Wealth		
6.5.8.E. Identify wealth within and among political divisions in Pennsylvania.	Incorporate and assign an activity to identify wealth within and among political divisions in Pennsylvania.	
Entrepreneurship		
6.5.8.F. Explain the role of entrepreneurship across the nation	Building on Economics Basics	<ul style="list-style-type: none"> • Entrepreneurship
Costs and Benefits of Saving		
6.5.8.G.	Economics Basics	<ul style="list-style-type: none"> • Economic Decision Making

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
6.5.8.G Identify the costs and benefits of various financial tools available to savers.	Building on Economics Basics	<ul style="list-style-type: none"> • Interest Rates • Personal Finance
Interest Rates		
6.5.8.H. Identify the effect of higher and lower interest rates.	Building on Economics Basics	<ul style="list-style-type: none"> • Interest Rates
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
7.1.8.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.	The Early Republic	<ul style="list-style-type: none"> • Jefferson's Presidency • Madison and the War of 1812
	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Native Americans and the Frontier
	The Civil War	<ul style="list-style-type: none"> • The Course of War
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • The Aftermath of the Reconstruction • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
	The Progressive Era	<ul style="list-style-type: none"> • Urbanization • The Progressive Presidents
Location of Places and Regions		
7.1.8.B. Explain and locate places and regions as defined by physical and human features.	The Early Republic	<ul style="list-style-type: none"> • Jefferson's Presidency • Madison and the War of 1812
	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Native Americans and the Frontier
	The Civil War	<ul style="list-style-type: none"> • The Course of War
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • The Aftermath of Reconstruction • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
	The Progressive Era	<ul style="list-style-type: none"> • Urbanization • The Progressive Presidents
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.8.A. Explain the characteristics of places and regions.	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Westward Movement • Settling Oregon Country • Manifest Destiny in California and the Southwest
	The Civil War	<ul style="list-style-type: none"> • Conflicts and Compromises • Growing Tensions • Division and the Outbreak of War • The Course of War • The War's End

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Physical Processes		
7.2.8.B. Explain the physical processes that shape patterns on Earth’s surface.	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Westward Movement • Settling Oregon Country • Manifest Destiny in California and the Southwest
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.8.A. Explain the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Native Americans and the Frontier • Westward Movement • Settling Oregon Country • Independence for Texas • Manifest Destiny in California and the Southwest
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
7.4.8.A. Illustrate the effects of the physical systems on people within regions.	The Revolutionary Era	<ul style="list-style-type: none"> • Winning Independence
	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> • Native Americans and the Frontier • Westward Movement • Settling Oregon Country • Independence for Texas • Manifest Destiny in California and the Southwest
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
Impact of People on Physical Systems		
7.4.8.B. Interpret the effects of people on the physical systems within regions.	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
History		

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.	A Constitution for the United States	<ul style="list-style-type: none"> Ideas that Influenced the Constitution
	The Civil War	<ul style="list-style-type: none"> Conflicts and Compromises
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> Mining, Railroads, and the Economy Western Agriculture Industry and Corporations The Labor Movement New Technologies
Fact/Opinion and Points of View		
8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> Manifest Destiny in California and the Southwest
	Society and Culture Before the Civil War	<ul style="list-style-type: none"> Reform Movements
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> The Labor Movement
	The Progressive Era	<ul style="list-style-type: none"> Progress and Setbacks for Social Justice
Research		
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)	Civics	<ul style="list-style-type: none"> American Political Identity
	The Age of Jackson and Westward Expansion	<ul style="list-style-type: none"> Manifest Destiny in California and the Southwest
	Society and Culture Before the Civil War	<ul style="list-style-type: none"> Reform Movements
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> Hardships for Native Americans
	The Progressive Era	<ul style="list-style-type: none"> Progress and Setbacks for Social Justice
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
8.2.8.A. Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	Incorporate and assign an activity to compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	
Historical Documents, Artifacts, and Places (PA)		
8.2.8.B. Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	Incorporate and assign an activity to compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	
Impact of Continuity and Change on PA History		
8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 	Incorporate and assign an activity to compare and contrast the ways continuity and change have impacted Pennsylvania history including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, and Social organizations.	

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Conflict and Cooperation (PA) 8.2.8.D. Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 		Incorporate and assign an activity to compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania including: Ethnicity and race, Working conditions, Immigration, Military conflict, and Economic stability.
8.3. United States History Contributions of Individuals and Groups (US History)		
8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.	The Revolutionary Era	<ul style="list-style-type: none"> • The French and Indian War • Tensions with Britain • Taking Up Arms • Declaring Independence • Winning Independence
	A Constitution for the United States	<ul style="list-style-type: none"> • Drafting a Constitution • Ideas that Influenced the Constitution • Federalists, Antifederalists, the Bill of Rights • Understanding the Constitution • Amending the Constitution
	Civics	<ul style="list-style-type: none"> • American Political Identity • Rights and Responsibilities of Citizenship
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • John Adams's Presidency • Jefferson's Presidency • Madison and the War of 1812 • Monroe's Presidency
	The Civil War	<ul style="list-style-type: none"> • Emancipation and Life in Wartime
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
Historical Documents and Artifacts (US History)		
	The Revolutionary Era	<ul style="list-style-type: none"> • Taking Up Arms • Declaring Independence • Winning Independence

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.	A Constitution for the United States	<ul style="list-style-type: none"> • A Weak Confederation • Drafting a Constitution • Ideas that Influenced the Constitution • Federalists, Antifederalists, the Bill of Rights • Understanding the Constitution • Amending the Constitution
	Civics	<ul style="list-style-type: none"> • American Political Identity
	The Civil War	<ul style="list-style-type: none"> • Emancipation and Life in Wartime • The War Ends
Impact of Continuity and Change on US History		
8.3.8.C. Summarize how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	Civics	<ul style="list-style-type: none"> • Consitutions and Government • American Political Identity
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • John Adams's Presidency • Jefferson's Presidency • Madison and the War of 1812 • Monroe's Presidency
	The Civil War	<ul style="list-style-type: none"> • Conflicts and Compromise • Growing Tensions • Division and the Outbreak of War • The Course of War • Emancipation and Life in Wartime • The War's End
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
	The Progressive Era	<ul style="list-style-type: none"> • A New Wave of Immigration • Urbanization • The Rise of Progressivism • The Progressive presidents • Progress and Setbacks for Social Justice • A Changing American Culture
Conflict and Cooperation (US)		
	The Revolutionary Era	<ul style="list-style-type: none"> • The French and Indian War • Tensions with Britain • Taking Up Arms • Declaring Independence • Winning Independence

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
<p>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	A Constitution for the United States	<ul style="list-style-type: none"> • Drafting a Constitution • Ideas that Influenced the Constitution • Federalists, Antifederalists, the Bill of Rights • Understanding the Constitution • Amending the Constitution
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • John Adams's Presidency • Jefferson's Presidency • Madison and the War of 1812 • Monroe's Presidency
	The Civil War	<ul style="list-style-type: none"> • Conflicts and Compromise • Growing Tensions • Division and the Outbreak of War • The Course of War • Emancipation and Life in Wartime • The War's End
	Reconstruction and Economic Growth	<ul style="list-style-type: none"> • Reconstruction and Southern Society • Mining, Railroads, and the Economy • Western Agriculture • Hardship for Native Americans • Industry and Corporations • The Labor Movement • New Technologies
	The Progressive Era	<ul style="list-style-type: none"> • A New Wave of Immigration • Urbanization • The Rise of Progressivism • The Progressive Presidents • Progress and Setbacks for Social Justice • A Changing American Culture
	8.4. World History	
Contributions of Individuals and Groups (World)		
<p>8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	The Revolutionary Era	<ul style="list-style-type: none"> • Winning Independence
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • John Adams's Presidency • Jefferson's Presidency • Madison and the War of 1812 • Monroe's Presidency
	The Progressive Era	<ul style="list-style-type: none"> • A New Wave of Immigration • Urbanization • The Rise of Progressivism • The Progressive Presidents • Progress and Setbacks for Social Justice • A Changing American Culture

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
Historical Documents, Artifacts, and Sites (World)		
8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.	A Constitution for the United States	<ul style="list-style-type: none"> Drafting a Constitution Ideas that Influenced the Constitution Federalists, Antifederalists, the Bill of Rights Understanding the Constitution Amending the Constitution
	Civics	<ul style="list-style-type: none"> Constitutions and Government Influential Ideas and Events
	The Civil War	<ul style="list-style-type: none"> Conflicts and Compromise Growing Tensions Division and the Outbreak of War The Course of War Emancipation and Life in Wartime The War's End
	The Progressive Era	<ul style="list-style-type: none"> Progress and Setbacks for Social Justice
Impact of Continuity and Change (World)		
8.4.8.C. Illustrate how continuity and change have impacted world history. <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 	A Constitution for the United States	<ul style="list-style-type: none"> Ideas that Influenced the Constitution Federalists, Antifederalists, the Bill of Rights Understanding the Constitution Amending the Constitution
	Civics	<ul style="list-style-type: none"> Constitutions and Government Influential Ideas and Events
	The Early Republic	<ul style="list-style-type: none"> Washington's Presidency The Origin of Political Parties John Adams's Presidency Jefferson's Presidency Madison and the War of 1812 Monroe's Presidency
	The Civil War	<ul style="list-style-type: none"> Conflicts and Compromise Growing Tensions Division and the Outbreak of War The Course of War Emancipation and Life in Wartime The War's End
	The Progressive Era	<ul style="list-style-type: none"> A New Wave of Immigration Urbanization The Rise of Progressivism The Progressive presidents Progress and Setbacks for Social Justice A Changing American Culture
Conflict and Cooperation (World)		

Pennsylvania Academic Standards (2009) Social Studies: Grade 8	Social Studies 8 A/B	
	Unit Name	Lesson Name
8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.	The Revolutionary Era	<ul style="list-style-type: none"> • The French and Indian War • Tensions with Britain • Taking Up Arms • Declaring Independence • Winning Independence
	Civics	<ul style="list-style-type: none"> • The United States and the World
	The Early Republic	<ul style="list-style-type: none"> • Washington's Presidency • The Origin of Political Parties • Madison and the War of 1812 • Monroe's Presidency
	The Progressive Era	<ul style="list-style-type: none"> • A New Wave of Immigration • Urbanization • The Rise of Progressivism • The Progressive Presidents • Progress and Setbacks for Social Justice • A Changing American Culture

American Government

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
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.	Foundations of American Government	<ul style="list-style-type: none"> • Foundations of American Government Overview
	The Legislative Branch	<ul style="list-style-type: none"> • How a Bill Becomes a Law
	The Executive Branch	<ul style="list-style-type: none"> • The Executive Branch: An Overview • Executive Powers • Executive Departments • Memo to the President
	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • The Supreme Court • Supreme Court's Protections • Supreme Court on Speech and Press • A Judicial Opinion
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • US Foreign Policy Goals
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Unalienable Rights • The Supreme Court and Competing Rights • The Supreme Court and Competing Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused
Laws and Government		
5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.	Foundations of American Government	<ul style="list-style-type: none"> • Natural Law, Government, and the State
	The Legislative Branch	<ul style="list-style-type: none"> • Powers of Congress - An Overview
	The Executive Branch	<ul style="list-style-type: none"> • Memo to the President
	The Judicial Branch	<ul style="list-style-type: none"> • A Judicial Opinion
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Need for Constitution • The Unalienable Rights
Principles and Ideals that Shape Government		
	Foundations of American Government	<ul style="list-style-type: none"> • Concepts of Democracy
	The Legislative Branch	<ul style="list-style-type: none"> • The House of Representatives - The Lower Chamber • The Implied Powers of Congress • Taking Civic Action
	The Executive Branch	<ul style="list-style-type: none"> • Diplomacy and the State Department • Memo to the President

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
5.1.C.C. Evaluate the application of the principles and ideals in contemporary civic life. •	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • The Supreme Court • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly • A Judicial Opinion
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Governmental Systems • US Foreign Policy Goals
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Six Organizing Pirnciples of the Constitution • The Unalienable Rights • The Supreme Court and Competing Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • American Diversity • Racial Discrimination • Discrimination Against Women • Equal Protection Under the Law • Segregation and the Jim Crow Laws • Federal Civil Rights Laws • American Citizenship • A Nation of Immigrants
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence	Foundations of American Government	<ul style="list-style-type: none"> • The Declaration of Independence • Principles of the Constitution • Constitutional Change and the Formal Amendment
	The Legistlative Branch	<ul style="list-style-type: none"> • Powers of Congress - An Overview • Expressed Powers - Money and Commerce
	The Executive Branch	<ul style="list-style-type: none"> • The Executive Branch: An Overview • Choosing a Side - The Politcal Machine • Choosing a Side - The Electoral College • Executive Powers • Executive Departments

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
<ul style="list-style-type: none"> • United States Constitution • Bill of Rights • Pennsylvania Constitution 	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Rationale of the Constitutional Structure • The Unalienable Rights • The Supreme Court and Competing Rights • Freedom of Petition and Assembly • Comparing States and US Constitutions
Individual Rights		
5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court's Protections • A Judicial Opinion
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Rationale of the Constitutional Structure • The Unalienable Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused • Comparing States and US Constitutions
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • Racial Discrimination • Segregation and Jim Crow Laws • Federal Civil Rights Laws
Symbols		
5.1.C.F. Analyze the role political symbols play in civil disobedience and patriotic activities.	Foundations of American Government	<ul style="list-style-type: none"> • The Road to Revolution
	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • Racial Discrimination • Segregation and Jim Crow Laws • Federal Civil Rights Laws
	State and Local Governments	<ul style="list-style-type: none"> • The 50 States - Sovereignty and Culture
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
	Foundations of American Government	<ul style="list-style-type: none"> • More Than a Label - American Citizenship • Citizenship and the Constitution
	The Legislative Branch	<ul style="list-style-type: none"> • Taking Civic Action
	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court's Protections • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
5.2.C.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Unalienable Rights • The Supreme Court and Competing Rights • The Supreme Court and Competing Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • American Citizenship
Conflict and Resolution		
5.2.C.B. Analyze strategies used to resolve conflicts in society and government.	The Judicial Branch	<ul style="list-style-type: none"> • The Supreme Court • Supreme Court's Protections • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Governmental Systems • US Foreign Policy Goals
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Need for Constitution • Rationale of the Constitutional Structure • The Six Organizing Principles of the Constitution • The Amendment Process
Leadership and Public Service		
5.2.C.C. Evaluate political leadership and public service in a republican form of government.	Civil Rights and Citizenship	<ul style="list-style-type: none"> • Good Citizenship
Competent and Responsible Citizens		
5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens.	Foundations of American Government	<ul style="list-style-type: none"> • Citizenship and the Constitution
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • American Citizenship • Good Citizenship
5.3. How Government Works		
Branches of Government		
5.3.C.A. Examine the process of checks and balances among the three branches of government	The Legislative Branch	<ul style="list-style-type: none"> • Powers of Congress - An Overview • Expressed Powers - Money and Commerce • Expressed Powers - Foreign and Domestic Affairs • Nonlegislative Powers of Congress
	The Executive Branch	<ul style="list-style-type: none"> • The Executive Branch - An Overview • The American Presidency • Executive Powers

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
Examine the process of checks and balances among the three branches of government, including the creation of law.	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • The Federal Court System • The Supreme Court • Supreme Court's Protections • A Judicial Opinion
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Six Organizing Principles of the Constitution • The Supreme Court and Competing Rights
Structure, Organization, and Operation of Governments		
5.3.C.B. Analyze the roles of local, state, and national governments in policy-making.	Foundations of American Government	<ul style="list-style-type: none"> • The Executive Branch - An Overview • The American Presidency
	The Legislative Branch	<ul style="list-style-type: none"> • The Legislative Branch - An Overview
	The Executive Branch	<ul style="list-style-type: none"> • The Executive Branch - An Overview • The American Presidency • Executive Powers • The Executive Office of the President • Executive Departments
	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly • A Judicial Opinion
	State and Local Governments	<ul style="list-style-type: none"> • States' Rights • State Constitutions • State Legislatures • The Governor and State Administration • The State Judiciary • State Courts and Judges • Counties, Towns, and Townships • Cities and Metropolitan Areas • Education and Public Welfare • Public Safety, Highways, and Other Services • Sound Taxation • Financing State and Local Government • Create an Action Plan
Government Services		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
5.3.C.C. Explain how government agencies create, amend, and enforce policies in local, state, and national governments.	The Legislative Branch	<ul style="list-style-type: none"> • Expressed Powers - Money and Commerce • Expressed Powers - Foreign and Domestic Affairs • The Implied Powers
	The Executive Branch	<ul style="list-style-type: none"> • The Executive Branch - An Overview • Executive Powers • The Executive Office of the President • Executive Departments • National Security and Defense
	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	State and Local Governments	<ul style="list-style-type: none"> • States' Rights • State Constitutions • State Legislatures • The Governor and State Administration • The State Judiciary • State Courts and Judges • Counties, Towns, and Townships • Cities and Metropolitan Areas • Education and Public Welfare • Public Safety, Highways, and Other Services • Sound Taxation • Financing State and Local Government
Leadership and Political Elections		
5.3.C.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.	The Executive Branch	<ul style="list-style-type: none"> • Choosing a Side - The Political Machine
	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court on Speech and Press
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Freedom of Speech • Freedom of the Press
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • Good Citizenship • Collective Action and Interest Groups • Political Party Influence • The Power of Media
Elements of the Election Process		
	The Legislative Branch	<ul style="list-style-type: none"> • The House of Representatives - The Lower Chamber • The Senate - The Upper Chamber Extend the lessons to compare and contrast the different election processes for national offices.
	The Executive Branch	<ul style="list-style-type: none"> • Choosing a Side - The Political Machine

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
5.3.C.E. Compare and contrast the different election processes for local, state, and national offices.	The Judicial Branch	<ul style="list-style-type: none"> • The Federal Court System
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • Collective Action and Interest Groups • Political Party Influence
	State and Local Governments	<ul style="list-style-type: none"> • State Legislatures • The State Judiciary • State Courts and Judges <p>Extend the lesson State Legislatures to compare and contrast the different election processes for local and state offices.</p>
Conflict and the Court System		
5.3.C.F. Explain the Supreme Court’s role in interpreting the U.S. Constitution. <ul style="list-style-type: none"> • Individual rights • States’ rights • Civil rights 	The Legislative Branch	<ul style="list-style-type: none"> • The Implied Powers of Congress
	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • The Federal Court System • The Supreme Court • Supreme Court’s Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly • A Judicial Opinion
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Unalienable Rights • The Supreme Court and Competing Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • American Diversity • Racial Discrimination • Discrimination Against Women • Equal Protection Under the Law • Segregation and the Jim Crow Laws • Federal Civil Rights Laws • American Citizenship • A Nation of Immigrants

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
	State and Local Governments	<ul style="list-style-type: none"> • States' Rights • State Constitutions • State Legislatures • The Governor and State Administration • The State Judiciary • State Courts and Judges • Counties, Towns, and Townships • Cities and Metropolitan Areas • Education and Public Welfare • Public Safety, Highways, and Other Services • Sound Taxation • Financing State and Local Government • Create an Action Plan
Interest Groups		
5.3.C.G. Analyze the influence of interest groups in the political process.	The Legislative Branch	• Nonlegislative Powers of Congress
	Civil Rights and Citizenship	• Good Citizenship • Collective Action and Interest Groups
Media Influences		
5.3.C.H. Evaluate the role of mass media in setting public agenda and influencing political life.	The Judicial Branch	• Supreme Court on Speech and Press
	The Constitution and Civil Liberties	• Freedom of Speech • Freedom of the Press
	Civil Rights and Citizenship	• The Power of Media Extend the lesson to evaluate the role of mass media in setting public agenda and influencing political life.
Taxes		
5.3.C.I. Explain various types of taxes and their purposes.	State and Local Governments	• Sound Taxation • Financing State and Local Government Extend the lesson Sound Taxation to explain various types of taxes and their purpose.
Systems of Government		
5.3.C.J. Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		
5.4.C.A.	The Executive Branch	• American Foreign Policy • National Security and Defense • Diplomacy and the State Department

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
Explain how United States foreign policy is developed.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • US Global Economy and Trade • Governmental Systems • US Foreign Policy Goals
Tools of Foreign Policy		
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).	The Executive Branch	<ul style="list-style-type: none"> • The Executive Office of the President • American Foreign Policy • National Security and Defense • Diplomacy and the State Department
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • US Global Economy and Trade • Governmental Systems • United Kingdom - History and Government • United Kingdom - Comparison to the United States • Russia - History and Government • Russia - Comparison to the United States • China - History and Government • China - Comparison to the United State • US Foreign Policy Goals
International Organizations		
5.4.C.C. Intentionally Blank		
Media and its Influence		
5.4.C.D. Intentionally Blank		
How Foreign Policy is Influenced		
5.4.C.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.C.A. Predict the long-term consequences of decisions made because of scarcity.	Comparative Government and Economic Systems	Incorporate and assign an activity to predict the long-term consequences of decisions made because of scarcity.
Limited Resources		
6.1.C.B. Evaluate the economic reasoning behind a choice.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Fiscal and Monetary Policy • US Foreign Policy Goals • US Global Economy and Trade
Opportunity Costs		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
6.1.C.C. Explain the opportunity cost associated with government policies.	Comparative Government and Economic Systems	Incorporate and assign an activity to explain the opportunity cost associated with government policies.
Incentives and Choice		
6.1.C.D. Intentionally Blank		
6.2. Markets and Economic Systems		
Goods and Services		
6.2.C.A. Analyze the flow of goods and services in the national economy.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Introduction to Capitalism • Fiscal and Monetary Policy • US Global Economy and Trade
Market Competition		
6.2.C.B. Intentionally Blank		
Advertising and Media		
6.2.C.C. Analyze how media affects economic decisions.	Civil Rights and Citizenship	<ul style="list-style-type: none"> • The Power of Media Extend the lesson to analyze how media affects economic decisions.
Price Determination		
6.2.C.D. Intentionally Blank		
Economic Health		
6.2.C.E. Analyze the characteristics of economic expansion, recession, and depression.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Fiscal and Monetary Policy Extend the lesson to analyze the characteristics of economic expansion.
Private Economic Institutions		
6.2.C.F. Intentionally Blank		
Economic Systems		
6.2.C.G. Compare and contrast various economic systems.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Socialism and Communism • Governmental Systems • United Kingdom - History and Government • United Kingdom - Comparison to the United States • Russia - History and Government • Russia - Comparison to the United States • China - History and Government • China - Comparison to the United States • US Foreign Policy Goals
6.3. Functions of Government		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
Goods and Services		
6.3.C.A. Evaluate the costs and benefits of government decisions to provide public goods and services.	The Legislative Branch	<ul style="list-style-type: none"> Expressed Powers - Money and Commerce
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> Socialism and Communism Governmental Systems United Kingdom - History and Government United Kingdom - Comparison to the United States Russia - History and Government Russia - Comparison to the United States China - History and Government China - Comparison to the United States US Foreign Policy Goals Extend the lesson Governmental Systems to evaluate the costs and benefits of government decisions to provide public goods and services.
Government Involvement in the Economy		
6.3.C.B. Assess the government's role in regulating and stabilizing the state and national economy.	The Legislative Branch	<ul style="list-style-type: none"> Expressed Powers - Money and Commerce
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> Fiscal and Monetary Policy US Global Economy and Trade Socialism and Communism Extend the lesson Fiscal and Monetary Policy to assess the government's role in regulating and stabilizing the state and national economy.
	State and Local Governments	<ul style="list-style-type: none"> Sound Taxation Financing State and Local Government
Taxation		
6.3.C.C. Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> Fiscal and Monetary Policy
	State and Local Governments	<ul style="list-style-type: none"> Sound Taxation Financing State and Local Government Extend the lesson Sound Taxation to evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.
Government's Role in International Trade		
6.3.C.D. Explain why governments limit or promote international trade.	The Executive Branch	<ul style="list-style-type: none"> American Foreign Policy National Security and Defense Diplomacy and the State Department
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> US Global Economy and Trade Socialism and Communism US Foreign Policy Goals

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
6.4. Economic Interdependence		
Specialization		
6.4.C.A. Explain how specialization contributes to economic interdependence on a national and international level.	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • US Global Economy and Trade • US Foreign Policy Goals Extend the lessons to explain how specialization contributes to economic interdependence on a national and international level.
Trade		
6.4.C.B. Intentionally Blank		
Multinational and Non-Governmental Organizations		
6.4.C.C. Evaluate the impact of multinational corporations and other non-government organizations.	The Executive Branch	<ul style="list-style-type: none"> • Independent Agencies • Diplomacy and the State Department Extend the lesson Independent Agencies to evaluate the impact of multinational corporations and other non-government organizations.
Economic Interdependence		
6.4.C.D. Intentionally blank		
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.C.A. Intentionally Blank		
Labor Productivity		
6.5.C.B. Intentionally Blank		
Types of Businesses		
6.5.C.C. Intentionally Blank		
Profits and Losses		
6.5.C.D. Intentionally Blank		
Distribution of Wealth		
6.5.C.E. Intentionally Blank		
Entrepreneurship		
6.5.C.F. Intentionally Blank		
Costs and Benefits of Saving		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
6.5.C.G. Intentionally Blank		
Interest Rates		
6.5.C.H. Intentionally Blank		
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
7.1.C.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.	Incorporate and assign an activity to use geographic tools to analyze information about the interaction between people, places, and the environment.	
Location of Places and Regions		
7.1.C.B. Intentionally Blank		
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.C.A. Intentionally Blank		
Physical Processes		
7.2.C.B. Intentionally Blank		
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.C.A. Analyze the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	Incorporate and assign an activity to analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.	
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
7.4.C.A. Intentionally Blank		
Impact of People on Physical Systems		
7.4.C.B. Intentionally Blank		
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
8.1.C.A. Intentionally Blank		
Fact/Opinion and Points of View		
8.1.C.B. Analyze the major arguments advanced for different systems of government.	Foundations of American Government	<ul style="list-style-type: none"> Natural Law, Government, and the State
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> Socialism and Communism United Kingdom - History and Government United Kingdom - Comparison to the United States Russia - History and Government Russia - Comparison to the United States China - History and Government China - Comparison to the United State US Foreign Policy Goals
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> Rationale of the Constitutional Structure
Research		
8.1.C.C. Intentionally Blank		
8.2. Pennsylvania History		
Contributions from Individuals and Groups (PA)		
8.2.C.A. Intentionally Blank		
Historical Documents, Artifacts, and Places (PA)		
8.2.C.B. Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.	The Constitution and Civil Liberties	<ul style="list-style-type: none"> Rationale of the Constitutional Structure The Unalienable Rights Freedom of Petition and Assembly Comparing States and US Constitutions
	State and Local Governments	<ul style="list-style-type: none"> States' Rights State Constitutions State Legislatures The Governor and State Administration The State Judiciary State Courts and Judges
Impact of Continuity and Change on PA History		
8.2.C.C. Compare and contrast the basic principles and ideals found in significant documents: <ul style="list-style-type: none"> Pennsylvania Constitution 	The Constitution and Civil Liberties	<ul style="list-style-type: none"> Rationale of the Constitutional Structure The Unalienable Rights Freedom of Petition and Assembly Comparing States and US Constitutions
	State and Local Governments	<ul style="list-style-type: none"> States' Rights State Constitutions State Legislatures
Conflict and Cooperation (PA)		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
8.2.C.D. Intentionally Blank		
8.3. United States History		
Contributions of Individuals and Groups (US History)		
8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.	The Executive Branch	<ul style="list-style-type: none"> • The Executive Office of the President • American Foreign Policy • Diplomacy and the State Department • Memo to the President Extend the lesson American Foreign Policy to compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • Collective Action and Interest Groups
Historical Documents and Artifacts (US History)		
8.3.C.B. Compare and contrast the basic principles and ideals found in significant documents: <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights 	Foundations of American Government	<ul style="list-style-type: none"> • The Road to Revolution • The Declaration of Independence • Debate and Compromise - Framing the Constitution • Principles of the Constitution • Constitutional Change and the Formal Amendment • States' Rights and the Division of Power • More Than a Label - American Citizenship • Citizenship and the Constitution Extend the lesson Principles of the Constitution to compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights
	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Rationale of the Constitutional Structure • The Unalienable Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
Impact of Continuity and Change on US History		
8.3.C.C. Analyze the principles and ideals that shape United States government. <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	Foundations of American Government	<ul style="list-style-type: none"> • Concepts of Democracy
	The Legislative Branch	<ul style="list-style-type: none"> • The Senate - The Upper Chamber • Taking Civic Action
	The Executive Branch	<ul style="list-style-type: none"> • American Foreign Policy • Diplomacy and the State Department • Memo to the President
	The Judicial Branch	<ul style="list-style-type: none"> • The Judicial Branch - An Overview • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Governmental Systems
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Rationale of the Constitutional Structure • The Unalienable Rights • The Supreme Court and Competing Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused
	Civil Rights and Citizenship	<ul style="list-style-type: none"> • American Diversity • Racial Discrimination • Discrimination Against Women • Equal Protection Under the Law • Segregation and the Jim Crow Laws • Federal Civil Rights Laws • American Citizenship • A Nation of Immigrants
Conflict and Cooperation (US)		
	Foundations of American Government	<ul style="list-style-type: none"> • The Road to Revolution
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
8.3.C.D. Analyze the role political symbols play in civil disobedience and patriotic activities.	Civil Rights and Citizenship	<ul style="list-style-type: none"> • American Diversity • Racial Discrimination • Discrimination Against Women • Equal Protection Under the Law • Segregation and the Jim Crow Laws • Federal Civil Rights Laws • American Citizenship • A Nation of Immigrants
	State and Local Government	<ul style="list-style-type: none"> • The 50 States - Sovereignty and Culture
8.4. World History		
Contributions of Individuals and Groups (World)		
8.4.C.A. Evaluate critical issues in various contemporary governments.	The Legislative Branch	<ul style="list-style-type: none"> • The House of Representatives - The Lower Chamber • The Senate - The Upper Chamber
	The Executive Branch	<ul style="list-style-type: none"> • American Foreign Policy • Memo to the President
	The Judicial Branch	<ul style="list-style-type: none"> • The Supreme Court
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • United Kingdom - History and Government • Russia - History and Government • China - History and Government
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • The Unalienable Rights • The Supreme Court and Competing Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused • Good Citizenship • Civil Discourse and Argument Literacy
8.4.C.A. Evaluate the effectiveness of various international organizations, both governmental and nongovernmental.	The Executive Branch	<ul style="list-style-type: none"> • Independent Agencies • Diplomacy and the State Department Extend the lessons to evaluate the effectiveness of various international organizations, both governmental and nongovernmental.
Historical Documents, Artifacts, and Sites (World)		

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
<p>8.4.C.B. Compare and contrast the basic principles and ideals found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution 	Foundations of American Government	<ul style="list-style-type: none"> • The Road to Revolution • The Declaration of Independence • Debate and Compromise - Framing the Constitution • Principles of the Constitution • Constitutional Change and the Formal Amendment • States' Rights and the Division of Power • More Than a Label - American Citizenship • Citizenship and the Constitution Extend the lesson Debate and Compromise - Framing the Constitution to compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution
	The Judicial Branch	<ul style="list-style-type: none"> • Supreme Court's Protections • Supreme Court on Religious Freedom • Supreme Court on Speech and Press • Supreme Court on Petition and Assembly
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Rationale of the Constitutional Structure • The Unalienable Rights • Freedom of Speech • Freedom of Religion • Freedom of the Press • Freedom of Petition and Assembly • Due Process of Law • Rights of Accused
Impact of Continuity and Change (World)		
<p>8.4.C.C. Evaluate critical issues in various contemporary governments.</p>	The Legislative Branch	<ul style="list-style-type: none"> • The House of Representatives - The Lower Chamber • The Senate - The Upper Chamber
	The Executive Branch	<ul style="list-style-type: none"> • Diplomacy and the State Department • Memo to the President
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> • Governmental Systems • United Kingdom - History and Government • Russia - History and Government • China - History and Government
	The Constitution and Civil Liberties	<ul style="list-style-type: none"> • Good Citizenship • Civil Discourse and Argument Literacy
	Foundations of American Government	<ul style="list-style-type: none"> • Natural Law, Government, and State

Pennsylvania Academic Standards (2009) Social Studies: Civics and Government	American Government A/B	
	Unit Name	Lesson Name
8.4.C.C. Employ historical examples and political philosophy to evaluate major arguments advanced for the necessity of government.	The Executive Branch	<ul style="list-style-type: none"> American Foreign Policy Diplomacy and the State Department Memo to the President
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> Socialism and Communism Governmental Systems United Kingdom - History and Government Russia - History and Government China - History and Government
Conflict and Cooperation (World)		
8.4.C.D. Analyze strategies used to resolve conflicts in society and government.	The Legislative Branch	<ul style="list-style-type: none"> Congressional Committees at Work The Implied Powers of Congress
	The Executive Branch	<ul style="list-style-type: none"> Independent Agencies American Foreign Policy Diplomacy and the State Department
	The Judicial Branch	<ul style="list-style-type: none"> Supreme Court's Protections
	Comparative Government and Economic Systems	<ul style="list-style-type: none"> Governmental Systems
8.4.C.D. Evaluate the role of nationalism in uniting and dividing citizens.	Civil Rights and Citizenship	<ul style="list-style-type: none"> Good Citizenship Extend the lesson to evaluate the role of nationalism in uniting and dividing citizens.

US History

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.	A Country is Born	<ul style="list-style-type: none"> • Declaring Independence • Articles of Confederation • Constitutional Convention and the Constitution
Laws and Government		
5.1.U.B. Intentionally Blank		
Principles and Ideals that Shape Government		
5.1.U.C. Analyze the principles and ideals that shape United States government. <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	A Country is Born	<ul style="list-style-type: none"> • Declaring Independence • Give Me Liberty! • Social Awakenings
	A Nation Grows	• Jacksonian Democracy
	Civil War and Reconstruction	• Plans for Reconstruction
	Great Depression	• Responses to the Great Depression
	World War II	• Neutrality and Engagement
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • Civil Rights Tactics
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents: <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 	A Country is Born	<ul style="list-style-type: none"> • Declaring Independence • Constitutional Convention and the Constitution <p>Extend the lessons to compare and contrast the basic principles and ideals found in significant documents including: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution</p>
Individual Rights		
5.1.U.E. Intentionally Blank		
Symbols		
5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.	A Country is Born	• Colonial Discontent
	Urbanization and the Gilded Age	• The Rise of Populism
	World War II	• Fighting on the Home Front
	Civil Rights	<ul style="list-style-type: none"> • Civil Rights Tactics • The Presidencies of Kennedy and Johnson
	The Vietnam War	• More Social Changes
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
5.2.U.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	World War II	• Aggression and Appeasement
	The Cold War	• The Cold War Begins
	A New Century	• The War on Terror
Conflict and Resolution		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
5.2.U.B. Analyze strategies used to resolve conflicts in society and government.	A Country is Born	<ul style="list-style-type: none"> • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • Compromises and Conflict
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Workers and the Labor Movement
	Progressive Era	<ul style="list-style-type: none"> • Progressive Reforms • Progressive Women • Progressive Presidents
	Great Depression	<ul style="list-style-type: none"> • Effects of the Great Depression
	New Deal	<ul style="list-style-type: none"> • Roosevelt's New Deal • Impact of the New Deal • The Second New Deal • Work and Culture • The New Deal's Legacy
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Cold War	<ul style="list-style-type: none"> • The Cold War Begins
	Civil Rights	<ul style="list-style-type: none"> • Civil Rights Tactics
Leadership and Public Service		
5.2.U.C. Examine political leadership and public service in a republican form of government.	A Country is Born	<ul style="list-style-type: none"> • Articles of Confederation • Constitutional Convention and the Constitution
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • The Gilded Age • The Rise of Populism
	Progressive Era	<ul style="list-style-type: none"> • Progressive Presidents
	American Empire	<ul style="list-style-type: none"> • American Imperialism • The Spanish-American War • The United States and East Asia • President Theodore Roosevelt • Moral Diplomacy and Dollar Diplomacy • The Legacy of American Imperialism
	The Roaring Twenties	<ul style="list-style-type: none"> • Return to Normalcy
	New Deal	<ul style="list-style-type: none"> • Roosevelt's New Deal • Impact of the New Deal • The Second New Deal • Work and Culture • The New Deal's Legacy

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
Competent and Responsible Citizens		
5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.	Incorporate and assign an activity to evaluate and demonstrate what makes competent and responsible citizens.	
5.3. How Government Works		
Branches of Government		
5.3.U.A. Intentionally Blank		
Structure, Organization, and Operation of Governments		
5.3.U.B. Intentionally Blank		
Government Services		
5.3.U.C. Intentionally Blank		
Leadership and Political Elections		
5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.	A Nation Grows	• A New Nation
	Industrialization and Westward Expansion	• Workers and the Labor Movement
	Urbanization and the Gilded Age	• The Gilded Age • The Rise of Populism
	Progressive Era	• Progressive Presidents
	American Empire	• The Spanish-American War • The United States and East Asia • President Theodore Roosevelt • Moral Diplomacy and Dollar Diplomacy • The Legacy of American Imperialism
	World War I	• The Home Front
	The Roaring Twenties	• A Booming Economy
	New Deal	• Impact of the New Deal • The Second New Deal • Work and Culture • The New Deal's Legacy
	World War II	• Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	Civil Rights	• The End of Segregation • Civil Rights Tactics
	The Vietnam War	• The Vietnam War

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • Ronald Reagan and Cultural Shifts • Reagan's Domestic Policies • The Presidency of George H.W. Bush • The Presidency of Bill Clinton
	A New Century	<ul style="list-style-type: none"> • The Presidencies of Bush and Obama • Global Economy • Global Relations • Culture, Technology, and Society
Elements of the Election Process		
5.3.U.E. Intentionally Blank		
Conflict and the Court System		
5.3.U.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.	A Nation Grows	<ul style="list-style-type: none"> • A Nation Grows • Compromises and Conflict
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • The New South
	Progressive Era	<ul style="list-style-type: none"> • Progressive Reforms • Progressive Presidents • The Legacy of the Progressive Era
	World War I	<ul style="list-style-type: none"> • The Home Front
	The Roaring Twenties	<ul style="list-style-type: none"> • A Booming Economy
	The Cold War	<ul style="list-style-type: none"> • The Civil Rights Movement Begins
	Civil Rights	<ul style="list-style-type: none"> • Social Changes in the 1960s
	The Vietnam War	<ul style="list-style-type: none"> • The Civil Rights Movement Continues
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • The Presidency of George H.W. Bush
	A New Century	<ul style="list-style-type: none"> • The Presidencies of Bush and Obama
Interest Groups		
5.3.U.G. Intentionally Blank		
Media Influences		
5.3.U.H. Intentionally Blank		
Taxes		
5.3.U.I. Intentionally Blank		
Systems of Government		
5.3.U.J. Intentionally Blank		
5.4. How International Relationships Function		
Countries and Conflicts		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
5.4.U.A. Explain how United States foreign policy is developed.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	American Empire	<ul style="list-style-type: none"> • American Imperialism • The Spanish-American War • The United States and East Asia • President Theodore Roosevelt • Moral Diplomacy and Dollar Diplomacy • The Legacy of American Imperialism
	World War I	<ul style="list-style-type: none"> • From Neutrality to War • Americans in the Trenches • The Home Front • Wilson and Peace • Aftermath of World War
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Cold War	<ul style="list-style-type: none"> • The U.S. After World War • The Cold War Begins • China and Korean War • The Cold War Intensifies • Cultural Transformation in the 1950s • The Civil Rights Movement Begins
	The Vietnam War	<ul style="list-style-type: none"> • The Presidency of Richard Nixon • The Vietnam War • The Presidencies of Gerald Ford and Jimmy Carter • More Social Changes • The Civil Rights Movement Continues
Tools of Foreign Policy		
5.4.U.B. Intentionally Blank		
International Organizations		
5.4.U.C. Intentionally Blank		
Media and its Influence		
5.4.U.D. Intentionally Blank		
How Foreign Policy is Influenced		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
5.4.U.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.U.A. Analyze how choices are made because of scarcity.	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • The New South
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl
Limited Resources		
6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give Me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • Jacksonian Democracy • The Effects of Slavery
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Progressive Era	<ul style="list-style-type: none"> • Progressive Presidents
	World War I	<ul style="list-style-type: none"> • From Neutrality to War • Americans in the Trenches • The Home Front • Wilson and Peace • Aftermath of World War
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Vietnam War	<ul style="list-style-type: none"> • The Presidency of Richard Nixon • The Vietnam War • The Presidencies of Gerald Ford and Jimmy Carter • More Social Changes • The Civil Rights Movement Continues

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • Reagan's Domestic Policies • Reagan's Foreign Policies • The Presidency of Geroge H.W. Bush • The Presidency of Bill Clinton • Clinton's Legacy
	A New Century	<ul style="list-style-type: none"> • The War on Terror • The Presidencies of Bush and Obama • Global Economy • Global Relations • Culture, Technology, and Society
Opportunity Costs		
6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression Extend the lesson Responses to the Great Depression to analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
Incentives and Choice		
6.1.U.D. Intentionally Blank		
6.2. Markets and Economic Systems		
Goods and Services		
6.2.U.A. Analyze the flow of goods and services in the national economy.	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • The Gilded Age • The Rise of Populism
	World War I	<ul style="list-style-type: none"> • The Home Front • Aftermath of World War
	The Roaring Twenties	<ul style="list-style-type: none"> • A Booming Economy
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	World War II	<ul style="list-style-type: none"> • Fighting on the Home Front
	The Cold War	<ul style="list-style-type: none"> • Cultural Transformation in the 1950s
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • The Presidency of Bill Clinton
	A New Century	<ul style="list-style-type: none"> • Global Economy • Global Relations
Market Competition		
6.2.U.B. Intentionally Blank		
Advertising and Media		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
6.2.U.C. Evaluate the impact of advertising and media on individual and group behavior throughout United States history.	Industrialization and Westward Expansion	<ul style="list-style-type: none"> Industrial Growth Westward Expansion
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> The Gilded Age The Rise of Populism
	American Empire	<ul style="list-style-type: none"> The Spanish-American War
	World War I	<ul style="list-style-type: none"> The Home Front
	The Roaring Twenties	<ul style="list-style-type: none"> A Booming Economy
	World War II	<ul style="list-style-type: none"> Fighting on the Home Front War in the Pacific
	World War II Portfolio	<ul style="list-style-type: none"> World War II Portfolio Directions
	The Cold War	<ul style="list-style-type: none"> Cultural Transformation in the 1950s
	The Vietnam War	<ul style="list-style-type: none"> The Vietnam War
	A New Century	<ul style="list-style-type: none"> The Presidencies of Bush and Obama Global Economy Global Relations Culture, Technology, and Society
Price Determination		
6.2.U.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.	Civil War and Reconstruction	<ul style="list-style-type: none"> The Effect of the Civil War
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> The Gilded Age The Rise of Populism
	The Roaring Twenties	<ul style="list-style-type: none"> A Booming Economy
	Great Depression	<ul style="list-style-type: none"> Causes of the Great Depression Responses to the Great Depression Effects of the Great Depression The Dust Bowl Legacy of the Great Depression
	World War II	<ul style="list-style-type: none"> Fighting on the Home Front
	The Cold War	<ul style="list-style-type: none"> The U.S. After World War
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> The Presidency of Bill Clinton
Economic Health		
6.2.U.E. Analyze the impact of the business cycle on individual and group behavior over time.	Great Depression	<ul style="list-style-type: none"> Causes of the Great Depression Responses to the Great Depression Effects of the Great Depression The Dust Bowl Legacy of the Great Depression
6.2.U.E. Analyze the characteristics of economic expansion, recession, and depression.	A Nation Grows	<ul style="list-style-type: none"> Early Growth
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> The Gilded Age The Rise of Populism
	American Empire	<ul style="list-style-type: none"> The Legacy of American Imperialism
	Great Depression	<ul style="list-style-type: none"> Causes of the Great Depression Responses to the Great Depression Effects of the Great Depression The Dust Bowl Legacy of the Great Depression

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	New Deal	<ul style="list-style-type: none"> • The Second New Deal
	The Vietnam War	<ul style="list-style-type: none"> • The Presidencies of Gerald Ford and Jimmy Carter
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • The Presidency of Bill Clinton
	A New Century	<ul style="list-style-type: none"> • The Presidencies of Bush and Obama • Global Economy
Private Economic Institutions		
6.2.U.F. Analyze the impact of private economic institutions on individuals and groups over time.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Big Business
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • The Gilded Age • The Rise of Populism
	Progressive Era	<ul style="list-style-type: none"> • The Legacy of the Progressive Era
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
Economic Systems		
6.2.U.G. Compare and contrast various economic systems.	A Nation Grows	<ul style="list-style-type: none"> • The Effects of Slavery
	The Cold War	<ul style="list-style-type: none"> • China and the Korean War • The Cold War Intensifies
6.3. Functions of Government		
Goods and Services		
6.3.U.A. Intentionally Blank		
Government Involvement in the Economy		
6.3.U.B.	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. <ul style="list-style-type: none"> • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability 	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	New Deal	<ul style="list-style-type: none"> • Roosevelt's New Deal • Impact of the New Deal • The Second New Deal • Work and Culture • The New Deal's Legacy
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
Taxation		
6.3.U.C. Compare and contrast the taxation policies of the local, state, and national governments.	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • Reagan's Domestic Policies • The Presidency of George H.W. Bush • The Presidency of Bill Clinton Extend the lessons to compare and contrast the taxation policies of the local, state, and national governments.
Government's Role in International Trade		
	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give Me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
6.3.U.D. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US. <ul style="list-style-type: none"> • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability 	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business • Workers and the Labor Movement • Westward Expansion • Westward Expansion and the American Indian • Immigrants and Minorities in the West
	American Empire	<ul style="list-style-type: none"> • American Imperialism • The Spanish-American War • The United States and East Asia • President Theodore Roosevelt • Moral Diplomacy and Dollar Diplomacy • The Legacy of American Imperialism
	World War I	<ul style="list-style-type: none"> • From Neutrality to War • Americans in the • The Home Front • Wilson and Peace • Aftermath of World War
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Vietnam War	<ul style="list-style-type: none"> • The Presidency of Richard Nixon • The Vietnam War • The Presidencies of Gerald Ford and Jimmy Carter • More Social Changes • The Civil Rights Movement Continues
6.4. Economic Interdependence		
Specialization		
6.4.U.A. Explain how specialization contributes to economic interdependence on a national and international level.	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • Reagan's Domestic Policies Incorporate and assign an activity to explain how specialization contributes to economic interdependence on a national level.
	A New Century	<ul style="list-style-type: none"> • Global Economy Incorporate and assign an activity to explain how specialization contributes to economic interdependence on an international level.
Trade		
6.4.U.B. Intentionally Blank		
Multinational and Non-Governmental Organizations		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
6.4.U.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business • Westward Expansion
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • Urbanization • Cultural Changes in the Late 1800s • European Immigration • The New South • The Gilded Age • The Rise of Populism
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Cold War	<ul style="list-style-type: none"> • The U.S. After World War • The Cold War Begins • China and Korean War • The Cold War Intensifies • Cultural Transformation in the 1950s • The Civil Rights Movement Begins
Economic Interdependence		
	A Country is Born	<ul style="list-style-type: none"> • Give Me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
6.4.U.D. Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business • Workers and the Labor Movement • Westward Expansion • Westward Expansion and the American Indian • Immigrants and Minorities in the West
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • Urbanization • Cultural Changes in the Late 1800s • European Immigration • The New South • The Gilded Age • The Rise of Populism
	American Empire	<ul style="list-style-type: none"> • American Imperialism • The Spanish-American War • The United States and East Asia • President Theodore Roosevelt • Moral Diplomacy and Dollar Diplomacy • The Legacy of American Imperialism
	The Roaring Twenties	<ul style="list-style-type: none"> • A Booming Economy
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Cold War	<ul style="list-style-type: none"> • The U.S. After World War • The Cold War Begins • China and Korean War • The Cold War Intensifies • Cultural Transformation in the 1950s • The Civil Rights Movement Begins
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • The Presidency of Bill Clinton
	A New Century	<ul style="list-style-type: none"> • Global Economy

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.U.A.		
Intentionally Blank		
Labor Productivity		
6.5.U.B. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	The Civil War	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business • Workers and the Labor Movement • Westward Expansion • Westward Expansion and the American Indian • Immigrants and Minorities in the West
	Labor Unions Portfolio	<ul style="list-style-type: none"> • Effectiveness of Labor Unions
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • Urbanization • Cultural Changes in the Late 1800s • European Immigration • The New South • The Gilded Age • The Rise of Populism
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	New Deal	<ul style="list-style-type: none"> • Roosevelt's New Deal • Impact of the New Deal • The Second New Deal • Work and Culture • The New Deal's Legacy
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • The End of Segregation • Civil Rights Tactics • The Presidencies of Kennedy and Johnson • Social Change in the 1960s

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
Types of Businesses		
6.5.U.C. Intentionally Blank		
Profits and Losses		
6.5.U.D. Intentionally Blank		
Distribution of Wealth		
6.5.U.E. Define wealth and describe its distribution within and among the political divisions of the United States.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Jacksonian Democracy • The Effects of Slavery
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business
	Great Depression	<ul style="list-style-type: none"> • Legacy of the Great Depression
	Reagan, Bush, and Clinton: 1980-2000	<ul style="list-style-type: none"> • Ronald Reagan and Cultural Shifts • Reagan's Domestic Policies • The Presidency of George H.W. Bush • The Presidency of Bill Clinton
	A New Century	<ul style="list-style-type: none"> • The Presidencies of Bush and Obama Extend the lesson to define wealth and describe its distribution within and among the political divisions of the United States.
Entrepreneurship		
6.5.U.F. Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business Extend the lessons to examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.
	The Roaring Twenties	<ul style="list-style-type: none"> • A Booming Economy
Costs and Benefits of Saving		
6.5.U.G. Intentionally Blank		
Interest Rates		
6.5.U.H. Intentionally Blank		
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
	A Country is Born	<ul style="list-style-type: none"> • Give Me Liberty! • Social Awakenings

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth • Big Business • Workers and the Labor Movement • Westward Expansion • Westward Expansion and the American Indian • Immigrants and Minorities in the West
	American Empire	<ul style="list-style-type: none"> • The Spanish-American War • President Theodore Roosevelt • Moral Diplomacy and Dollar Diplomacy • The Legacy of American Imperialism
	The Roaring Twenties	<ul style="list-style-type: none"> • The Jazz Age
	The Vietnam War	<ul style="list-style-type: none"> • The Presidency of Richard Nixon • The Vietnam War • The Presidencies of Gerald Ford and Jimmy Carter
	A New Century	<ul style="list-style-type: none"> • Global Economy • Global Relations
Location of Places and Regions		
7.1.U.B. Intentionally Blank		
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.U.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.	A Country is Born	<ul style="list-style-type: none"> • Give Me Liberty!
	A Nation Grows	<ul style="list-style-type: none"> • Jacksonian Democracy • The Effects of Slavery
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Westward Expansion
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • The Rise of Populism
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	A New Century	<ul style="list-style-type: none"> • The Presidencies of Bush and Obama
Physical Processes		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
7.2.U.B. Analyze the significance of physical processes in shaping the character of places and regions.	A Country is Born	<ul style="list-style-type: none"> • Give Me Liberty!
	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Westward Expansion
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • European Immigration • The New South • The Gilded Age • The Rise of Populism
	American Empire	<ul style="list-style-type: none"> • President Theodore Roosevelt
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	A New Century	<ul style="list-style-type: none"> • The Presidencies of Bush and Obama
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.U.A. Analyze the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	A New Century	<ul style="list-style-type: none"> • The War on Terror • The Presidencies of Bush and Obama • Global Economy • Global Relations • Culture, Technology, and Society
7.4. Interactions Between People and the Environment		

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
Impact of Physical Systems on People		
7.4.U.A. Analyze the effects of changes in the physical systems.	A Country is Born	• Give Me Liberty!
	Urbanization and the Gilded Age	• The Rise of Populism
	Great Depression	• Causes of the Great Depression • Effects of the Great Depression • The Dust Bowl
	Civil Rights	• Social Change in the 1960s
	The Vietnam War	• More Social Changes
	A New Century	• The Presidencies of Bush and Obama
Impact of People on Physical Systems		
7.4.U.B. Analyze the effects of human activity on the physical systems.	A Nation Grows	• A New Nation • Early Growth
	Industrialization and Westward Expansion	• Westward Expansion
	Urbanization and the Gilded Age	• The Rise of Populism
	Great Depression	• Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	Civil Rights	• Social Change in the 1960s
	The Vietnam War	• More Social Changes
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.	A Country is Born	• Colonial Discontent • Declaring Independence • Give Me Liberty! • Social Awakenings
	A Nation Grows	• A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Civil War and Reconstruction	• The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Labor Unions Portfolio	• Effectiveness of Labor Unions

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	Great Depression	<ul style="list-style-type: none"> • Causes of the Great Depression • Responses to the Great Depression • Effects of the Great Depression • The Dust Bowl • Legacy of the Great Depression
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • The End of Segregation • Civil Rights Tactics • The Presidencies of Kennedy and Johnson • Social Change in the 1960s
	Civil Rights Timeline Portfolio	<ul style="list-style-type: none"> • Creating Timelines • APA Citations and Documentation • Civil Rights Timeline Portfolio Directions
Fact/Opinion and Points of View		
<p>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.</p>	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Social Awakenings
	A Nation Grows	<ul style="list-style-type: none"> • Tumult and Transformations
	Civil War and Reconstruction	<ul style="list-style-type: none"> • Plans for Reconstruction
	Industrialization and Westward Expansion	<ul style="list-style-type: none"> • Industrial Growth
	Labor Unions Portfolio	<ul style="list-style-type: none"> • Effectiveness of Labor Unions
	Progressive Era Portfolio	<ul style="list-style-type: none"> • Listening to Multiple Perspectives • Comparing and Contrasting • Progressive Era Portfolio Directions
	American Empire	<ul style="list-style-type: none"> • President Theodore Roosevelt
	Age of Empire Portfolio	<ul style="list-style-type: none"> • Point of View and Bias • Age of Empire Portfolio Directions
	New Deal	<ul style="list-style-type: none"> • The Second New Deal • Work and Culture
	World War II Portfolio	<ul style="list-style-type: none"> • World War II Portfolio Directions
	Civil Rights Timeline Portfolio	<ul style="list-style-type: none"> • Creating Timelines • APA Citations and Documentation • Civil Rights Timeline Portfolio Directions
Change Over Time Portfolio	<ul style="list-style-type: none"> • Change Over Time Portfolio Directions 	
Research		
<p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</p>	Civil War and Reconstruction	<ul style="list-style-type: none"> • Plans for Reconstruction
	Labor Unions Portfolio	<ul style="list-style-type: none"> • Effectiveness of Labor Unions
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • European Immigration
	Progressive Era Portfolio	<ul style="list-style-type: none"> • Listening to Multiple Perspectives • Comparing and Contrasting • Progressive Era Portfolio Directions
	Age of Empire Portfolio	<ul style="list-style-type: none"> • Point of View and Bias • Age of Empire Portfolio Directions
	The Roaring Twenties	<ul style="list-style-type: none"> • Backlash Against Change

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	New Deal	• The Second New Deal
	World War II Portfolio	• World War II Portfolio Directions
	Civil Rights Timeline Portfolio	• Creating Timelines • APA Citations and Documentation • Civil Rights Timeline Portfolio Directions
	Change Over Time Portfolio	• Change Over Time Portfolio Directions
8.2. Pennsylvania History		
Contributions of Individuals and Groups (PA)		
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.	Incorporate and assign an activity to evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	
Historical Documents, Artifacts, and Places (PA)		
8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.	Incorporate and assign an activity to evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.	
Impact of Continuity and Change on PA History		
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	Incorporate and assign an activity to evaluate continuity and change in Pennsylvania are interrelated to the U.S. including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.	
Conflict and Cooperation (PA)		
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	Incorporate and assign an activity to evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	
8.3. United States History		
Contributions of Individuals and Groups (US History)		
	A Country is Born	• Colonial Discontent • Declaring Independence • Give me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • The End of Segregation • Civil Rights Tactics • The Presidencies of Kennedy and Johnson • Social Change in the 1960s
	Civil Rights Timeline Portfolio	<ul style="list-style-type: none"> • Civil Rights Timeline Portfolio Directions
	The Vietnam War	<ul style="list-style-type: none"> • The Presidency of Richard Nixon • The Vietnam War • The Presidencies of Gerald Ford and Jimmy Carter • More Social Changes • The Civil Rights Movement Continues
Historical Documents and Artifacts (US History)		
8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • The End of Segregation • Civil Rights Tactics • The Presidencies of Kennedy and Johnson • Social Change in the 1960s
Impact of Continuity and Change on US History		
<p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution
	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • The End of Segregation • Civil Rights Tactics • The Presidencies of Kennedy and Johnson • Social Change in the 1960s
	Civil Rights Timeline Portfolio	<ul style="list-style-type: none"> • Creating Timelines • APA Citations and Documentation • Civil Rights Timeline Portfolio Directions
	Conflict and Cooperation (US)	
	A Country is Born	<ul style="list-style-type: none"> • Colonial Discontent • Declaring Independence • Give me Liberty! • Social Awakenings • Articles of Confederation • Constitutional Convention and the Constitution

Pennsylvania Academic Standards (2009) Social Studies: US History 1850-Present	United States History A/B	
	Unit Name	Lesson Name
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	A Nation Grows	<ul style="list-style-type: none"> • A New Nation • Early Growth • Jacksonian Democracy • The Effects of Slavery • Tumult and Transformations • Compromises and Conflict
	Civil War and Reconstruction	<ul style="list-style-type: none"> • The Civil War • The Effect of the Civil War • The Civil War Ends • Plans for Reconstruction • The Effects of Reconstruction
	Urbanization and the Gilded Age	<ul style="list-style-type: none"> • European Immigration • The New South • The Gilded Age • The Rise of Populism
	World War II	<ul style="list-style-type: none"> • Aggression and Appeasement • Neutrality and Engagement • Fighting on the Home Front • Invasion of Europe • War in the Pacific
	The Cold War	<ul style="list-style-type: none"> • The U.S. After World War • The Cold War Begins • China and Korean War • The Cold War Intensifies • Cultural Transformation in the 1950s • The Civil Rights Movement Begins
	Civil Rights	<ul style="list-style-type: none"> • The Fight for Equality • The End of Segregation • Civil Rights Tactics • The Presidencies of Kennedy and Johnson • Social Change in the 1960s
8.4. World History		
Contributions of Individuals and Groups (World)		
8.4.U.A. Intentionally Blank		
Historical Documents, Artifacts, and Sites (World)		
8.4.U.B. Intentionally Blank		
Impact of Continuity and Change (World)		
8.4.U.C. Intentionally Blank		
Conflict and Cooperation (World)		
8.4.U.D. Intentionally Blank		

World History

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
Civics and Government		
5.1. Principles and Documents of Government		
Rule of Law		
5.1.W.A.		
Intentionally Blank		
Laws and Government		
5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	Medieval Christian Europe, Part II	<ul style="list-style-type: none"> • Russia and Eastern Europe
	Civilizations in Asia	<ul style="list-style-type: none"> • The Delhi Sultanate and Mughal India • Golden Ages of China: Tang and Song Dynasties • The Mongol Empire and Ming China • Korea and Japan • The Many Cultures of Southeast Asia
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Rise of Austria, Prussia, and Russia • Triumph in England and the Enlightenment • The American Revolution • The French Revolution • The Age of Napoleon • Absolutism and Revolution Portfolio
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States • Nationalism in Eastern Europe and Russia • Nationalism and the Spread of Democracy Portfolio
	World War I and the Russian Revolution	<ul style="list-style-type: none"> • World War I Begins • Fighting the Great War • World War I Ends • Revolution in Russia

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	World War II	<ul style="list-style-type: none"> • Aggression, Appeasement, and War • Axis Powers Advance • The Holocaust • The Allies Turn the Tide • Victory for the Allies
Principles and Ideals that Shape Government		
5.1.W.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.	Ancient Middle East and Egypt	<ul style="list-style-type: none"> • The Hebrews and the Origins of Judaism • Egyptian Civilization
	Ancient Greece	<ul style="list-style-type: none"> • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Feudal Monarchs and the Church
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Triumph in England and the Enlightenment • The American Revolution • The French Revolution • The Age of Napoleon • Absolutism and Revolution Portfolio
Principles and Ideals that Shape Government		
5.1.W.C. Intentionally Blank		
Documents and Ideals that Shape Pennsylvania and US Government		
5.1.W.E. Intentionally Blank		
Individual Rights		
5.1.W.E. Intentionally Blank		
Symbols		
5.1.W.F. Evaluate the role of nationalism in uniting and dividing citizens.	The Muslim World and Africa	<ul style="list-style-type: none"> • The Ottoman and Safavid Empires
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States • Nationalism in Eastern Europe and Russia • Nationalism and the Spread of Democracy Portfolio
	World War I and the Russian Revolution	<ul style="list-style-type: none"> • World War I Begins
	The World Between Wars	<ul style="list-style-type: none"> • Latin America, Africa, and the Middle East • New Forces in China and Japan • Dictators in Italy and the Soviet Union • The Rise of Nazi Germany
5.2. Rights and Responsibilities of Citizenship		
Civics Rights and Responsibilities		
	Ancient Greece	<ul style="list-style-type: none"> • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
5.2.W.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Feudal Monarchs and the Church
	Civilizations in Asia	<ul style="list-style-type: none"> • Korea and Japan
	Absolutism and Revolution	<ul style="list-style-type: none"> • Rise of Austria, Prussia, and Russia
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States • Nationalism in Eastern Europe and Russia • Nationalism and the Spread of Democracy Portfolio
	The World Between Wars	<ul style="list-style-type: none"> • Latin America, Africa, and the Middle East • New Forces in China and Japan • Dictators in Italy and the Soviet Union • The Rise of Nazi Germany
Conflict and Resolution		
5.2.W.B. Analyze strategies used to resolve conflicts in society and government.	Ancient Greece	<ul style="list-style-type: none"> • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Legacy of Rome
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Ottoman and Safavid Empires
	World War II	<ul style="list-style-type: none"> • Aggression, Appeasement, and War • Axis Powers Advance • The Holocaust • The Allies Turn the Tide • Victory for the Allies
	New Nations Emerge	<ul style="list-style-type: none"> • Conflicts in the Middle East
	The World Today Part I	<ul style="list-style-type: none"> • Challenges of Development • Rapid Development in China and India • Latin American Nations Move Toward Democracy • The Industrialized World
Leadership and Public Service		
5.2.W.C. Intentionally Blank		
Competent and Responsible Citizens		
5.2.W.D. Evaluate and demonstrate what makes competent and responsible citizens.	Incorporate and assign an activity to evaluate and demonstrate what makes competent and responsible citizens.	
5.3. How Government Works		
Branches of Government		
5.3.W.A. Intentionally Blank		
Structure, Organization, and Operation of Governments		
5.3.W.B. Intentionally Blank		
Government Services		

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
5.3.W.C. Intentionally Blank		
Leadership and Political Elections		
5.3.W.D. Intentionally Blank		
Elements of the Election Process		
5.3.W.E. Intentionally Blank		
Conflict and the Court System		
5.3.W.F. Intentionally Blank		
Interest Groups		
5.3.W.G. Intentionally Blank		
Media Influences		
5.3.W.H. Intentionally Blank		
Taxes		
5.3.W.I. Intentionally Blank		
Systems of Government		
5.3.W.J. Compare and contrast various systems of government.	The Americas	<ul style="list-style-type: none"> • Civilizations in Middle America • The World of the Incas
	Ancient Greece	<ul style="list-style-type: none"> • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	The Muslim World and Africa	<ul style="list-style-type: none"> • West and East Africa • Diverse Peoples and Traditions in Africa
	Civilizations in Asia	<ul style="list-style-type: none"> • Korea and Japan • The Many Cultures of Southeast Asia
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Rise of Austria, Prussia, and Russia • Triumph in England and the Enlightenment • The American Revolution • The French Revolution • The Age of Napoleon • Absolutism and Revolution Portfolio

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States • Nationalism in Eastern Europe and Russia • Nationalism and the Spread of Democracy Portfolio
	The World Between Wars	<ul style="list-style-type: none"> • New Forces in China and Japan • Dictators in Italy and the Soviet Union • The Rise of Nazi Germany
Countries and Conflicts		
5.4.W.A. Intentionally Blank		
Tools of Foreign Policy		
5.4.W.B. Intentionally Blank		
International Organizations		
5.4.W.C. Identify the role of international organizations.	World War II	• Victory for the Allies
	The Cold War Era	• A New Global Conflict
	The World Today Part I	<ul style="list-style-type: none"> • Challenges of Development • Rapid Development in China and India • Latin American Nations Move Toward Democracy • The Industrialized World
	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology
Media and its Influence		
5.4.W.D. Intentionally Blank		
How Foreign Policy is Influenced		
5.4.W.E. Intentionally Blank		
Economics		
6.1. Scarcity and Choice		
Scarcity and Choice		
6.1.W.A. Analyze how choices are made because of scarcity.	The World Today Part II	• Globalization and Trade
Limited Resources		
	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
6.1.W.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world.	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	The Age of Imperialism	<ul style="list-style-type: none"> • The New Imperialism • European Colonies in Africa • The Americas in the Age of Imperialism
	The World Between Wars	<ul style="list-style-type: none"> • Latin America, Africa, and the Middle East • India Seeks Self-Rule • New Forces in China and Japan • The West After World War I • Dictators in Italy and the Soviet Union • The Rise of Nazi Germany
	World War II	<ul style="list-style-type: none"> • Aggression, Appeasement, and War • Axis Powers Advance • The Holocaust • The Allies Turn the Tide • Victory for the Allies
	New Nations Emerge	<ul style="list-style-type: none"> • The Modern Middle East Takes Shape
Opportunity Costs		
6.1.W.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.	Incorporate and assign an activity to analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.	
Incentives and Choice		
6.1.W.D. Intentionally Blank		
6.2. Markets and Economic Systems		
Goods and Services		
6.2.W.A. Evaluate the flow of goods and services in an international economy.	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	New Nations Emerge	<ul style="list-style-type: none"> • The Modern Middle East Takes Shape
	The World Today Part I	<ul style="list-style-type: none"> • Challenges of Development • Rapid Development in China and India • Latin American Nations Move Toward Democracy • The Industrialized World

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology
Market Competition		
6.2.W.B. Intentionally Blank		
Advertising and Media		
6.2.W.C. Evaluate the impact of advertising and media on individual and group behavior throughout world history.	World War I	<ul style="list-style-type: none"> • World War I Ends
	The World Between the Wars	<ul style="list-style-type: none"> • Dictators in Italy and the Soviet Union • The Rise of Nazi Germany
Price Determination		
6.2.W.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.	Medieval Christian Europe, Part II	<ul style="list-style-type: none"> • The Late Middle Ages: A Time of Upheaval
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	The Industrial Revolution	<ul style="list-style-type: none"> • The First Industrial Revolution • The Second Industrial Revolution • The Changing Ways of Life and Thought
	New Nations Emerge	<ul style="list-style-type: none"> • New Nations in South Asia and Southeast Asia
Economic Health		
6.2.W.E. Analyze the impact of the business cycle on individual and group behavior over time.	Incorporate and assign an activity to analyze the impact of the business cycle on individual and group behavior over time.	
6.2.W.E. Analyze the characteristics of economic expansion, recession, and depression.	Ancient Rome	<ul style="list-style-type: none"> • The Roman Empire: Rise and Fall
	The World Between Wars	<ul style="list-style-type: none"> • The West After World War I • Dictators in Italy and the Soviet Union
	The Cold War Era	<ul style="list-style-type: none"> • The Western Democracies and Japan Extend the lesson to analyze the characteristics of economic recession.
Private Economic Institutions		
6.2.W.F. Analyze the impact of private economic institutions on individuals and groups over time.	Incorporate and assign an activity to analyze the impact of private economic institutions on individuals and groups over time.	
Economic Systems		
6.2.W.G.	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
6.2.W.C. Compare and contrast various economic systems.	Absolutism and Revolution	<ul style="list-style-type: none"> • Triumph in England and the Enlightenment
	The Industrial Revolution	<ul style="list-style-type: none"> • The First Industrial Revolution • The Second Industrial Revolution • The Changing Ways of Life and Thought
	The World Between Wars	<ul style="list-style-type: none"> • Latin America, Africa, and the Middle East • India Seeks Self-Rule • New Forces in China and Japan • The West After World War I • Dictators in Italy and the Soviet Union • The Rise of Nazi Germany
6.3. Functions of Government		
Goods and Services		
6.3.W.A.		
Intentionally Blank		
Government Involvement in the Economy		
6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. <ul style="list-style-type: none"> • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability 	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	The Industrial Revolution	<ul style="list-style-type: none"> • The First Industrial Revolution • The Second Industrial Revolution • The Changing Ways of Life and Thought
	The Age of Imperialism	<ul style="list-style-type: none"> • The New Imperialism • European Colonies in Africa • Europe in the Muslim World • China and the West • Japan, Southeast Asia, and the Pacific • The Americas in the Age of Imperialism
Taxation		
6.3.W.C.		
Intentionally Blank		
Government's Role in International Trade		

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. <ul style="list-style-type: none"> • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability 	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Origins of Islam • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Italian Renaissance • The Renaissance in Northern Europe • The Protestant Reformation • Reformation Ideas Spread • The Scientific Revolution
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	The Age of Imperialism	<ul style="list-style-type: none"> • The New Imperialism • European Colonies in Africa • Europe in the Muslim World • China and the West • Japan, Southeast Asia, and the Pacific • The Americas in the Age of Imperialism
	World War I and the Russian Revolution	<ul style="list-style-type: none"> • World War I Begins • Fighting the Great War • World War I Ends • Revolution in Russia
6.4. Economic Interdependence		
Specialization		
6.4.W.A. Explain how specialization contributes to economic interdependence on a national and international level.	The World Today Part I	<ul style="list-style-type: none"> • Challenges of Development • Rapid Development in China and India • Latin American Nations Move Toward Democracy • The Industrialized World

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology
Trade		
6.4.W.B. Explain how trade contributes to economic interdependence.	Ancient India and China	<ul style="list-style-type: none"> • Powerful Empires Emerge in India
	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Medieval Christian Church and Crusades
	Medieval Christian Europe, Part II	<ul style="list-style-type: none"> • Russia and Eastern Europe
	The Muslim World and Africa	<ul style="list-style-type: none"> • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	Civilizations in Asia	<ul style="list-style-type: none"> • The Many Cultures of Southeast Asia
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	The World Today Part I	<ul style="list-style-type: none"> • Challenges of Development • Rapid Development in China and India • Latin American Nations Move Toward Democracy • The Industrialized World
	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology
Multinational and Non-Governmental Organizations		
6.4.W.C. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Origins of Islam • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States • Nationalism in Eastern Europe and Russia • Nationalism and the Spread of Democracy Portfolio
	World War I and the Russian Revolution	<ul style="list-style-type: none"> • World War I Ends • Revolution in Russia
	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology
Economic Interdependence		
6.4.W.D. Explain how the level of development of transportation, communication networks, and technology affect economic interdependence	Ancient Middle East and Egypt	<ul style="list-style-type: none"> • Sumer and Mesopotamia
	The Americas	<ul style="list-style-type: none"> • The World of the Incas
	Ancient India and China	<ul style="list-style-type: none"> • Powerful Civilizations Emerge in India
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Medieval Christian Church and Crusades
	Medieval Christian Europe, Part II	<ul style="list-style-type: none"> • Russia and Eastern Europe
	The Muslim World and Africa	<ul style="list-style-type: none"> • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	Civilizations in Asia	<ul style="list-style-type: none"> • Golden Ages of China: Tang and Song Dynasties • The Mongol Empire and Ming China • Korea and Japan • The Many Cultures of Southeast Asia
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Italian Renaissance • The Renaissance in Northern Europe • The Protestant Reformation • Reformation Ideas Spread • The Scientific Revolution
	New Global Connections	<ul style="list-style-type: none"> • Europeans Explore Overseas • Europeans Gain Footholds in Asia • European Conquests and Colonies • The Slave Trade and Its Impact on Africa • Effects of Global Contact
	The Industrial Revolution	<ul style="list-style-type: none"> • The First Industrial Revolution • The Second Industrial Revolution • The Changing Ways of Life and Thought

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
6.5. Income, Profit, and Wealth		
Factors Influencing Wages		
6.5.W.A. Intentionally Blank		
Labor Productivity		
6.5.W.B. Intentionally Blank		
Types of Businesses		
6.5.W.C. Intentionally Blank		
Profits and Losses		
6.5.W.D. Intentionally Blank		
Distribution of Wealth		
6.5.W.E. Compare distribution of wealth across nations.	The World Today Part I	• Challenges of Development
Entrepreneurship		
6.5.W.F. Intentionally Blank		
Costs and Benefits of Saving		
6.5.W.G. Intentionally Blank		
Interest Rates		
6.5.W.H. Intentionally Blank		
Geography		
7.1. Basic Geographic Literacy		
Geographic Tools		
7.1.W.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.	Ancient Middle East and Egypt	• Egyptian Civilization
	The Americas	• The World of the Incas
	Ancient India and China	• Ancient Civilization in China
	Ancient Greece	• Early Greece • The Greek City-States
	Medieval Christian Europe, Part I	• The Early Middle Ages • The Medieval Christian Church and Crusades
	The Muslim World and Africa	• A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa
	The Renaissance and Reformation	• Reformation Ideas Spread
	Absolutism and Revolution	• The Age of Napoleon • Absolutism and Revolution Portfolio

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States
Location of Places and Regions		
7.1.W.B. Intentionally Blank		
7.2. Physical Characteristics of Places and Regions		
Physical Characteristics		
7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.	Ancient Middle East and Egypt	<ul style="list-style-type: none"> • Sumer and Mesopotamia • The Hebrews and the Origins of Judaism • Egyptian Civilization
	The Americas	<ul style="list-style-type: none"> • Civilizations in Middle America • The World of the Incas • The People of North America
	Medieval Christian Europe, Part II	• Russia and Eastern Europe
	Civilizations in Asia	• Korea and Japan
	The World Today Part I	<ul style="list-style-type: none"> • Challenges of Development • Rapid Development in China and India • Latin American Nations Move Toward Democracy • The Industrialized World
	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology
Physical Processes		
7.2.W.B. Analyze the significance of physical processes in shaping the character of places and regions.	Origins of Civilization	<ul style="list-style-type: none"> • The Neolithic Revolution • A Civilization Begins
	Ancient Middle East and Egypt	<ul style="list-style-type: none"> • Sumer and Mesopotamia • The Hebrews and the Origins of Judaism • Egyptian Civilization
	The Americas	• The People of North America
	Ancient India and China	• Early Civilization and Religion in South Asia
	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States
	The Muslim World and Africa	<ul style="list-style-type: none"> • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	The Industrial Revolution	<ul style="list-style-type: none"> • The First Industrial Revolution • The Second Industrial Revolution • The Changing Ways of Life and Thought

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	The Age of Imperialism	<ul style="list-style-type: none"> • The New Imperialism • European Colonies in Africa • Europe in the Muslim World • China and the West • Japan, Southeast Asia, and the Pacific • The Americas in the Age of Imperialism
7.3. Human Characteristics of Places and Regions		
Human Characteristics		
7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Origins of Islam • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	Civilizations in Asia	<ul style="list-style-type: none"> • The Delhi Sultanate and Mughal India • Golden Ages of China: Tang and Song Dynasties • The Mongol Empire and Ming China • Korea and Japan • The Many Cultures of Southeast Asia
7.4. Interactions Between People and the Environment		
Impact of Physical Systems on People		
7.4.W.A. Analyze the effects of changes in the physical systems.	The World Today Part I	• Challenges of Development
	The World Today Part II	• Modern Issues in International Society
Impact of People on Physical Systems		
7.4.W.B. Analyze the effects of human activity on the physical systems.	The World Today Part I	• Challenges of Development
	The World Today Part II	• Modern Issues in International Society
History		
8.1. Historical Analysis and Skills Development		
Continuity and Change over Time		
	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.	Medieval Christian Europe, Part II	<ul style="list-style-type: none"> • The Late Middle Ages: A Time of Upheaval • Russia and Eastern Europe
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Origins of Islam • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Italian Renaissance • The Renaissance in Northern Europe • The Protestant Reformation • Reformation Ideas Spread • The Scientific Revolution
	Absolutism and Revolution	<ul style="list-style-type: none"> • The French Revolution
	The Industrial Revolution	<ul style="list-style-type: none"> • The Second Industrial Revolution
	The Age of Imperialism	<ul style="list-style-type: none"> • Japan, Southeast Asia, and the Pacific
	Fact/Opinion and Points of View	
8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	Ancient India and China	<ul style="list-style-type: none"> • Ancient India and China Portfolio
	Ancient Greece	<ul style="list-style-type: none"> • Greek Thinkers, Artists, Writers, and Leaders
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Feudal Monarchs and the Church
	Civilizations in Asia	<ul style="list-style-type: none"> • The Many Cultures of Southeast Asia
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Renaissance in Northern Europe
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolutism and Revolution Portfolio
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Nationalism and the Spread of Democracy Portfolio
	World War II	<ul style="list-style-type: none"> • Axis Powers Advance • The Allies Turn the Tide
Research		
8.1.W.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.	Ancient India and China	<ul style="list-style-type: none"> • Ancient India and China Portfolio
	Ancient Greece	<ul style="list-style-type: none"> • Greek Thinkers, Artists, Writers, and Leaders
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Renaissance in Northern Europe
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolutism and Revolution Portfolio
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Nationalism and the Spread of Democracy Portfolio
	World War II	<ul style="list-style-type: none"> • The Allies Turn the Tide
8.2.W.A. Intentionally Blank		
Historical Documents, Artifacts, and Places (PA)		
8.2.W.B. Intentionally Blank		
Impact of Continuity and Change on PA History		
8.2.W.C. Intentionally Blank		
Conflict and Cooperation (PA)		

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
8.2.W.D. Intentionally Blank		
8.3. United States History		
Contributions of Individuals and Groups (US History)		
8.3.W.A. Intentionally Blank		
Historical Documents and Artifacts (US History)		
8.3.W.B. Intentionally Blank		
Impact of Continuity and Change on US History		
8.3.W.C. Intentionally Blank		
Conflict and Cooperation (US)		
8.3.W.D. Intentionally Blank		
8.4. World History		
Contributions of Individuals and Groups (World)		
8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Origins of Islam • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	Civilizations in Asia	<ul style="list-style-type: none"> • The Delhi Sultanate and Mughal India • Golden Ages of China: Tang and Song Dynasties • The Mongol Empire and Ming China • Korea and Japan • The Many Cultures of Southeast Asia
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Italian Renaissance • The Renaissance in Northern Europe • The Protestant Reformation • Reformation Ideas Spread • The Scientific Revolution

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Rise of Austria, Prussia, and Russia • Triumph in England and the Enlightenment • The American Revolution • The French Revolution • The Age of Napolean • Absolutism and Revolution Portfolio
Historical Documents, Artifacts, and Sites (World)		
8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.	Origins of Civilization	<ul style="list-style-type: none"> • Learning About Our Past
	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Feudal Monarchs and the Church
	The Muslim World and Africa	<ul style="list-style-type: none"> • The Origins of Islam • A Muslim Empire and Its Achievements • The Ottoman and Safavid Empires • Early Civilizations of Africa • West and East Africa • Diverse Peoples and Traditions in Africa
	The Renaissance and Reformation	<ul style="list-style-type: none"> • The Italian Renaissance • The Renaissance in Northern Europe • The Protestant Reformation • Reformation Ideas Spread • The Scientific Revolution
	Absolutism and Revolution	<ul style="list-style-type: none"> • Triumph in England and the Enlightenment • The American Revolution • The French Revolution • Absolutism and Revolution Portfolio
Impact of Continuity and Change (World)		
	Ancient India and China	<ul style="list-style-type: none"> • Powerful Nations Emerge in India • Ancient Civilization in China • Strong Rulers Unite China • Ancient India and China Portfolio
	Ancient Greece	<ul style="list-style-type: none"> • Early Greece • The Greek City-States • Greek Thinkers, Artists, Writers, and Leaders
	Ancient Rome	<ul style="list-style-type: none"> • The Roman Republic • The Roman Empire: Rise and Fall • The Legacy of Rome • The Origins of Christianity

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
8.4.W.C. Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Early Middle Ages • Feudalism and the Manor Economy • The Medieval Christian Church and Crusades • The Feudal Monarchs and the Church
	Civilizations in Asia	<ul style="list-style-type: none"> • The Delhi Sultanate and Mughal India • Golden Ages of China: Tang and Song Dynasties • The Mongol Empire and Ming China • Korea and Japan • The Many Cultures of Southeast Asia
	Absolutism and Revolution	<ul style="list-style-type: none"> • Absolute Monarchy in Spain and France • Rise of Austria, Prussia, and Russia • Triumph in England and the Enlightenment • The American Revolution • The French Revolution • The Age of Napoleon • Absolutism and Revolution Portfolio
	Nationalism and the Spread of Democracy	<ul style="list-style-type: none"> • Change in Europe and Latin America • The Unification of Germany and Italy • Changes and Division in Britain and France • Growth of the United States • Nationalism in Eastern Europe and Russia • Nationalism and the Spread of Democracy Portfolio
	The Age of Imperialism	<ul style="list-style-type: none"> • The New Imperialism • European Colonies in Africa • Europe in the Muslim World • China and the West • Japan, Southeast Asia, and the Pacific • The Americas in the Age of Imperialism
	Conflict and Cooperation (World)	
8.4.W.D.	Ancient Rome	<ul style="list-style-type: none"> • The Legacy of Rome • The Origins of Christianity
	Medieval Christian Europe, Part I	<ul style="list-style-type: none"> • The Feudal Monarchs and the Church
	Absolutism and Revolution	<ul style="list-style-type: none"> • Triumph in England and the Enlightenment • The American Revolution • Absolutism and Revolution Portfolio

Pennsylvania Academic Standards (2009) Social Studies: World History 1450-Present	World History A/B	
	Unit Name	Lesson Name
Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	The World Today Part II	<ul style="list-style-type: none"> • Globalization and Trade • Modern Issues in International Society • Advances in Science and Technology Extend the lessons to evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Economics

Pennsylvania Academic Standards Social Studies: Economics	Economics	
	Unit Name	Lesson Name
6.1. Scarcity and Choice		
6.1.12. GRADE 12		
Scarcity and Choice		
6.1.12.A. Predict the long-term consequences of decisions made because of scarcity.	Introduction to Economics	• Scarce Resources and Opportunity Cost
Limited Resources		
6.1.1.12.B. Evaluate the economic reasoning behind a choice.	Introduction to Economics	• Scarce Resources and Opportunity Cost • Introduction to Economics Apply
6.1.1.12.B. Evaluate effective allocation of resources for the production of goods and services.	Introduction to Economics	• Production Possibilities Curve
Opportunity Costs		
6.1.12.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.	Introduction to Economics	• Applying Scarcity and Opportunity Cost • Introduction to Economics Apply
Incentives and Choice		
6.1.12.D. Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.	How Markets Work	• The Role of Price in a Free Market
6.2. Markets and Economic Systems		
6.2.12. GRADE 12		
Goods and Services		
6.2.12.A. Evaluate the flow of goods and services in an international economy.	How Markets Work	• Circular Flow Diagrams
Market Competition		
6.2.12.B. Analyze the effect of changes in the level of competition in different markets.	How Markets Work	• Market Structures
Advertising and Media		
6.2.12.C. Predict and evaluate how media affects markets.	How Markets Work	• The Role of Price in a Free Market
Price Determination		
6.2.12.D. Predict how changes in supply and demand affect equilibrium price and quantity sold.	How Markets Work	• Market Equilibrium
Economic Health		
6.2.12.E. Evaluate the health of an economy (local, regional, national, global) using economic indicators.	Economic Performance	• Gross Domestic Product • Changes in Gross Domestic Product • Impact of Unemployment • Causes and Impact of Inflation • Economic Performance Apply
	Government and the Economy	• Government and the Economy Apply 1
Private Economic Institutions		
6.2.12.F. Evaluate the impact of private economic institutions on the individual, the national and the international economy.	Banking and Finance	• Private Economic institutions
Economic Systems		
6.2.12.G. Evaluate various economic systems.	Introduction to Economics	• The Three Economic Questions
6.3. Functions of Government		
6.3.12. GRADE 12		
Goods and Services		

Pennsylvania Academic Standards Social Studies: Economics	Economics	
	Unit Name	Lesson Name
6.3.12.A. Evaluate the costs and benefits of government decisions to provide public goods and services. Government Involvement in the Economy	Introduction to Economics	• The Role of Government in the Economy
6.3.12.B. Assess the government's role in regulating and stabilizing the state and national economy.	Introduction to Economics	• The Role of Government in the Economy
	How Markets Work	• Price Ceilings and Floors • U.S. Laws that Promote Competition
	Economic Performance	• Poverty and Resource Distribution
	Government and the Economy	• Types of Taxes • Effects of Changes in Taxation Policy • Fiscal Policy • Basics of the Federal Reserve • Fed System Tools and Monetary Policy
Taxation		
6.3.12.C. Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. Governments Role in International Trade	Government and the Economy	• Effects of Changes in Taxation Policy
6.3.12.D. Evaluate the role that governments play in international trade.	The Global Economy	• Trade Barriers • Multinational Organizations • Exchange Rate and Purchasing Power
6.4. Economic Interdependence		
6.4.12. GRADE 12		
Specialization		
6.4.12.A. Evaluate the comparative advantage of nations in the production of goods and services. Trade	The Global Economy	• Comparative and Absolute Advantage
6.4.12.B. Assess the growth and impact of international trade around the world. Multinational and Non-Government Organizations	The Global Economy	• Globalization Trends
6.4.12.C. Evaluate the impact of multinational corporations and other non-government organizations. Economic Interdependence	The Global Economy	• Role of Investments
6.4.12.D. Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.	The Global Economy	• Economic Interdependence
6.5. Income, Profit, and Wealth		
6.5.12. GRADE 12		
Factors Influencing Wages		
6.5.12.A. Analyze the factors influencing wages. Labor Productivity	Business and Labor	• Supply and Demand of Labor
6.5.12.B. Evaluate how changes in education, incentives, technology, and capital investment alter productivity.	Business and Labor	• Investments in Human Capital
	Economic Performance	• Technology and Economic Growth
Types of Businesses		
6.5.12.C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation. Profits and Losses	Business and Labor	• Sole Proprietorships • Partnerships • Corporations • Three Forms of Business Organization
6.5.12.D. Analyze the role of profits and losses in the allocation of resources in a market economy. Distribution of Wealth	How Markets Work	• The Role of Price in a Free Market

Pennsylvania Academic Standards Social Studies: Economics	Economics	
	Unit Name	Lesson Name
6.5.12.E. Compare distribution of wealth across nations.	The Global Economy	<ul style="list-style-type: none"> • Developed and Less Developed Nations • Globalization Trends
Entrepreneurship		
6.5.12.F. Assess the impact of entrepreneurs on the economy.	Business and Labor	<ul style="list-style-type: none"> • Sole Proprietorships
Costs and Benefits of Saving		
6.5.12.G. Analyze the risks and returns of various investments.	Banking and Finance	<ul style="list-style-type: none"> • The Free Enterprise System • Bonds and Financial Assets • Financial Markets Channeling Funds
Interest Rates		
6.5.12.H. Evaluate benefits and costs of changes in interest rates for individuals and society.	Banking and Finance	<ul style="list-style-type: none"> • U.S. Banking in the 20th Century

APPENDIX B

NCAA INFORMATION

This appendix includes the following:

- NCAA Approved Course List

NCAA Approved Course List

FOR 2022-23

The following courses, organized by subject area, have been approved by the NCAA Eligibility Center for use toward initial eligibility when delivered by Pearson Virtual School teachers using Pearson's EMS platform. Pennwood Cyber Charter School (Pennwood) will be included in the Pearson-affiliated school "district" for NCAA purposes, which will entitle students to receive access to high school courses that meet the NCAA Eligibility as long as Pennwood meets the Pearson NCAA criteria and delivers courses and instruction in compliance with the NCAA Guidelines for Pearson-affiliated Schools (both criteria and Guidelines found here: <https://www.connexus.com/library/launch.aspx?id=80237>).

Note that not all courses may be available at all locations, and there may be slight variations between your state's course naming convention and the name of the course listed on the [NCAA Eligibility Center High School Portal](#).

English Courses

English 9	Honors English 9
English 10	Honors English 10
English 11	Honors English 11
English 12	Honors English 12

Journalism

Speech and Debate

AP English Language & Composition

AP English Literature & Composition

Available in Limited Locations

Advanced Composition

American Lit and Comp

British Lit & Comp

Composition

Pennwood Cyber Charter School
Dual Credit Honors English 11
Dual Credit Honors English 12
Honors American Lit and Comp
Honors British Lit & Comp
Honors World Literature
Pre-AP English 1
Pre-AP English 2
Reading and Writing for Purpose
World Literature

Social Science Courses

American Government (year-long)
Economics
Geography and Society
Honors American Government
Honors US History
Honors World History
Psychology
US History
World Geography
World History
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP US Government
AP US History

Available in Limited Locations

African American History
African American Studies
Arizona Government

Pennwood Cyber Charter School
Arizona United States History
Careers in Criminal Justice
Civics
Cultural Geography
Dual Credit US History
Modern World History
New Mexico History
North Carolina American History I
North Carolina American History II
North Carolina Civics and Economics
Personal Psychology
Pre-AP World History
Texas World History
US Government (semester long)

Mathematics Courses

Algebra 1
Algebra 2
Calculus
Geometry
Honors Algebra 1
Honors Algebra 2
Honors Geometry
Honors Precalculus
Precalculus
Statistics
AP Calculus AB
AP Statistics

Available in Limited Locations

Advanced Algebra with Financial Applications
Advanced Quantitative Reasoning

Pennwood Cyber Charter School
Algebra I with Probability
Algebra II with Statistics
CCGPS Advanced Algebra
CCGPS Analytic Geometry
CCGPS Coordinate Algebra
Dual Credit Honors Algebra 2
Dual Credit Precalculus
Dual Credit Trigonometry
Geometry with Data Analysis
Honors Algebra I with Probability
Honors Algebra II with Statistics
Honors Geometry with Data Analysis
Linear Systems and Statistics
Math 1
Math 2
Math 3
Math IV
North Carolina High School Math I
North Carolina High School Math II
North Carolina High School Math III
Pre-AP Algebra 1
Pre-AP Algebra 2
Pre-AP Geometry
Pre-AP Precalculus
Probability and Statistics
Quantitative Reasoning
Secondary Math I
Secondary Math II
Secondary Math III
Trigonometry
AP Calculus BC

Natural/Physical Science Courses

An asterisk () denotes a course with a lab requirement.*

Biology*

Chemistry*

Earth Science*

Environmental Science*

Honors Biology*

Honors Chemistry*

Honors Earth Science*

Honors Physical Science*

Honors Physics*

Physical Science*

Physics*

AP Biology*

AP Environmental Science*

Available in Limited Locations

Anatomy and Physiology

Conservation Science

Earth Space Science*

Environmental Systems

Honors Earth Space Science*

Integrated Chemistry and Physics*

Introduction to Astronomy

Pre-AP Biology*

Pre-AP Chemistry*

Texas Biology*

Texas Chemistry*

Texas Honors Biology*

Texas Honors Chemistry*

Additional Courses

French I

French II

French III

French IV

German I

German II

German III

Japanese I

Japanese II

Sign Language I

Sign Language II

Spanish I

Spanish II

Spanish III

Spanish IV

AP Spanish Language

Available in Limited Locations

American Sign Language I

American Sign Language II

APPENDIX C

DRAFT SPECIAL EDUCATION PROCEDURES, POLICIES, AND PROSPECTIVE PROVIDERS

This appendix includes the following:

- Draft Special Education Procedures
- Draft Special Education Policies
- Prospective Providers

These are draft policies provided to the Board of Trustees by Board Counsel and our partner, Pearson. 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 Pennwood Cyber Charter School'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.

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Introduction

Pennwood Cyber Charter School (Pennwood) is committed to creating an environment of learning while remaining compliant with Federal and Pennsylvania state special education procedures. As such, Pennwood has aligned the school's Special Education Procedures with Title 22 Pa. Code *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

Pennwood 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 Pennwood 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. Pennwood 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 Pennwood. Pennwood 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

Pennwood 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).

- (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 parents 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 parental 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 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 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 parents).
 - (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 parents; access rights; record of access; records on more than one child; list of types and locations of information; fees; amendment of records at parent 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

Pennwood will provide general supervision of special education services and programs to ensure compliance with § 711.3 (relating to incorporation of Federal regulations). Pennwood 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. Pennwood 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

Pennwood will ensure the following appropriate certifications are required:

- Persons who provide special education or related services to children with disabilities at Pennwood 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 Pennwood, consistent with the Sign Language Interpreter/Transliterators 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 transliterator under the Sign Language Interpreter or Transliterators 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.

Paraprofessionals

(1) An instructional paraprofessional employed by Pennwood will be a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. Special education instructional paraprofessionals will meet one of the following qualifications:

- Have completed at least 2 years of postsecondary study.
- Possess an associate degree or higher.
- Meet a rigorous standard of quality as demonstrated through a State or local assessment.

(2) Nothing in subsection (a) should be construed to supersede the terms of a collective bargaining agreement in effect on July 1, 2008.

(3) Each school year, instructional paraprofessionals will provide evidence of 20 hours of staff development activities related to their assignment.

(4) A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants will provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

§ 711.6. Annual Report

Data Collection and Reporting for Special Education

Pennwood 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 Pennwood.
- The services and programs utilized by Pennwood through contracting with another public agency, other organizations or individuals.
- The services and programs utilized by Pennwood 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 Pennwood through the PDE's training and technical assistance network and intermediate unit.

The annual report must include an assurance that Pennwood 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

Pennwood 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.

Pennwood 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.

Pennwood 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)

Pennwood recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Pennwood is prepared to ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Pennwood 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 has the right to review the files of their child. The parent 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 to the extent consistent with applicable federal and state laws and regulations.

Parent Access Rights

Surrogate Parent

As part of the IEP process, Pennwood recognizes 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. See Surrogate Parent Board Policy.

Pennwood has 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. Pennwood will maintain a pool of trained parent surrogates and may collaborate with Intermediate Units (IUs) when additional surrogates are needed.

Pennwood will not allow the following persons to be appointed as a surrogate parent: employees of an agency already involved in the care or education of the student; school employees; persons with a potential conflict of interest.

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

Pennwood 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 parents/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 Pennwood 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/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 Pennwood 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

Pennwood 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, Pennwood 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 Pennwood.

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 Pennwood, the school will forward the child's educational records, including the most recent IEP, within 10 school days after Pennwood is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

Pennwood 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, Pennwood 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). Pennwood 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. Pennwood 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 Pennwood either when:

- (1) A child with an IEP begins attending Pennwood.
- (2) Pennwood 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 Pennwood 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, Pennwood will immediately inform the child's school district of residence that its payment responsibilities to Pennwood under section 1725-A(a)(3) of the act have ceased.

§ 711.10. Complaint Procedure

Procedural Safeguards Notice

Parents 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. Pennwood Cyber Charter School 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 Pennwood Cyber Charter School at any time. An additional document is 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' Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Pennwood Cyber Charter School 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

Identifying Students and Child Find

As a cyber school in Pennsylvania, Pennwood 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). Pennwood'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 Pennwood staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention (MTSS/RTI) 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 Pennwood. See Child Find Board Policy.

School Professional Development Related to Child Find

The Director of Special Education and Student Support Team leader will provide the entire Pennwood 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 parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Pennwood 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

Pennwood's statement about Child Find will be accessible to the general public can be located on the general school public website as well as through banner messages on Caretaker homepages within Connexus. In addition, all families enrolled in Pennwood will receive Child Find information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent 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), Pennwood will establish written policies and procedures to ensure that all children with disabilities who are enrolled in Pennwood, and who are in need of special education and related services, are identified, located and evaluated. Pennwood's written policy will include:

- (1) Public awareness activities sufficient to inform parents 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 Pennwood handbook and web site.
- (2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Pennwood.

§ 711.22. Reevaluation

Reevaluation

Pennwood 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 Pennwood IEP Team and other qualified professionals, as appropriate, 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. Pennwood will obtain parental consent to proceed with the reevaluation. Multiple attempts using varied communication methods will be used to receive parental consent.

Pennwood 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 Pennwood will take a child's English Language ability and disability into consideration. Once the evaluation is complete, Pennwood 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 is completed and provided to parents, an IEP team meeting is scheduled to develop the IEP.

If the team, including the parent, agrees that reevaluation is not necessary, the school provides 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 Pennwood's evaluation was not conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Pennwood will provide the IEE by an approved evaluator to the parent at Pennwood's expense. The IEE results will be taken into consideration when considering eligibility for special education. See Evaluation and Reevaluation Board Policy and IEE Board Policy and IEE Administrative Procedures.

Students who Enroll in Pennwood with an IEP

During enrollment families will be asked if their child has an IEP or 504 plan. Student enrollment will not be delayed during this inquiry. Parents may, but are not required to as a condition of enrollment, provide a copy of the documents or Pennwood will obtain the documents from the student's prior school. Pennwood 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 Prior Written Notice detailing the decisions of the IEP team. See IEP Board Policy and Section 504 Board Policy.

The parent 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 and Pennwood 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, 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. Pennwood will reevaluate students with disabilities at least once every three years. Children with disabilities who are identified as intellectually disabled will be reevaluated at least once every two years.

§ 711.23. Screening

Participation in the Multi-Tiered Systems of Support/Response to Intervention (MTSS/RTI) Team

Special education will be represented in Pennwood's MTSS/RTI process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team will ensure that students are referred for special education in a timely manner, engaging parents 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.

Universal Screening

Pennwood will administer universal screening instruments that include the Pennsylvania Classroom Diagnostic Tools (CDT), which are online assessments designed to provide teachers with valuable diagnostic information to guide and differentiate instruction. The CDT reports provide a snapshot of how students are performing in relation to the Standards Aligned System (SAS) and help identify student academic strengths and areas in need of improvement. Educators receive links to curricular resources and materials that align to the Learning Progression Map. Data yielded from the Universal Screenings will inform academic methodology and pedagogy (or instructional practices) in conjunction with

relevant behavioral, attendance (or participation), and course performance data. Collected data will support all students, especially our most vulnerable students. Universal Screening data is factored into MTSS/RTI and supports identification of students in need of instructional interventions and, potentially, special education evaluation.

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/RTI process. With parental consent, the teacher will implement and document interventions and the student's response to interventions. The students' response to MTSS/RTI 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.

Pennwood 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.

Pennwood will develop a program of prereferral intervention services. In the case of Pennwood 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 parents.
- (9) Screening or prereferral intervention activities may not serve as a bar to the right of a parent 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 parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. When a parent requests a special education evaluation, the process occurs *concurrently* with the MTSS/RTI process if the student is in need of academic intervention. Pennwood will respond to the parent within 10 days with the Permission to Evaluate-Request (PTE-Request) form and 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 Pennwood'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, Pennwood 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 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.

The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), will include a certified school psychologist when evaluating a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. In addition to the requirements incorporated by reference in 34 CFR 300.301 (relating to initial evaluations), the initial evaluation will 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 of 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. Parents may request an evaluation at any time, and the request must be in writing. Pennwood will make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of Pennwood, that individual will 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 will 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.

Disproportionality

Pennwood 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 that are not 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. Pennwood 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, Pennwood 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 parents. See Students with Specific Learning Disabilities Board Policy.

Acceleration and Enrichment

Pennwood will provide opportunities for acceleration or enrichment to students consistent as appropriate consistent with 22 Pa Code § 4.28. Special education: (b) Students who are identified and referred shall be provided an education that enables them to participate in acceleration or enrichment, or both, as appropriate.

IEP

§ 711.41. IEP

IEP Team Process

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP is 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 10 school days of the IEP meeting. Special Education reevaluations will be conducted every three years or more frequently if needed. An IEP meeting takes 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 has an intellectual disability, the reevaluation will take place every two years or more frequently if needed. 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 the parents, a minimum of one general education teacher, a minimum of one special education teacher, any related service providers, a designated school representative knowledgeable about the special education programs, curriculum and resources (LEA), the 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 lastly, 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 Pennwood 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 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.

In addition to evidence-based general education curricula, Pennwood will offer alternative supplemental and/or replacement curriculum and/or intervention programs, as applicable, for IDEA eligible students.

IEP Progress Reporting

Student progress on annual goals and objectives will be monitored regularly using a variety of tools. The data will be summarized and provided to the parents 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 chart the data collected and analyze the data points 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 parents.

Assistive Technology

Pennwood 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 attending schools supported by Pearson have ready access to closed captioning and American Sign Language interpreting. Students also 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. See Assistive Technology Board Policy.

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 reach the goals listed 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 reaching 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. See Transition Board Policy.

Interagency Collaboration

Pennwood will work with students' resident districts and intermediate units to benefit enrolled students with IEPs. Interagency collaboration is a critical element of Pennwood'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 Pennwood'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 full-time support. Pennwood will contract with resident districts and intermediate units to establish these relationships. The interagency coordinator, a member of the Pennwood special education team, will serve as a resource for families and as the liaison between Pennwood and local districts and intermediate units. See Intensive Interagency Board Policy.

Related Services

Cyber schools offer a vast range of options for the delivery of related services. Pennwood will contract with Pearson 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
- American Sign Language

Related services will be equally accessible to all students in the Commonwealth and may include any combination of speech-language services, occupational therapy services, physical therapy, counseling services and other services as identified in the IDEA. As determined by the IEP team the student may receive these services in a cyber-setting and/or face to face. Students attending 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 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 may choose to receive mileage reimbursement from Pennwood for transporting their child. Pennwood provides related services by engaging IUs, private businesses, agencies, hospitals, adult service providers, etc. For each provider serving enrolled students, Pennwood maintains copies of licensure and certification, background checks, etc. consistent with Pennsylvania law. See Related Services Board Policy.

Least Restrictive Environment (LRE)

Pennwood 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 teachers 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, collaboration with Pearson 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. 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. See Least Restrictive Environment Board Policy.

Continuum of Services and Placement

Pennwood 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, LiveLesson 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 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 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
- Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services
- Intermediate Unit classrooms
- Private placements

Program for Alternately Assessed Students

Pennwood 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 Least Restrictive Environment will differ for these two groups of students and is determined by each student's IEP team. The Alternative Education Program includes specially designed instruction to address each student's IEP goals as well as alternative curriculum resources. Pearson will provide support for teachers and special education leaders related to data analysis and related service provision for these students. See Alternate Assessments Board Policy.

Alternative Curriculum Resources

In addition to evidence-based general education curricula, Pennwood will offer alternative supplemental and/or replacement curriculum and/or intervention programs, as applicable, for IDEA eligible students, which will include, but will not be limited to the following:

N2Y is a third-party web-based curriculum that is offered to students identified for an alternative curriculum path. There are three components of N2Y: Unique Learning System, Symbolstix, and News2You. Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Pennwood special education teachers will download monthly instructional thematic units of study. Themes center on Science and Social Studies topics lessons cover all core content areas. 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 include postsecondary transition activities. Symbolstix is a visual support program for students with communication challenges. It is a tool allowing teachers to create visual supports and communication boards and learning materials for students using templates. Finally, News2You is a weekly online newspaper, offering multiple differentiated levels enabling students access to information about current events.

Pennwood special education teachers will be supported by Pearson staff with the delivery of the alternative curriculum. This support will assist teachers in data analysis of student progress through the alternative curriculum as well as planning direct special education services to best meet students' needs. Pennwood special educators will also work closely with parents and Learning Coaches to design the best learning environment for alternatively assessed students and coordinate any related services provided virtually or in the community.

Independent Living and Life Skills

As part of Pennwood's postsecondary transition planning and alternative curriculum program, Pennwood 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 Pennwood'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.

Pennwood 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

For services provided outside of the home, special transportation will be provided, or the parent may choose to receive mileage reimbursement from Pennwood for transporting their child.

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 Pennwood students. If transportation is required as a related service in the IEP of the student with disabilities, Pennwood will provide the required transportation. This chapter does not prohibit Pennwood 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, or students eligible under Section 504.

§ 711.43. Educational Placement

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 parents 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.

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 include special classes, special schools, approved private placements and home and hospital instruction. Pearson has prior experience supporting cyber schools in facilitating placements in both IU schools and in private placements. Resources to support alternative placement options may include collaboration with the student's resident school district, IUs, private schools, and approved private schools (APS Directory 2022, Approved Private Schools, School Districts, PA IUs). A Prior Written Notice (PWN) and Procedural Safeguards will be issued to Parent to document the team decision after meeting held in accordance with Chapter 711.

§ 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), Pennwood 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, Pennwood 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, intellectual disability, 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 parents 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, parents 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 with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe intellectual disability; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:
- Parents 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 with severe disabilities.
 - The notice of recommended educational placement (NOREP) will be issued to the parent no later than March 31 of the school year for students with severe disabilities.

- If a student with a severe disability transfers into Pennwood 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.
- Pennwood 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 time lines in subsection (d). However, these determinations will still be made in a timely manner. If the parents disagree with Pennwood's recommendation on ESY, the parents will be afforded an expedited due process hearing. See Extended School Year Board Policy.

§ 711.45. Access to Instructional Materials

National Instructional Materials Accessibility Standard (NIMAS)

Pennwood will ensure timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Pennwood 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.

To ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities, Pennwood will adopt the National Instructional Materials Accessibility Standard (NIMAS). The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

Pennwood 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.

Pennwood 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. Pennwood 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, Pennwood 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.

Pennwood 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.

Pennwood 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 Pennwood 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. See Access to Instructional Materials Board Policy.

§ 711.46. Positive Behavior Support

Positive Behavior Interventions and Support

Pennwood 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 Pennwood's PBIS program include all-staff professional development related to understanding students' interfering behaviors and their antecedents as well as how to use preventative measures to promote appropriate behavior. When a behavioral concern arises, trained personnel will conduct a Functional Behavior Assessment. This process will include direct observations conducted in the virtual classroom and at the home, if necessary. It will also include indirect observation methods, such as interviews with family and staff, a review of disciplinary, academic, and attendance records, and review of outside evaluation reports, if applicable. Data is analyzed to determine the hypothesized function of behavior and a summary of the findings and recommendations are provided to the Student Support Team.

If it is determined that a student's behavior is impacting their learning and the student would benefit from behavior interventions, the IEP team will create a positive behavior support plan. The plan will include a summary of findings from the Functional Behavior Assessment, behavioral goals and instructional strategies for teaching and reinforcing replacement behaviors. In the event that interfering behavior occurs, the plan will outline de-escalation strategies for addressing the behavior. Teachers and Learning Coaches will work together to implement the plan to reduce the occurrence of interfering behavior, and promote engagement in appropriate behaviors.

Pennwood'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. Of particular focus will be engagement with the Pennwood community, the local neighborhood, and opportunities for service learning. Pennwood will have staff members dedicated to facilitating service-learning, aligning efforts with students' transition plans and postsecondary goals.

The family is a critical part of Pennwood's PBIS framework. As part of Pennwood's Learning Coach Instructional Support Initiatives, all parents and Learning Coaches will receive support and training on creating a positive learning environment to minimize interfering behaviors and reinforcing positive behaviors. Pennwood's PBIS framework is a tiered system. Therefore, when tiered interventions have been attempted for a period of time, and data reveals that behaviors have not improved, upon agreement of the parent, the student is referred to the Special Education Team for evaluation that may include a Functional Behavior Assessment and a Behavior Support Plan.

Use of Seclusion or Restraint

Pennwood does not have physical contact with students on a regular basis; however, it will maintain Student's IEP which may include 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 the IEP 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. An Pennwood 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. Pennwood 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.

Time-Out

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Short time-out sessions will be both developmentally and behaviorally appropriate.

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(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 to 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 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 or guardian after every instance in which seclusion or restraint is used on a student.

Administration will comply with PDE guidelines regarding the reporting of the use of restraints. Specifically, any restraint that results in an injury to a student and/or staff person must be reported to the Principal or designee who will comply with any requirement to report the injury to the PDE Bureau of Special Education and any other reporting requirements.

Training

Pennwood 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 each building 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. Pennwood 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 Pennwood- 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 Pennwood 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 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 parents and specified in the

IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs 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 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, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team will consider whether the student needs 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.
- Pennwood 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 parents. 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 Pennwood in educational programs:

- Corporal punishment.
- Punishment for a manifestation of a student's disability.

- Locked rooms, locked boxes or other locked 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.
- Electric shock.

CEO or designee 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 parental consent prior to the use of restrictive or intrusive procedures or restraints.

CEO or designee 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. For a student with a disability who does not have a positive behavior support plan, subsequent to notification to law enforcement, Pennwood shall convene the student's IEP Team to consider whether a behavior support plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy. See Positive Behavior Support Plan Board Policy.

PROCEDURAL SAFEGUARDS

§ 711.61. Suspension and Expulsion

Discipline Procedures for Students with Disabilities (Suspension and Expulsion)

Reflected in the Pennwood 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.

Pennwood 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 Pennwood 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 and relevant members of the child's IEP team must review all relevant information, including the IEP, teacher observations, information provided by the parent 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 without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, Pennwood will provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately Pennwood toward achieving the goals set out in his/her IEP.

After changing a student's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral support plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

Pennwood 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 intellectual disability. When a child with a disability has been expelled from Pennwood, the school will provide the child with a disability with the education required pursuant to the IDEA, 22 Pa Code §711 and §12.6, until Pennwood 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. See Disciplinary Exclusions for Special Educational Students Board Policy.

§ 711.62. Procedural Safeguards

Procedural Safeguards Notice

Parents 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. Pennwood 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 Pennwood at any time. An additional document is 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' Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Pennwood 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 Pennwood. 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 Pennwood which is responsible for the education of the student, or of the school district in which the parents 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.
- Pennwood may request a hearing to proceed with an initial evaluation or a reevaluation when a parent fails to respond to Pennwood's evaluation or reevaluation. When a parent rejects Pennwood's proposed identification of a child, proposed evaluation, proposed provision of a FAPE or proposed educational placement, other than the initial placement, Pennwood may request an impartial due process hearing. If the parent 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 time line 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 Pennwood and the parents 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 parents of both school age and eligible young children with disabilities. Parent advocates may attend the sessions.

DRAFT SPECIAL EDUCATION POLICIES

These are draft policies provided to the Board of Trustees by Board Counsel. 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 Pennwood Cyber Charter School'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. Special Education Access to Instructional Materials
2. Special Education Alternate Assessments
3. Special Education Annual Notice
4. Special Education Anti-Bullying & Anti-Hazing
5. Special Education Assistive Technology
6. Special Education Child Find
7. Special Education Child Find (Philadelphia)
8. Special Education Homebound Instruction
9. Special Education Disciplinary Exclusions for Special Education Students
10. Special Education Dispute Resolution
11. Special Education Extended School Year (ESY)
12. Special Education Exceptional Student Records
13. Special Education Evaluation and Reevaluation
14. Special Education Free and Appropriate Public Education (FAPE)
15. Special Education Family Educational Rights and Privacy Act (FERPA)
16. Special Education IEP Development & Voter Registration
17. Special Education Independent Evaluations
18. Special Education Independent Educational Evaluations (IEE) Administrative
19. Special Education Individualized Education Program (IEP)
20. Special Education Inclusion
21. Special Education Instruction in the Home
22. Special Education Intensive Interagency
23. Special Education Least Restrictive Environment
24. Special Education Nonacademic Services and Settings
25. Special Education Physical Education
26. Special Education Positive Behavioral Support
27. Special Education Program Options
28. Special Education Psychological Services
29. Special Education Related Services
30. Special Education Section 504
31. Special Education Service Animals in School
32. Special Education Students with Specific Learning Disabilities (SLD)
33. Special Education Student Enrollment
34. Special Education Procedural Safeguard Requirements
35. Special Education Surrogate Parent
36. Special Education Training
37. Special Education Transition Services
38. Special Education
39. Special Education Transition from Early Intervention

Pennwood Cyber Charter

School Board of Trustees

Policy

Access to Instructional Materials Policy

The Pennsylvania State Board of Education adopted the National Instructional Materials Accessibility Standard (NIMAS) as defined in the Education of Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner. Pursuant to the state regulations which incorporate the IDEA, Pennwood Cyber Charter School (“Charter School”) will adopt NIMAS to ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

In accordance with 22 Pa. Code §711.45, the Charter School, shall, 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).

The Charter School, shall, in a timely manner, provide instructional materials required under 22 Pa. Code §711.45(a), if they take 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. The Charter School 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 the Charter School after the start of the school year, Charter School shall take 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.

The Charter School 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 the Education of Individuals with Disabilities Education Act, which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Schools coordinating with NIMAC shall 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 School. Schools that 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 School.

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.

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Pennwood Cyber Charter School

Board of Trustees Policy

Alternate Assessment of Students Policy

The Board of Trustees of the Charter School (“Charter School”) approves that the CEO or their designee shall ensure that all children with disabilities are included in all general state and district-wide assessment programs, including the Pennsylvania System of School Assessment (“PSSA”), with appropriate accommodations or alternate assessments where necessary and as indicated in their respective IEPs.

An assessment is a valid and reliable measurement of a student’s performance on a set of academic standards in a subject area that captures the students understanding of the set as a whole and the central concepts, knowledge and skills of each content area. As part of the new regulations in place since March 1, 2014, Pennsylvania’s Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level.

In compliance with Chapter 4 (22 Pa Code §4.11), the PA Core State Standards are a set of identified learning skills in English Language Arts and Mathematics written by Pennsylvania educators to meet the needs of Pennsylvania’s students. They set the benchmarks and guidelines for what a student should learn and master at the end of each grade level. The PA Core Standards are similar to the Common Core State Standards (CCSS). Students in grades 3 through 8 will continue to be assessed through the PSSA, which will include material aligned to the PA Core Standards only as of 2015.

The Keystone Exams are given in Algebra 1, Literature and Biology and replace the grade 11 PSSA for accountability purposes. The Keystones have also been aligned to the PA Core Standards. Therefore, all students with disabilities, except those students taking the PASA, are required to take the Keystone Exams no later than 11th grade. Pennsylvania has developed an alternative means for some students to demonstrate proficiency on the PA Core Standards, if needed.

The Pennsylvania Alternate System of Assessment (PASA) is a statewide alternate assessment designed for students with the most significant cognitive disabilities. Specifically, it is intended for those who are unable to participate meaningfully in the PSSA even with accommodations. By administering the PASA to students with severe disabilities, schools achieve compliance with federal laws and the Pennsylvania School Code that require that all students participate in the statewide accountability system.

Students who meet the eligibility criteria for the alternate assessment as determined annually by the IEP team take PASA in grades 3, 4, 5, 6, 7, 8, and 11. The PASA is an individually administered test given each spring to students by their teacher or another certified Test Administrator who knows the student well. Test administration can be adapted so that even students with the most severe disabilities can participate in the assessment and receive a score. Like the PSSA, the PASA is designed to take a snapshot of student's typical performance on a small sample of academic skills derived from the PA Core Standards.

The PASA will only include items related to the Alternate Eligible Content. The educational decisions about content rests with the Charter School IEP team and the decisions are based on individual educational needs and involvement and progress in the general education curriculum. The Alternate Eligible Content is located on the PaTTAN website under Initiatives – Students with Significant Cognitive Disabilities.

Pennwood Cyber Charter School (“Charter School”) must maintain information regarding the number of children who: participate in regular assessments; were provided accommodations in order to participate in those assessments; and participate in alternate assessments.

The CEO or their designee is directed to develop procedures to ensure that students with disabilities participate in the PSSA or PASA and the Keystone Exam to the extent consistent with applicable law.

The CEO or their designee is directed to monitor student participation in statewide assessment to foster participation.

The CEO or their designee is directed to provide training opportunities to personnel regarding statewide assessment participation and PSSA and PASA and the Keystone Exam requirements.

The CEO or their or her designee is directed to make Pennsylvania’s guidelines regarding statewide assessments available to personnel.

The CEO or their designee is directed to develop procedures to prepare students in test-taking techniques prior to test administration.

The CEO/ or their designee is directed to review assessment data and use data to drive any needed program changes. The CEO or their designee is directed to report to the Board what changes are recommended and needed.

The CEO/ or their designee must maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards. IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law. Under Chapter 4, IEP Teams will determine successful completion of graduation requirements for students with disabilities. Students with disabilities may attain the academic standards by completion of their IEPs under the IDEA and/or Chapter 4.

IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

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.

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Pennwood Cyber Charter School

2023-2024 School Year

***Annual Public Notice of Special Education Services and Programs and
Rights for Students with Disabilities
And
Notification of Rights under the Family Educational Rights and Privacy Act***

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 *et. seq.* (“IDEA 2004”).

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Pennwood Cyber Charter School (“Charter School”) children of available special education services and programs and how to request those services and programs, and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (“FERPA”), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

Charter School fulfills its duties with this Annual Notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice and Policies and Procedures described below.

The Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the School’s main office for additional information regarding rights and services.

Parents may contact Charter School’s **Chief Executive Officer or their designee or the Director of Special Education** at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures. The Procedural Safeguards Notice is provided to parents of special education students by Charter School once per school year or: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct; and (4) upon parent request. [34 CFR §300.504(a)].

The purpose of this Annual Notice is to comply with Charter School’s obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education; (2) the special education programs and related services that are available; (3) the process by which Charter School screens and evaluates such students to determine eligibility; (4) the special rights that pertain to such children and their parents or legal guardians; and (5) the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the School’s website at:
<https://www.connectionsacademy.com/pennwood-cyber-charter-school/>

Qualifying for special education and related services

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or “IDEA 2004,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities. To the extent applicable in a Local Education Agency (“LEA”), children from 3 years through school age can receive early intervention services if: the student has a developmental delay or disability as defined by the IDEA; and, because of this delay/disability, the student requires special education. Developmental delays can include one or more of the areas of cognitive, physical, communication, social, emotional, or adaptive development. For more information about early intervention and special education services, parents should contact the school.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education and related services, which may differ from those terms used in medical or clinical practice or common usage.

Section 504 Services

Under Section 504 of the federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

The Charter School must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student’s abilities and to the extent required by the laws.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school.

Least Restrictive Environment (“LRE”)

The Charter School ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or “least restrictive environment”. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2)

regular class placement for most of the school day with itinerant services by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. This is a team decision which includes the Charter School and Parents.

Depending on the nature and severity of the disability and least restrictive environment consideration, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled; (2) an alternative regular class either in or outside the school; (3) a special education center operated by an Intermediate Unit; (4) an approved private school or other private facility licensed to serve children with disabilities; (5) a residential school; (6) approved out-of-state program; or (7) the home. This is a team decision which includes the Charter School and the Parents.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of services that may be available, depending upon the child's disability and needs might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing-impaired support; (5) blind or visually-impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support. This is a team decision which includes the Charter School and the Parents.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include, but are not limited to: speech and language therapy; transportation; occupational therapy; physical therapy; school nursing services; audiology counseling services; parent counseling or training; certain medical services for diagnostic or evaluation purposes; social work; recreation; and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

The Charter School, in conjunction with parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant, but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services, and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments; and (7) the projected date for the beginning of the services and modifications, and the anticipated frequency,

location, and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning no later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

Screening and Evaluation Procedures for Children to Determine Eligibility

Screening

Charter School has established a system of screening which may include pre-referral intervention services to accomplish the following:

- (1) Identification and provision of initial screening for students prior to referral for a special education evaluation.
- (2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum and special education curriculum.
- (3) Identification of students who may need special education services and programs.

The screening process includes:

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.

Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

The Charter School has established and implements procedures to locate, identify, and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include, but are not limited to: review of data and student records; motor screening; and speech and language screening. The School assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation.

Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the Director of Special Education of Charter School at:

Pennwood Cyber Charter School
555 Ryan Run Road
York, PA 17404¹

Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

Disproportionality

In accordance with Chapter 711, in the event that Charter School would ever meet the criteria in 34 CFR § 300.646 (relating to disproportionality), as established by the State Department of Education, the services that would be required would then 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 parents.

Evaluation

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for

¹ School office phone number will be provided upon authorization of charter and administrative facility.

their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the **Director of Special Education, at 555 Ryan Run Road, York, PA 17404²**.

The evaluation process is conducted by a Multi-Disciplinary Team (“MDT”), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multi-Disciplinary Evaluation (“MDE”) process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report (“ER”). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. **Requests for a Multi-Disciplinary Evaluation must be made in writing to the Director of Special Education, at 555 Ryan Run Road, York, PA 17404.**

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents’ request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child’s parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with intellectual disability must be reevaluated every two years under State law.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a

² School office phone number will be provided upon authorization of charter and administrative facility.

disability. IEP team participation is directly addressed by the regulations. Additionally, the Charter School must invite the child with a disability to attend the child's IEP Team meeting if a purpose of the meeting includes the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the child does not attend the IEP Team meeting, the Charter School must take other steps to ensure that the child's preferences and interests are considered. IEP team participation is directly addressed by IDEA regulations.

If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the Evaluation Report (ER).

Placement must be made in the "least restrictive environment", as described more fully above, in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Parents and Surrogate Parents

For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Prior Written Notice

The Charter School will notify the parent within a reasonable time before the Charter School before the Charter School takes the following action(s), pursuant to the Notice of Recommended Educational Placement/Prior Written Notice ("NOREP/PWN") regarding the child's educational program. For more information, see the annotated NOREP/PWN on the PaTTAN website or available at the Charter School office.

- a. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education ("FAPE") to the child; or
- b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
- c. Change of placement for disciplinary reasons. (Must issue *Procedural Safeguards Notice*)
- d. Due process hearing, or an expedited due process hearing, initiated by Charter School.
- e. Refusal of Charter School to agree to an independent educational evaluation ("IEE")

- at public expense.
- f. Propose initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
- g. Graduation from high school
- h. Exiting special education
- i. Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
- j. Extended School Year (ESY) services
- k. Other [to be determined by the IEP Team]

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (“NOREP”). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten (10) days.

The prior written notice must:

Describe the action that Charter School proposes or refuses to take:

1. Describe the action that the Charter School proposes or refuses to take;
2. Explain why Charter School is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
5. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of the IDEA;
7. Describe any other choices that your child’s IEP Team considered and the reasons why those choices were rejected; and
8. Provide a description of other reasons why Charter School proposed or refused the action.

The notice must be:

- 1) Written in language understandable to the general public; and
- 2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
- 3) If your native language or other mode of communication is not a written language, Charter School will ensure that:
 - a) The notice is translated for you orally or by other means in your native language or other mode of communication;
 - b) You understand the content of the notice; and
 - c) There is written evidence that 1 and 2 have been met.

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Parental Consent

Consent means (34 CFR §300.9):

- A) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
- B) The parent understands and agrees, in writing, to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the record (if any) that will be released and to whom; and
- C) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

If a parent revokes consent, that revocation is not retroactive (i.e., it does **not** negate an action that has occurred after the consent was given and before the consent was revoked).

If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the Charter School is **not** required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

WHEN IS PARENTAL CONSENT NEEDED?

Parental consent is needed in the following instances:

1. When the Charter School proposes to initiate the provision of special education services to the child; and,
2. When the Charter School seeks to evaluate or re-evaluate the child.

Initial Evaluations (34 CFR §300.300)

The Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

The Charter School make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide

consent for an initial evaluation, the Charter School may, but are not required to, seek to conduct an initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. The Charter School will not violate obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child.

For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
2. The rights of the parents of the child have been terminated in accordance with State law; or
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Consent for an initial evaluation should, therefore, be obtained from the individual so designated to make educational decisions for the child.

Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

1. A foster child who does not have a foster parent;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

Consent for Initial Placement in Special Education (34 CFR §300.300)

We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Charter School:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special

education and related services for which your consent was requested.

Consent for Reevaluations (34 CFR §300.300)

The Charter School must obtain informed parental consent before a child is reevaluated, unless:

- A) The Charter School took reasonable steps to obtain parental consent of a child's reevaluation; and
- B) Parent did not respond.

Parental consent is not required before:

- A) Reviewing existing data as part of an evaluation or a reevaluation; or
- B) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

If parents refuse to consent to their child's reevaluation, the Charter School may, but is not required to, pursue the child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override parental refusal to consent to a child's reevaluation. As with initial evaluations, the Charter School will not violate obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

The Charter School may not use parental refusal to consent to one service or activity in order to deny parents or their children any other service, benefit, or activity.

What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300, §300.322)

The Charter School will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- A) Notifying parents of the meeting early enough to ensure that they will have the opportunity to attend; and
- B) Scheduling the meeting at a mutually agreed upon time and place.

If the Charter School is unable to convince parents to attend an IEP Team meeting, the meeting may still be conducted; however, the Charter School must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, for reevaluation and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

- A) Detailed records of telephone calls made or attempted and the results of those calls;
- B) Copies of correspondence sent to the parents and any responses received; and
- C) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

When is Consent Not Required Related to Evaluate?

1. Review existing data as part of your child's evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

When there is Refusal to Consent to a Reevaluation?

If you refuse to consent to your child's reevaluation, we may, but are not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner.

We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

Disagreements with an Evaluation

a. Independent Educational Evaluations (34 CFR §300.502)

1) General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School's criteria that apply to IEEs.

2) Definitions

- a) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by Charter School and responsible for the education of your child.
- b) *Public expense* means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

3) Parent right to evaluation at public expense

You have the right to one IEE of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:

- a) If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School's criteria.
- b) If Charter School requests a hearing and the final decision is that Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
- c) If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School's evaluation of your child.

- d) You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.

Charter School criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).

Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

b. Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:

- 1) Charter School must consider the results of the evaluation of your child, if it meets Charter School's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; **and**
- 2) You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.

c. Requests for evaluations by hearing officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS: CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Parent consent consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- c. *Participating agency* means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

d. **Personally identifiable (34 CFR § 300.32)** means information that has:

- 1) Your child's name, your name as the parent, or the name of another family member;
- 2) Your child's address;
- 3) A personal identifier, such as your child's social security number or student number;
- or**
- 4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)

a. Parent Access

Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

- 1) Your right to inspect and review education records includes:
- 2) Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;
- 3) Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies;
- and**
- 4) Your right to have your representative inspect and review the records.
 - a) Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
 - b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
 - c) On request, each Charter School must provide you with a list of the types and locations of education records collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614)

Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees

Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

3. Amendment of Records at Parent's Request (34 CFR §300.618)

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School to change the information. Charter School must decide whether

to change the information in accordance with your request within a reasonable period of time of receipt of your request. If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

4. Opportunity for a Records Hearing (34 CFR §300.619)

Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g ("FERPA"), 34 CFR § 99.22:

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in Pennwood of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Charter School must inform you of the right to place in the records that Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by Charter School; **and**
2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and

FERPA.

Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Charter School who have access to personally identifiable information.

5. Destruction of Information (34 CFR §300.624)

Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.

However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

School 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.

2. General

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 intellectual disability) 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 (see *Change of Placement Because of Disciplinary Removals* for the definition, below) or **exceed 10 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, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **10 consecutive school days**, Charter School 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 below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for **more than 10 cumulative school days** in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under *Change of Placement Because of Disciplinary Removals*). Charter School is 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 more than 10 cumulative days).

4. Services

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 to an interim alternative educational setting. A Charter School is only 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 their Charter School.

A child with a disability who is removed from the child's current placement for **more than 10 consecutive school days** must:

- a. 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**
- b. 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 **more than 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 below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are 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 below), the child's IEP Team determines 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.

5. 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, Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter 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:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If Charter 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:

- a. Conduct a functional behavioral assessment, unless Charter School 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**
- b. 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 below under the sub-heading **Special circumstances**, Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

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:

- a. Carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; **or**
- c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Charter School.

8. Definitions

- a. *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)).
- b. *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.
- c. *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.
- d. *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.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)

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:

1. The removal is for more than 10 consecutive school days; **or**
2. The removal is for more than 15 cumulative school days; **or**
3. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals; **and**
 - c. Because 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.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings *Special circumstances*, above.

Appeal (34 CFR §300.532)

1.

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; **or**
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) 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.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer*

must conduct the due process hearing and make a decision. The hearing officer may:

- a. 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
- b. 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 Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance with the following:

1. Charter School must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is filed and must result in a determination within **10** school days after the hearing.
2. Unless the parents and Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within **7** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

Placement During Appeals (34 CFR §300.533)

When the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Charter 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 specified in 34 CFR §300.530(c) or (g) 1, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Rules for Students with an Intellectual Disability

The disciplinary removal of a child with an intellectual disability attending either a Charter School for any amount of time is considered a change in placement and requires 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 an 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, a Charter School may suspend on a limited basis a student with an 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 an intellectual disability could be suspended.

Protections For Children Not Yet Eligible For Special Education and Related Services (34 CFR §300.534)

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) 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 in this notice.

1. Basis of knowledge for disciplinary matters

Charter School 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:

- a. 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 of Charter School, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's Director of Special Education or to other supervisory personnel of Charter School.

2. Exception

A Charter School would not be deemed to have such knowledge if:

- a. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

3. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings *Basis of knowledge for disciplinary matters* and *Exception*, 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 remains 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 Charter School and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)

- 1. The state and federal regulations do not:**
 - a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
 - b. 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.
- 2. Transmittal of records**

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

THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE.

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE DIRECTOR OF SPECIAL EDUCATION OF CHARTER SCHOOL FOR AN EXPLANATION. CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).

THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.

FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT DIRECTOR OF SPECIAL EDUCATION OF CHARTER SCHOOL AT PENNWOOD CYBER CHARTER SCHOOL, 555 Ryan Run Road, York, PA 17404.³

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.

³ School office phone number will be provided upon authorization of charter and administrative facility.

Pennwood Cyber Charter School

Board of Trustees Policy

ANTI-BULLYING & ANTI-HAZING POLICY

The Board of Trustees (“Board”) of the Pennwood Cyber Charter School (“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 as well as to promote positive interaction among students through participation in Charter School sponsored groups or organizations. Bullying, cyberbullying and hazing like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and participate in the School community and the Charter School’s ability to educate its students in a safe environment. Therefore, in order to ensure and promote a safe learning environment, it shall be the policy of the Charter School to maintain an educational environment that is intolerant of bullying, cyberbullying or hazing 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, cyberbullying or hazing. 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 the Charter School.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion. Training will be provided to teachers, administrators, and staff on a quarterly basis. Trainings will be conducted by the building designee “bullying response specialist” as well as outside providers to address needs communicated by the school around this issue.

Definitions

Bullying and **Cyber-bullying** 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 the 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 cyber-bullying 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 the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and technology, on a Charter School server or electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the 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

Cyber-bullying 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 the Charter School's Acceptable Use and Internet Safety Policy, which is required under the Children's Internet Protection Act ("CIPA"), and review the Charter School's Social Media and Networking Guidelines Policy when using any technology resources.

Cyber-bullying 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;
- 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 cyber-bullying for things such as calling or text messaging the victim and/or using a victims' 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 the 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.

Hazing

Title 18 - Chapter 28 was added October 19, 2018, P.L.535, No.80, also known as the "Timothy J. Piazza Antihazing Law." Chapter 28 defines the following:

- **§ 2802. Hazing.**
 - (a) Offense defined.--**A person commits the offense of hazing if the person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a minor or student into or with an organization, or for the purpose of continuing or enhancing a minor or student's membership or status in an organization, causes, coerces or forces a minor or student to do any of the following:
 - (1) Violate Federal or State criminal law.
 - (2) Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the minor or student to a risk of emotional or physical harm.
 - (3) Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
 - (4) Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
 - (5) Endure brutality of a sexual nature.
 - (6) Endure any other activity that creates a reasonable likelihood of bodily injury to the minor or student.
 - (b) Grading.--**
 - (1) Except as provided under paragraph (2), hazing is a summary offense.
 - (2) Hazing shall be a misdemeanor of the third degree if it results in or creates a reasonable likelihood of bodily injury to the minor or student.
 - (c) Limitation.--**Hazing shall not include reasonable and customary athletic, law enforcement or military training, contests, competitions or events.

- **Secondary school:** Any public or private school within this Commonwealth providing instruction in grades 7 through 12 or any combination of those grades.

The CEO or designee shall ensure that students are informed of the secondary school's policy, including the secondary school's rules, penalties and program of enforcement. This policy must be posted on the Charter School's publicly accessible Internet website.

The CEO or designee will provide a program for the enforcement of this policy required under 18 Pa. C.S.A. 2801 *et seq.* and shall adopt appropriate penalties for violations of the policy to be administered by the Charter School's Principals or their designees responsible for the sanctioning or recognition of the organizations covered by this policy.

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 the 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, cyberbullying and hazing can bolster these types of behaviors, the Charter School prohibits both active and passive support for acts of bullying, cyberbullying and hazing. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the CEO of the Charter School.

Reporting Procedures

Any student who feels he or she has been bullied or cyber-bullied shall have the right to file a complaint of such bullying. Complaints should be reported to the school principal. Complaints may also be reported directly to a teacher, guidance counselor, or other administrator who shall immediately report the incident to the school principal in order to protect the alleged victim and for prompt investigation.

Any staff member who sees any incidents of bullying or cyber-bullying must immediately report the incident(s) to the school principal. 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 school principal or his/her designee to investigate promptly and thoroughly any and all bullying and cyber-bullying 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 school principal to be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyber-bullying, 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 the bullying, the Charter School shall take prompt corrective action to ensure the bullying and/or cyber-bullying ceases and will not reoccur.

Reports to the school principal may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The school principal 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 cyber-bullying may range from positive behavioral interventions up to and including in school or out of school suspension from the Charter School or expulsion or other disciplinary removal from the Charter School, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Charter School's student Code of Conduct or Employee Handbook.

In some cases, bullying and/or cyber-bullying 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 cyber-bullying 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 the 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 the Charter School, at any activity sponsored, supervised or sanctioned by the 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 cyber-bullying 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 cyber-bullying 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 cyber-bullying. 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 cyber-bullying. The consequences and appropriate remedial action for a student found to have

falsely accused another of bullying and/or cyber-bullying 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 cyber-bullying shall be disciplined in accordance with Charter School policies, procedures, and agreements.

Disabled Students

For those students who meet the disability definitions of IDEA and/or Section 504, both Section 504 and Title II protect these disabled students from bullying or hazing by teachers, other school employees, and third parties. Such prohibited behavior can trigger a school's obligation to address disability-based harassment, remedy a denial of a free and appropriate public education ("FAPE"), or both. The U.S. Department of Education's Office of Civil Rights ("OCR") would find a disability-based harassment violation under Section 504 and Title II when: (1) a student is bullied or hazed based on a disability; (2) the bullying or hazing is sufficiently serious to create a hostile environment; (3) school officials know or should know about the bullying or hazing; and (4) the school does not respond appropriately.

Annual Distribution of Information

The Board 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 and hazing that occur in the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and/or technology, on Charter School servers or Charter School electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity or organization sponsored, supervised or sanctioned by the 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 the Charter School is also subject to this policy.

The 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. The Charter School shall ensure this policy and its procedures for reporting bullying, cyberbullying and hazing 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, the 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, 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 the Charter School's Acceptable Use and Internet Safety Policy and its Child Internet Protection Act (CIPA) Policy.

The Charter School will comply with all applicable federal and state laws relating to bullying and cyberbullying and hazing, 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 and the PA Anti-Hazing Law (P.L. 1595, No.175).

The 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.

Specifically, with regard to the PA Safe Schools Act, Charter School administration shall annually provide the following information with the Safe School Report

1. Board's Anti-Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Training

To ensure bullying does not occur on school campuses, the Charter School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

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Pennwood Cyber Charter School

Board of Trustees Policy

Assistive Technology (AT) Policy and Procedures

The Board of Trustees of Charter School (“Charter School”) recognizes that Assistive Technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities.

Both federal and state special education laws explicitly define Assistive Technology to include both Assistive Technology devices and/or services, the purpose of which are to improve the functional capabilities of a student with a disability. Such Assistive Technology must be provided for a child with a disability, at no cost to parents, if determined by the IEP team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

As defined in federal and state law, **assistive technology device** means 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 children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Assistive technology services are those that are necessary to enable the student and/or IEP Team to use any Assistive Technology services specified in the IEP. Such Services may include:

- A) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
- B) Purchasing, leasing, or otherwise providing for the acquisition of Assistive Technology devices by children with disabilities;
- C) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing Assistive Technology devices;
- D) Coordinating and using other therapies, interventions, or services with Assistive Technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E) Training or technical assistance for a child with a disability or, if appropriate, that child’s family;
- F) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise involved in the major life functions of that child.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

By way of example:

Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly.

External components of surgically implanted medical devices must be functioning properly.

Guidelines

Consideration of Assistive Technology, in the context of IEP development, review or revision, is intended to be a collaborative process in which team members determine whether AT devices or services are needed for the student to access the general education curriculum or meet IEP goals. Consideration may necessitate that the IEP team include (or have access to) someone who has knowledge about Assistive Technology or who can guide the Team in considering Assistive Technology in the context of what they know about the student. Team members who are considering Assistive Technology should examine available data and observations about the student and ask whether the student may need Assistive Technology:

- A) To be in the LRE;
- B) To meaningfully participate in the general education curriculum;
- C) To participate in activities;
- D) To access educational/print materials, including textbooks;
- E) To access auditory information;
- F) For written communication/computer access;
- G) For augmentative communication;
- H) To participate in state and local assessments.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

THEREFORE

To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on

subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access Reimbursement, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is the charter school's responsibility to provide assistive technology devices and services when included as part of a student's IEP. State and federal law do **not** require that the Charter School purchase Assistive Technology as needed in the IEP. However, it is appropriate for the Charter School to purchase, rent or borrow Assistive Technology or utilize Assistive Technology that is acquired through the student's insurance. The Charter School may not require the family to utilize insurance or any other funding source. The Charter School remains responsible for any costs related to repair, maintenance, or replacement of required Assistive Technology that is specified in the IEP.

The Chief Executive Officer ("CEO")/Principal or their designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the CEO/Principal or their designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO/Principal or their designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO/Principal or their designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

The CEO or their designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and external components of surgically implanted medical devices.

Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The CEO or their designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriate AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the Charter School. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

Hearing Aids/External Components of Surgically Implanted Medical Devices:

Pennwood will adhere to Section 300.113 of IDEA Part B, Subpart B – State Eligibility. The CEO/Principal or their designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriate AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the charter school. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students' IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

The CEO/Principal or their designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired/maintained.

The CEO/Principal or their designee is further directed to have a plan in place to provide AT services without interruption.

The CEO/Principal or their designee is charged with making personnel aware of the availability of AT resources.

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DRAFT

Pennwood Cyber Charter School

Board of Trustees Policy

Child Find Policy and Public Outreach Awareness System

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the CEO/CAO/Principal or their designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children and homeless youth, as appropriate.

Public Awareness

The CEO/CAO/Principal or their designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at the Pennwood Cyber Charter School ("Charter School").

Charter School shall publish annually a written notice (attached hereto), in means accessible to the Charter School families. Such notice must be included in the Charter School's Handbook and on the Charter School's website. The Notice may also be made available in means accessible to the public, such as: at the Charter School's main office, in the Charter School's special education office, through local Intermediate Units and/or through other generally accessible print and electronic media deemed appropriate, and with the Board meeting minutes a description of: child identification activities, of the Charter School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by the Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Outreach Activities

The CEO/CAO/Principal or their designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend the Charter School:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and

agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through the Charter School and information regarding the manner in which parents can request and access those services.

- Provide or obtain periodic training for the Charter School's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.
- The public outreach awareness system utilized by the Charter School shall include methods for reaching homeless children, wards of the state, and highly mobile children, including migrant children.
- The Charter School shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.
- The Charter School's child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

Screening

The CEO/CAO or their designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 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 if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;

- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty ("FBA" or functional behavior assessment);
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention, if applicable;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;
- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, the Charter School may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

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CHILD FIND NOTICE PHILADELPHIA

Services for School-Age Students with Disabilities

Pennwood Cyber Charter School (“Charter School”) provides a free, appropriate, public education (“FAPE”) to eligible students. To qualify as an eligible student, the child must be of school age, in need of specially designed instruction, and meet eligibility criteria for one or more physical or mental disabilities as set forth in the federal Individuals with Disabilities Education Act (“IDEA”) and Chapter 711 of the Pennsylvania State Regulations.

The Charter School uses identification procedures to determine eligibility of students and provide an appropriate educational program consisting of special education and related services, individualized to meet student needs at no cost to the parents. To identify students who may be eligible for special education, various screening activities are conducted on an on-going basis. These screening activities include: review of group-based data (cumulative records, enrollment records, health records, report cards, ability, and achievement test scores); hearing, vision, physical, and speech/language screening; and review of data by applicable Charter School Teams. When screening results suggest that the student may be eligible for special education services, the Charter School seeks written parental consent to conduct a multidisciplinary evaluation because the Charter School cannot conduct an evaluation or provide an initial provision of special education services without this written permission. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net.

However, Parents who suspect that their child is eligible for special education services may request a multidisciplinary evaluation at any time through a written request to the Principal or Special Education Coordinator. If the parent disagrees with the Evaluation Report, the parent can request an independent education evaluation at public expense.

Once the evaluation process determines eligibility, an IEP Team of Charter School professionals and Parents meet to discuss and determine services to meet the needs of the student and include the annual development of an Individualized Education Program (IEP), bi-annual or tri-annual multidisciplinary re-evaluation, and a full continuum of services, which include Itinerant, Supplemental, or Full-Time Levels of Intervention. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student’s identified needs and abilities, chronological age, and the level of intensity of the specified intervention. The Charter School also provides related services, such as transportation, speech and language therapy, physical therapy, and occupational therapy, required for the student to benefit from the special education program.

Services for Protected Handicapped Students

In compliance with the state and federal law, namely Section 504 of the Rehabilitation Act of 1973, the Charter School will provide to protected handicapped students services or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and

extra-curricular activities to the maximum extent appropriate to the student's abilities. These related services or accommodations are provided without discrimination or cost to the student or family. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. Services and safeguards for protected handicapped students are distinct from those applicable to exceptional students enrolled or seeking enrollment in special education programs.

Confidentiality of Student Records

The Charter School protects the confidentiality of personally identifiable information for all students in accordance with the Family Educational Rights and Privacy Act ("FERPA"), state law and the Charter School's student records policy.

Contacts

For additional information regarding any special education or Section 504 issues, please contact the Coordinator of Special Education or CEO/Principal at:

Pennwood Cyber Charter School
555 Ryan Run Road
York, PA 17404⁴

Other

For preschool age children, information, screenings and evaluations requested, contact Elwyn SEEDS at (215) 222-8054.

⁴ School office phone number will be provided upon authorization of charter and administrative facility.

PENNWOOD CYBER CHARTER SCHOOL ADDRESS

Board of Trustees Policy

Homebound Instruction Cyber Charter Policy

In accordance with 22 Pa Code § 11.25, the Board of Trustees of Pennwood Cyber Charter School ("Charter School"), sets forth the following policy:

"(a) A school district, area vocational technical school, charter school, independent school, private school or non-public school may temporarily excuse a student from compulsory attendance on account of illness or other urgent reasons and provide that student homebound instruction while he or she is excused from school. Regulations require that the term "urgent reasons" be strictly construed not to permit irregular attendance at school."

(b) A school district, area vocational technical school, charter or independent school may provide students temporarily excused under this section with homebound instruction for a period not to exceed 3 months. A school district, area vocational technical school, charter or independent school may request approval from the Department to extend the provision of homebound instruction, which shall be reevaluated every 3 months. When a student receives homebound instruction, the student may be counted for attendance purposes as if in school. A school district shall be reimbursed for homebound instruction provided to a student under section 2510.1 of the Public School Code of 1949 (24 P. S. § 25-2510.1).

(c) A school district shall adopt policies that describe the instructional services that are available to students who have been excused under this section. The policies must include statements that define the responsibilities of both the district and the student with regard to these instructional services."

While the nature of cyber charter school education and the Charter School's educational delivery model, does not present the usual logistical issues around the method of instruction to the Student, homebound instruction is still applicable with regard to the compulsory attendance component. The cyber Charter School student continues to be able to access teachers, lessons, and all course work from their homes prior to homebound instruction being approved but once on homebound instruction, compulsory attendance is not required for the

length of time that student is permitted to be on homebound instruction.

Purpose of Homebound Instruction

The purpose of homebound instruction is to keep students on track academically while the student is temporarily out of school. Homebound instruction is defined in the PDE Basic Education Circular ("BEC") as school-supplied one-to-one tutoring for a limited time. However, because all of the Charter School's students already have full online access to the curriculum, teachers and all other aspects of the school's educational programming, including one to one time with instructors during virtual office hours, the BEC must be viewed differently by way of guidance than for brick and mortar charter schools. Regardless, the Charter School students are counted in both the school membership* and school attendance**. See *22 Pa Code § 11.25(b)*.

Certification of Teachers Providing Homebound Instruction

Teachers employed for delivering homebound instruction are governed by the same certification regulations as all other teachers. Refer to Certification Staffing and Policy Guidelines (CSPG) #1, Appropriate Certification in Pennsylvania, Statement 7:

A "homebound instruction" teacher is governed by the same certification regulations as all other teachers. When regularly employed professional staff cannot be assigned to homebound instructions, persons on the substitute roster holding appropriate certification may be used. If no certified person is available, an emergency certificate may be issued to qualify a person to teach homebound students.

Documentation for Homebound Instruction Request

Since the goal is to rehabilitate a student so that they can return to school, the Charter School may define what is acceptable as an appropriately licensed professional for a specific type of excusal. Accordingly, the Charter School requires written documentation from a physical or mental health provider at the doctoral level or above, who is licensed to practice in Pennsylvania and who is actively treating the student for the medical condition at issue for homebound instruction. PDE's guidance states that a doctor does not "order" homebound instruction but rather provides the diagnosis to enable the school district/charter school to make an informed decision on how to best provide for the student's education. Furthermore, PDE guidance allows the Charter School to require frequent updates on the student's progress, from this appropriately licensed professional, as a condition of continued excusal.

A Charter School may provide homebound instruction for an initial total of three months without consulting or notifying PDE.

Extension: After expiration of the initial three month period of homebound instruction, it is not necessary for the Charter School to send to PDE the licensed professional's documentation with the extension request; rather, the Charter School must ensure the excuse is reasonable for absence from school and that the student is being treated actively for the condition necessitating the absence.

NOTE: If the need for homebound instruction goes beyond the initial three months, the Charter School should determine whether the student should be evaluated or considered for either an IEP or a 504 Service Agreement.

Pregnant and Parenting Students

Becoming pregnant or being a parent does not, in itself, necessitate that a student receive homebound instruction. Certification of a physician is required for any students, including pregnant or parenting students, who are requesting homebound instruction because of an illness or other urgent reason.

Attendance

A student receiving homebound instruction is counted in both membership and attendance. If a student does not receive homebound instruction during the first three months of a school year, then the student is counted in membership but not in attendance.

PDE defines the following terms:

- **Membership:** student is on the attendance roles, whether or not he or she physically is present on any given day.
- **Attendance:** days when a "member" student is counted as present in school.
- **Inactive Roll:** student is not counted in either membership or attendance.

PDE's Child Accounting counts an hour of weekly instruction as equivalent to a day of school attendance. Therefore, five hours of weekly instruction are equivalent to five days of school attendance.

However, for every hour less than the total of five hours of homebound instruction provided (or 2.5 hours for half-day attendees), the student is marked as absent – one day for each hour missed. Hours are counted on a weekly basis; a student cannot be counted as present by combining hours from consecutive weeks. For example, three hours of homebound instruction one week and seven hours the next week cannot count as fulltime for the two weeks.

The Charter School may, at their discretion, provide more than five hours of instruction per week without requesting special permission from PDE.

Part-time Attendance

A Charter School may structure homebound instruction for a student such that the student attends school part-time, as his or her condition allows; homebound instruction requests need not be restricted to students who are unable to attend school at all. If it is agreed by the Charter School that a student attends school for partial days, than homebound instruction would be prorated. For example, if a student attends school half-days, only 2.5 hours of homebound instruction is required for the equivalent of five days of instruction

PSSA Testing

A homebound student is required to participate in the Pennsylvania System of School Assessment (PSSA). If the student is incapable of participating at the school, the individual who is providing the homebound instruction should be trained to administer the assessment and then administer the test to the student in his/her home.

PDE Reporting

A charter school may provide homebound instruction for the initial three months of excusal without consulting Pennsylvania Department of Education ("PDE"). Following the initial three months, the charter school must obtain the approval of PDE to extend homebound instruction. Any excusal from compulsory attendance must be reevaluated, at minimum, every three months. The Charter School may have a policy that requires more frequent evaluations.

It is not necessary for the Charter School to send to PDE the licensed professional's documentation with the extension request; the Charter School simply must ensure the excuse is reasonable for absence from school and that the student is being treated actively for the condition necessitating the absence.

Non-attendance without the provision of homebound instruction

If a condition exists which prevents a child from the ability to benefit from study, the student may be entered into the inactive roll with the PDE's approval until such a time as the student may benefit from study. (22 Pa Code § 11.34.)

School Initiated. A Charter School may excuse a school age child from compulsory school attendance upon recommendation of the school physician and a psychiatrist or public school psychologist, or both, and with the approval of PDE. Prior to seeking excusal and approval, the Charter School must provide the child's parents with written notice of both the proposed excusal, including the reasons for the excusal, and an opportunity to be heard. See 22 Pa Code § 11.34 and 24 P.S. § 13-1330(2). Children so excused are entered on the inactive roll.

Other in-home instruction that is not designated as homebound instruction

There are a number of educational options that sometimes are referred to as "homebound instruction" although they do not fit the legal definition of homebound instruction. The following are NOT categorized as "homebound instruction" pursuant to the PDE BEC:

- **Instruction Conducted in the Home:** for special education students for whom an Individualized Educational Plan (IEP) team determines that the instruction of the student is to be conducted in the home; students are counted in both the school membership and school attendance; this is not homebound instruction. (See "Special Education Policy – Instruction in the Home").
- **Home Education Program (Homeschooling):** usually taught at home by a parent (referred to as the home education supervisor); students are not counted in either the membership or school attendance; this is not homebound instruction. Students enrolled in the Charter School cannot be simultaneously home-schooled as they would be in their school district of residence.

- **Home Study:** for expelled students or students awaiting placement; students are counted in the membership but not the school attendance; this is not homebound instruction.

Audits

As the Charter School may be audited for their provision of homebound instruction, the following information will be maintained and made available for such an audit:

- The documentation from the appropriately licensed practitioner substantiating the need for homebound instruction.
- The listing of the students on homebound instruction and the total amount of time for each student in homebound instruction.

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Pennwood Cyber Charter School

Board of Trustees Policy

Disciplinary Exclusions of Special Education Students Policy

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 as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees directs compliance with these requirements and directs the Chief Executive Officer/Principal or their designee to implement procedures necessary to effectuate the following:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

Pennwood Cyber Charter School (“Charter School”) 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.

2. General

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 an intellectual disability) 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 (see **Change of Placement Because of Disciplinary Removals** for the definition, below) 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, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see **Manifestation determination**, below) 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 below under **Services**. The child’s IEP Team determines the interim alternative educational setting for such services. Under PA 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 (explained under **Change of Placement Because of Disciplinary Removals**). Charter School is 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).

4. Services

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. A charter school is only 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 their charter school.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

- a. 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
- b. 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 below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are 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 below), the child's IEP Team determines 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.

5. 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), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter 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:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, 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 Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those

deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If Charter 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:

- a. Conduct a functional behavioral assessment, unless Charter School 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
- b. 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 below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

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:

- a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
- c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.

8. Definitions

- a. *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)).
- b. *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.
- c. *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.
- d. *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.

9. 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, Charter School 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:

1. The removal is for more than 10 consecutive school days; or
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
 - c. 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 Charter School 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 the headings *Additional authority* and *Special circumstances*, above.

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; or
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) 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.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision. The hearing officer may:

- a. 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
- b. 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 Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the

headings **Due Process Complaint Procedures, Hearings on Due Process Complaints**, except as follows:

1. The LEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter 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 an Intellectual Disability

The disciplinary removal of a child with an intellectual disability attending a charter school 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 an 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, a charter school may suspend on a limited basis a student with an 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 an intellectual disability could be suspended.

Protections For Children Not Yet Eligible For Special Education and Related Services

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) 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 in this notice.

2. Basis of knowledge for disciplinary matters

A charter school 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:

- a. 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;
- b. The parent requested an evaluation related to eligibility for special education

and related services under Part B of the IDEA; or

- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's director of special education or to other supervisory personnel of the Charter School.

3. Exception

A charter school would not be deemed to have such knowledge if:

- a. The child's parent has not allowed an evaluation of the child or refused special education services; or
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a charter school does not have knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, 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 remains 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 Charter School, and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

B. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1. The state and federal regulations do not:

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- b. 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.

2. Transmittal of records

If a charter school reports a crime committed by a child with a disability, the charter 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.

NON-DISCRIMINATION

Charter School shall 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.

The CEO/Principal or their designee is directed to develop procedures and practices related to the use of positive behavioral interventions and supports, and procedural safeguards and to ensure that those policies and procedures are implemented.

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.

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Pennwood Cyber Charter School

Board of Trustees Policy

Dispute Resolution and Alternative Dispute Resolution Policy

It is the policy of Pennwood Cyber Charter School (“Charter School”) to ensure that disputes between parents and Charter School regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.

Every effort should be made to address and resolve disputes at the building/IEP team level if possible. The Chief Executive Officer (“CEO”)/Principal or their designee is directed to be aware of alternative dispute resolution procedures and programs, including facilitated IEP team meetings and mediation, and utilize those programs when deemed appropriate.

The CEO/Principal or their designee is responsible for ensuring that any agreements entered into as a result of a mediation session are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

When alternative dispute resolution is not practical or otherwise appropriate, or when a due process complaint is filed, the CEO/Principal or their designee is directed to follow applicable state procedures regarding the filing and answering of a due process complaint, including requirements relating to dissemination of procedural safeguards.

The CEO/Principal or their designee is responsible for ensuring that due process decisions are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

Included in such resources for the CEO, the Charter School Team and Parents, is the PA Office of Dispute Resolution for information on the following:

ConsultLine at 800-879-2301 (Toll-free in Pennsylvania) or 717-901-2145, is a statewide toll-free help line:

- Serving families, advocates, and agencies that have questions about special education for students and young children with disabilities.
- Providing information about special education laws, parents’ rights, the formal complaint process, and other dispute resolution options to address concerns so that children with disabilities receive a free and appropriate public education (FAPE).

Individualized Education Program (IEP) Facilitation

This is a voluntary option that is available when both the Charter School and Parent(s) agree to have a neutral person – the IEP Facilitator – at the IEP meeting to assist in discussing concerns regarding the development of the IEP.

The IEP Facilitator:

- Is not a member of the IEP team, but assists the IEP team to resolve conflicts and disagreements that arise during the meeting.
- Helps to maintain open communication among all IEP team members, maintains impartiality, and does not write the IEP.
- Builds and improves relationships among the IEP team members, and provides opportunities to resolve conflicts as they arise.

IEP Facilitation is more cost-efficient and less stressful than due process.

Mediation

If both parties agree to mediation, the Office for Dispute Resolution will arrange for a neutral, specially-trained mediator to meet with them at a mutually convenient location. The following guidelines apply:

- ODR provides independently contracted mediators to families and school districts.
- The mediator will meet with both parties together (and separately if necessary) to listen to both points of view, in order to understand each side's position.
- Mediation can take place at any time before or during the due process cycle.
- Mediation is not a required process and may not delay or deny a parent the right to a due process hearing.

Neither school officials nor parents may include an attorney at the mediation session.

Resolution Meeting Facilitation

When a parent requests due process, the school and parents must hold a Resolution Meeting within 15 days unless both sides agree to waive the meeting or try mediation instead. If both parties agree to have a neutral person at the resolution meeting, ODR will send a facilitator to assist the parties in reaching agreement.

Benefits of Resolution Meeting Facilitation:

- Builds and improves relationships between parents and schools;
- Encourages parties to identify new options to address unresolved issues;
- Could be less stressful and less expensive than a due process hearing;
- If agreement is reached, the due process hearing might not be needed.

The CEO or designee is responsible for ensuring that any agreements entered into as a result of a Mediation or Resolution Session are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

Office of Dispute Resolution Hearing Officer Settlement Conference Program

A hearing officer settlement conference (HOSC) is a service from PDE's Office of Dispute Resolution where parties who are close to a resolution, but have identifiable sticking points or roadblocks, can work with a sitting hearing officer to see if those sticking points/roadblocks can be overcome so that the parties can avoid a hearing and can move to finalizing the resolution.

If both parties agree to participate in a HOSC, the ODR case manager will assign a settlement hearing officer who is an active hearing officer, but who is not the presiding hearing officer in the case, to assist the parties through a HOSC. There is no cost to either party and it is non-binding but provides a substantive opportunity for the parties to obtain valuable input from a hearing officer as to potential liability and valuation.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Extended School Year Services ("ESY ") Policy

The Board of Trustees directs that the Pennwood Cyber Charter School ("Charter School") comply with the requirements incorporated by reference in 34 CFR §300.106 (relating to extended school year services). The Charter School must ensure that ESY services are available as necessary to provide FAPE.

ESY Services means special education and related services that are provided to a child with a disability, beyond the normal school year, in accordance with the child's IEP, and at no cost to the parents of the child.

The CEO/CAO/Principal or their designee is directed to ensure that the Charter School uses 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, the charter school shall 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 shall consider the following factors, however, no single factor will be considered determinative:

(i) 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).

(ii) 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).

(iii) 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.

(iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

(v) 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.

(vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.

(vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities.

Reliable sources of information regarding a student's educational needs, propensity to

progress, recoupment potential and year to year progress may include the following:

- (1) Progress on goals in consecutive IEPs.
- (2) Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
- (3) Reports by parents of negative changes in adaptive behaviors or in other skill areas.
- (4) Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
- (5) Observations and opinions by educators, parents and others.
- (6) Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The Charter School will not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of those services

The need for ESY services will not be based on any of the following:

- (1) The desire or need for day care or respite care services.
- (2) The desire or need for a summer recreation program.
- (3) 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.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe intellectual disability; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

- (1) Parents of students with severe disabilities shall be notified by Charter School of the annual review meeting to ensure their participation.
- (2) An IEP review meeting must occur no later than **February 28** of each school year for students with severe disabilities.
- (3) The notice of recommended educational placement (NOREP) shall be issued to the parent no later than **March 31** of the school year for students with severe disabilities.
- (4) If a student with a severe disability transfers into Charter School 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.

The eligibility for ESY services of all students with disabilities shall be considered at the IEP meeting. ESY determinations for students other than those described above as having severe disabilities are not subject to the timelines for students with the severe disabilities described above. However, determinations for those other students shall still be made in a timely manner.

If the parents disagree with Charter School's recommendation on ESY, the parents will be afforded an expedited due process hearing in accordance with applicable laws. Parents are to be provided with the required procedural safeguards notice.

ESY programs are to be individualized with regard to the amount of services and

individually appropriate goals and related services.

In cases where ESY is denied, evidence to support the denial is to be made part of the student's file.

The CEO/CAO/Principal or their designee is directed to develop procedures consistent with this policy and applicable laws.

TIMELINES CONTAINED IN THIS POLICY MAY BE CHANGED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION AND THE SCHOOL MUST FOLLOW.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Exceptional Student Records Confidentiality Policy

The Pennwood Cyber Charter School ("Charter School") recognizes the need to protect the privacy rights of Charter School's exceptional students and their parents. The classification, collection, use, maintenance and dissemination of any information about a student or his or her family raises issues regarding the privacy of that information. Thus, Charter School shall adhere to the provisions of federal and state laws pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the applicable provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and its implementing regulations; the applicable provisions of the Pennsylvania Public School Code of 1949, and the applicable provisions of Chapters 12 and 711 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education and other provisions applicable to charter schools. The Chief Executive Officer ("CEO")/Principal or their designee is designated as the administrator responsible for the maintenance, access, use and release of exceptional student records. This policy is to be used in combination with Charter School's Student Records Policy.

The CEO/Principal or their designee shall be responsible for the implementation of this policy.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental/legal guardian consent under FERPA, the student's parent's/legal guardian's consent (or student's consent if the student has reached the age of majority and is otherwise eligible to have record rights transferred to him or her) must be obtained before personally identifiable information about that student is disclosed to parties other than officials of Charter School. Except under the circumstances specified below, parental consent is not required before personally identifiable information is released to officials of Charter School for purposes of meeting a requirement of Part B of IDEA 2004.

A parent's (legal guardian's) consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

- 1. Related to the confidentiality of information, the following definitions apply:**
 - a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
 - b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family

Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g (FERPA)).

- c. **Participating agency** means any charter school, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. **Personally identifiable (34 CFR §300.32)** means information that has:
 - 1) A child's name, a parent's name, or the name of another family member;
 - 2) A child's address;
 - 3) A personal identifier, such as a child's social security number or student number; **or**
 - 4) A list of personal characteristics or other information that would make it possible to identify a child with reasonable certainty.

2. Access Rights (34 CFR §300.613)

a. Parent Access

Charter School must permit a parent to inspect and review any education records relating to the parent's child that are collected, maintained, or used by the charter school under Part B of the IDEA. The charter school must comply with a parent's request to inspect and review any education records on the parent's child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after the parent has made a request.

A Parent's right to inspect and review education records includes:

- 1) A parent's right to a response from Charter School to reasonable requests for explanations and interpretations of the records;
- 2) A parent's right to request that Charter School provide copies of the records if the parent cannot effectively inspect and review the records unless the parent receives those copies; **and**
- 3) A parent's right to have a representative inspect and review the records.
 - a) Charter School may presume that a parent has authority to inspect and review records relating to the parent's child unless advised that the parent does not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
 - b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
 - c) On request, each charter school must provide the parent with a list of the types and locations of education records collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614)

Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA 2004 (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees

Charter School may charge a fee for copies of records (34 CFR §300.617) that are made

for a parent under Part B of the IDEA, if the fee does not effectively prevent the parent from exercising the right to inspect and review those records.

Charter School may not charge a fee to search for or to retrieve information under Part B of IDEA 2004.

3. Amendment of Records at Parent's Request (34 CFR §300.618)

If a parent believes that information in the education records regarding the parent's child collected, maintained, or used under Part B of IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of the child, the parent may request the charter school that maintains the information to change the information.

Charter School must decide whether to change the information in accordance with the parent's request within a reasonable period of time of receipt of the parent's request.

If Charter School refuses to change the information in accordance with the parent's request, it must inform the parent of the refusal and advise the parent of the right to a hearing for this purpose.

4. Opportunity for a Records Hearing (34 CFR §300.619)

Charter School must, on request, provide the parent an opportunity for a hearing to challenge information in education records regarding the parent's child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in Pennwood of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, Charter School decides that the information is

inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the parent's child, the parent may place in the records that it maintains on the parent's child a statement commenting on the information or providing any reasons the parent disagrees with the decision of the participating agency. Such an explanation placed in the records of the parent's child must:

1. Be maintained by Charter School as part of the records of the child as long as the record or contested portion is maintained by Charter School; **and**
2. If Charter School discloses the records of the child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

The CEO/Principal or their designee must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Pennsylvania's policies and procedures regarding confidentiality under Part B of IDEA 2004 and FERPA.

Each charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

Persons who have access to personally identifiable information at the charter school will include members of the child's IEP team, Charter School's records custodian and the CEO/Principal or their designee. Any individual accessing a student's personally identifiable information must sign a sheet evidencing review of the records. The sheet will be maintained with the student records.

5. Destruction of Information (34 CFR §300.624)

Charter School must inform the parent when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the parent's child, and the information must be destroyed at the parent's request.

However, a permanent record of the child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Charter School must comply with record maintenance requirements in accordance with FERPA and Chapters 711 and 12 of Title 22 of the Pennsylvania Code, together with directives of PDE

with regard to record maintenance. Special Education records must also be maintained in accordance with PDE 6-year cyclical monitoring period guidelines established by PDE.

TRANSFER OF RECORDS BETWEEN SCHOOLS

When the education 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, the public agency, private school, approved private school or private agency from which the child transferred shall 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 a charter school.

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 a charter school, the charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES AND RECORD TRANSMITTAL

Charter School reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. A charter school reporting a crime may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

ELECTRONIC TRANSMISSIONS

Charter School will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All the Charter School electronic mail correspondence shall include the following:

CONFIDENTIALITY NOTICE

The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling Charter School at PHONE NUMBER. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

ADMINISTRATIVE PROCEDURES:

The CEO/Principal or their designee shall be responsible for ensuring that the education records, confidentiality policies and procedures established under IDEA

2004 (relating to confidentiality of education records of exceptional students) are enforced and administered. This official shall:

Notify parents on an annual basis of the policies and procedures regarding exceptional student education records and the rights of parents under both Federal and State Law concerning the confidentiality of education records of exceptional students;

Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, use, maintenance, release and destruction;

Provide training and instruction in the implementation of records policy requirements for all educational agency personnel who collect or use exceptional student personally identifiable information; and

Maintain a current listing of the names and positions of those agents and employees of Charter School who are authorized by the school to have access to personally identifiable information of exceptional students.

An education record shall not be destroyed by Charter School if there is an outstanding request to inspect and review it by the parent or eligible student. Charter School will inform the parents of an exceptional student when personally identifiable information collected, maintained, or used in the records of the exceptional student is no longer needed to provide educational services to the exceptional student. (See Student Educational Records Policy for more information).

Upon request of the parents, information no longer relevant to and necessary for the provision of educational services to the exceptional student must be destroyed by Charter School. . However, a written record of an exceptional student's name, address, phone numbers, grades, attendance records, classes attended, grade level completed, and year completed will be maintained for six (6) years beyond the school year during which the student to whom such data pertains attains age twenty-one (21). Prior to the destruction of the information referred to in the above paragraph, Charter School shall send written notification to the parents which shall inform the parents of their right to receive a copy of the material to be destroyed.(See Student Educational Records Policy for more information).

Charter School shall not destroy education records containing information necessary for the education of an exceptional student who is enrolled or has been enrolled in an education program operated by the school.

Except as is stated in the above paragraph of this subsection, nothing in this section shall be construed to mean that Charter School is required to destroy education records and the Charter School Administration is directed to implement any procedures necessary to maintain student records consistent with this policy and applicable state and federal laws and regulations.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

EVALUATION AND REEVALUATION POLICY

In accordance with applicable state and federal regulations, the Board of Trustees of the Pennwood Cyber Charter School ("Charter School") recognizes that in order to properly identify a student as eligible for special education and related services, the Charter School must have a process and procedures in place and, therefore, directs as follows the Evaluation and Reevaluation Policy. The Charter School adopts this policy which sets forth the procedural requirements for Evaluations and Reevaluations pursuant to the IDEA and Chapter 711 concerning Charter Schools.

Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an "other health impairment," a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. (Sec. 300.8 Child with a disability). For children aged three through nine experiencing developmental delays, see §300.8(b) and for definitions of disability terms noted herein, see §300.8(c). Determinations for identification of students with a specific learning disability are subject to sec. 300.309(a).

Initial evaluations

Initial evaluations are conducted pursuant to Sec. 300.301 (Initial evaluations):

- A. General. Each public agency must conduct a full and individual initial evaluation, in accordance with §§300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part.
- B. Request for initial evaluation. Consistent with the consent requirements in §300.300, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.
- C. Procedures for initial evaluation.
 - a. The initial evaluation –
 - i. Must be conducted within 60 days of receiving parental consent for the evaluation; or
 - ii. If the State establishes a timeframe within which the evaluation must be conducted, within that timeframe; and
 - b. Must consist of procedures –
 - i. To determine if the child is a child with a disability under §300.8; and
 - ii. To determine the educational needs of the child.
- D. Exception. The timeframe described in paragraph (c)(1) of this section does not apply to a public agency if –
 - a. The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
 - b. A child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under §300.8.
 - c. The exception in paragraph (d)(2) of this section applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining (i) Whether the child is a child with a disability under §300.8; and (ii) The content of the child's Individualized Education Program ("IEP"), including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities), citing Sec. 300.304(b)I1). The Charter School must (a) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and (b) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors, citing Sec. 300.304(b)(2) and (3).

The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities, citing Sec. 300.304(c)(4).

Reevaluations

Pursuant to Sec. 300.303, the Charter School must ensure that a reevaluation of each child with a disability is conducted in accordance with §§300.304 through 300.311 –

- (1) If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- (2) If the child's parent or teacher requests a reevaluation.

Pursuant to the limitation under Section (b), a reevaluation conducted under paragraph (a) of this section –

- (1) May occur not more than once a year, unless the parent and the public agency agree otherwise; and
- (2) Must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.

If a child has been diagnosed with an intellectual disability, a reevaluation is required every two years in Pennsylvania and cannot be waived. There are no exceptions, under the PARC Consent Decree, to waiver of the reevaluation of a student diagnosed with an intellectual disability, as defined in Section 300.8€(6). Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation." See PaTTAN.net. The Special Education Evaluation/IEP Process LEA initiated request and Parent initiated request flowchart.

Additional requirements for evaluations and reevaluations

Pursuant to Sec. 300.305(a), As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must (1) Review existing evaluation data on the child, including –

- (iv) Evaluations and information provided by the parents of the child;
- (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and
- (iii) Observations by teachers and related services providers; and

(2) On the basis of that review, and input from the child’s parents, identify what additional data, if any, are needed to determine –

- (i)(A) Whether the child is a child with a disability, as defined in §300.8, and the educational needs of the child; or (B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;
- (ii) The present levels of academic achievement and related developmental needs of the child;
- (iii)(A) Whether the child needs special education and related services; or (B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The Charter School’s requirements if additional data are not needed are subject to section (d) and evaluations before change in eligibility are subject to section € , §300.305. The Charter School’s evaluation and re-evaluation process is conducted by a Multi-Disciplinary Team (“MDT”). The Multi-Disciplinary Team is formed based on the student’s needs and includes a teacher and other qualified professionals who work with the child. In addition, the Parents are an integral part of the Team under the IDEA, as are other members, as required by law.

The Multi-Disciplinary Evaluation Process

The Multi-Disciplinary Evaluation (“MDE”) process must be conducted in accordance with specific timelines and must include protective procedures. The evaluation and reevaluation processes and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report (“ER”) or a Reevaluation Report (“RR”) for the respective evaluation and reevaluation processes noted. These reports outline recommendations concerning a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction (“SDI”). Parents who think their child is eligible for special education may request, at any time, that the Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluations and for Reevaluations must be made in writing to the CEO or their designee, or the Charter School Special Education Director. If a Parent makes an oral request for a Multi-Disciplinary Evaluation or Reevaluation, the Charter School shall provide a Parent with a form for the evaluation or reevaluation. If the Charter School denies the Parents’ request for an initial evaluation and/or for a reevaluation, the Parents have the right to challenge the denial through the processes offered by the Office for Dispute Resolution (“ODR”), such as

with an impartial hearing or mediation.

If a Parent makes a request orally to any professional employee or administrator of the Charter School for an evaluation or a re-evaluation, that individual shall provide the Parent with a copy of the Permission to Evaluate ("PTE") or the Permission to Reevaluate ("PTRE") form within ten (10) calendar days of the oral request.

Copies of the Evaluation Report and/or the Reevaluation Report shall be disseminated to the Parents at least ten (10) school days prior to the meeting of the IEP Team, unless this requirement is waived by a Parent in writing.

If the Charter School determines that additional data is needed to complete a Reevaluation and has made "reasonable attempts" to get permission and has failed to get a response, it may proceed with the Reevaluation. Examples of reasonable attempts to contact Parents include documented telephone calls, registered (return receipt required) and other First Class Mail, and visits to the residence or Parents' place of business. As part of the provision to provide a Free Appropriate Public Education ("FAPE") to students with disabilities, 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, including specially designed instruction and related services, defined under the IDEA, the special programs and related services as determined by the IEP Team will be provided free by the Charter School.

For a copy of the Procedural Safeguards Notice, contact the Charter School CEO or designee, or the Charter School Director of Special Education. For questions about the evaluation/reevaluation process, including forms for the Permission to Evaluate ("PTE") and Reevaluate ("PTRE"), and for the Parents Procedural Safeguards regarding consent for the evaluation and reevaluation processes, or for any matters concerning the IEP process and special education, contact the Charter School CEO, or designee, or the Director of Special Education. The CEO or 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.

Pennwood Cyber Charter School

Board Of Trustees Policy

Free Appropriate Public Education (FAPE) Policy

The Board of Trustees of the Pennwood Cyber Charter School (“Charter School”) must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The determination that a child described above is eligible, must be made on an individual basis by the group responsible within the Charter School for making eligibility determinations.

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.

Pennwood Cyber Charter School

2023-2024 School Year

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2023-2024 School Year/Notice to Parents and Guardians Regarding the Disclosure of Student "Directory Information"

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's educational records.

These rights are briefly summarized below and are explained more fully in the Board's Student Records Policy, which is on file at the School and is available upon request:

1. The right to inspect and review the student's educational records within forty-five (45) days of the day Pennwood Cyber Charter School ("Charter School") receives a request for access. Parents or eligible students should submit to Charter School's CEO/Principal a written request that identifies the record(s) they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.
2. The right to request the amendment of the student's educational record(s) the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Charter School to amend a record that they believe is inaccurate or misleading. Parents or eligible students should write to Charter School's Principal, clearly identifying the part of the record(s) they want amended, and specify why the record(s) is inaccurate or misleading. If the Charter School decides not to amend the record(s) as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision in writing and advise of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational record(s) except to the extent that FERPA authorizes disclosure without consent, as discussed below.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-8520**

Release of Records Without Consent

Generally, the Charter School must have written permission from parents or eligible students in order to release any information from a student's education records. However, FERPA allows the Charter School to disclose that information without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interests. A School Official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the Charter School; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another Charter School official in performing their tasks. A School Official has a legitimate educational interest if the official needs to review an educational record(s) in order to fulfill his or her professional responsibility;
- Other schools, school systems, or institutions of postsecondary education to which a student is transferring;
- Authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities. Disclosures may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. The entities and officials identified here may re-disclose student information to outside entities and/or individuals that are designated as "authorized representatives" to conduct an audit or evaluation, or enforcement or compliance activity on their behalf. A designation of an "authorized representative," other than an employee, shall be memorialized in a written agreement. The same agreement shall contain provisions intended to guard the privacy of student information. Student records for children seven (7) years or older is exempt from the use of authorized representatives for agencies running programs to improve social, emotional and physical development;

- Appropriate parties in connection with financial aid for which a student has applied or has received, if the information is necessary to determine eligibility for aid, determine the amount of aid, determine the conditions of aid, or enforce the terms and conditions of aid;
- Organizations conducting certain studies for or on behalf of the school, to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities may re-disclose student information to organizations conducting studies identified here. Any re-disclosure of student information, whether by schools or the entities and officials identified here, requires a written agreement. The written agreement shall contain provisions intended to guard the privacy of student information;
- Accrediting organizations;
- To parents of dependent students for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific State law.

The Uninterrupted Scholars Act (USA) (Public Law 112-278), which was signed into law on January 14, 2013, amends FERPA in the following two ways:

1) Educational agencies and institutions are permitted to disclose a student's education records, without parental consent, to a caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student's case plan "when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student."

2) Educational agencies and institutions are permitted to disclose a student's education records pursuant to a judicial order without requiring additional notice to the Parent by the educational agency or institution in specified types of judicial proceedings in which a parent is involved. The theory behind this change is that the Parent has already been informed by being involved in the child abuse, neglect, or dependency proceeding.

The child welfare agency can then disclose (or re-disclose) the records to "an individual or entity engaged in addressing the student's education needs." This individual or entity must be authorized to receive the records and the disclosure (or re-disclosure) must be consistent with State confidentiality law.

These changes to FERPA (and, consequently, to the confidentiality provisions applicable

to Parts B and C of the IDEA), help in improving educational and developmental outcomes for children in foster care by providing those agencies that are legally responsible for such children access to specific information that is maintained by those agencies that provide early intervention or educational services to such children. More specifically, child welfare agency workers must develop a written case plan for each child in foster care, which includes the education records of the child, including the most recent information regarding:

- The names and addresses of the child's education providers;
- The child's grade level performance;
- The child's school record;
- Any other relevant education information the child welfare agency determines to be appropriate.

As part of the Student's Educational Stability Plan, which is revised when placing a child in foster care, or, when a child is changing foster care placements, the agency must consider the appropriateness of the child's current school and the proximity of that school to the foster care placement; and coordinate with the local educational agency to ensure the child can stay enrolled in his or her school of origin despite the foster care placement. However, if the child welfare agency determines it isn't in the child's best interests to stay in the same school, the agency must ensure that the child is immediately enrolled in a new school, and all the child's education records are provided to that new school.

Child welfare agencies must assure that each child receiving a Federal foster care payment is a full-time elementary or secondary school student (or is incapable of attending school due to a medical condition). Federal child welfare guidance encourages child welfare agencies to ensure that children are not only enrolled, but are actually attending school.

The Charter School must maintain records of each request for access and disclosure of information from a student's education record(s), except for disclosures to school officials with legitimate educational interests, disclosures to parties with written consent from parents or eligible students, disclosures of Directory Information (discussed below), disclosures under select judicial orders or lawfully issued subpoenas, and disclosures to parents or eligible students. Parents and eligible students have a right to inspect and review the records of requests for access and disclosures.

Release of Directory Information

Directory Information includes information contained in the educational record(s) of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless parents or eligible students have advised the Charter School to the contrary in accordance with Charter School procedures. The primary purpose of Directory Information is to allow the Charter School to include this type of information from the student's educational records in certain school-related publications or notices.

As part of the Charter School's annual notification under FERPA, Charter School designates for the 2023-24 School Year the following types or categories of information as "Directory Information":

- Student Name
- Participation in officially recognized activities, clubs, and sports
- Naming of student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

"Directory Information" for the 2023-24 School Year also includes:

- Except for social security number, a student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and
- Except for social security number, a student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a PIN, password, or other factor known or possessed only by the authorized user.

Examples of how and where the Charter School may disclose Directory Information include:

- Newsletters
- A playbill showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling: showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources

- Class Lists
- Staff and/or Student Directories and/or listings
- Charter School Website
- Charter School Bulletin Boards
- Institutions of Higher Learning requesting Directory information

These examples are for illustration only and are not an exclusive list of the manner in which Directory Information may be disclosed. This Notice provides parents and eligible students with an opportunity to object in writing to any or all of those types of information that the Charter School has designated as Directory Information. Parents and eligible students have the right to refuse to permit the release by notifying the Charter School in writing that they do not want any or all of those types of information to be designated as Directory Information.

Please note that an opt out of Directory Information disclosures does not prevent the Charter School from identifying a student by name or from disclosing a student's name, identifier or institutional e-mail address in class in which the student is enrolled. The right to opt out of Directory Information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications. Likewise, an opt out of Directory Information disclosures does not prevent the Charter School from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that the Charter School designated as "Directory Information" for the 2023-24 School Year above.

YOUR ACTION IS REQUIRED IF YOU WISH "DIRECTORY INFORMATION" NOT TO BE PUBLISHED. Please submit any refusal with the types of information you wish removed from the list of Directory Information and mail your written objections on or before **September 29, 2023**, to the CEO/Principal of the Charter School at:

**Pennwood Cyber Charter School
555 Ryan Run Road
York, PA 17404**

If you have any questions regarding this Notice, please call or write the CEO/Principal at Charter School at [phone number].⁵ **If you do not submit a written refusal on or before September 29, 2023 then the Charter School may disclose directory information without your prior consent.**

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE PRINCIPAL OF CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE CHARTER SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN THE CHARTER SCHOOL'S ANNUAL

⁵ School office phone number will be provided upon authorization of charter and administrative facility.

PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.

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.

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Pennwood Cyber Charter School

Board of Trustees Policy

IEP DEVELOPMENT FOR STUDENTS AGE 17 OR OLDER AND VOTER REGISTRATION TO ADULT LIFE POLICY

When an IEP team meets for the purpose of reviewing or developing an IEP for a student who is 17 years of age or older, the IEP team shall discuss whether voter registration is an appropriate community living/citizenship training goal to be included in the IEP, and if so, when and how voter registration should be accomplished. The parents (and student, if present) shall be informed that voter registration can be accomplished at Pennwood Cyber Charter School ("Charter School"), that designated Charter School officials will be made available during the school day to assist the student in filling out voter registration forms, and that Charter School officials will transmit completed voter registration forms to the appropriate county voter registration commission's offices at no cost to the student or parents.

The parents (and student, if present) shall also be informed that Charter School-based voter registration or assistance in registering are not mandatory and may be declined at their option, and that they and the student are free instead to make other arrangements for the student to register to vote outside the Charter School setting (for example, in conjunction with driver licensing, or during orientation or other visits to human services offices or other agencies where voter registration forms and/or assistance is available, etc.), or to decline voter registration altogether. Because voter registration may need to be renewed or changed because of changes of residence or other reasons, this discussion shall take place at least annually at an IEP team meeting for a student age 17 or older, whether or not registration has previously been accomplished or offered.

Maintaining Records

Beyond an introduction such as that set forth above, Charter School personnel should not further pursue the topic of voter registration during an IEP meeting if the parents indicate that further discussion is not appropriate or is unwanted. Voter registration will not be included in IEP goals without parental consent. Nevertheless, voter registration information or assistance may not be denied to any IEP student who independently requests it, whether or not the topic is addressed in the student's agreed IEP, and will be provided upon such request to the same extent as would be available pursuant to an IEP.

Although Charter School personnel may answer questions about available Charter School-based assistance or other non-Charter School registration opportunities, Charter School personnel are not permitted to influence in any way the parents' and student's decision about whether or how to register, and may not participate in or influence any discussion regarding choice of political party affiliation. Discussion of political party affiliation should not take place during the IEP team meeting or other meeting at which Charter School officials are present, and party affiliation information will not be included in the IEP or other LEA-maintained records.

If the parents agree that voter registration is an appropriate transition goal to be included in the IEP, the time and manner for accomplishing registration will be included in the written IEP and implemented in accordance with it. If the manner of registration chosen by the parents and student does not contemplate use of Charter School-based assistance (e.g., in conjunction with driver licensing or other opportunities), no further action on the part of Charter School personnel is required, unless the student or parents later request Charter School-based assistance. However, even in the absence of such a request, the subject of voter registration will be discussed again in accordance with the above procedure, at least annually, when the IEP team meets to further develop, review or update the IEP.

Registration forms will be provided to the parents or student at any time upon request of the parent or student, whether or not further Charter School-based assistance is desired or voter registration is addressed in the IEP. Forms completed outside the Charter School setting, even if not originally obtained through the Charter School, may be submitted to the Charter School for transmission to the appropriate county voter registration commission as provided below.

Program Modifications in the IEP for Voter Registration

If the parents and student choose to make use of Charter School-based assistance in accomplishing voter registration as set forth below, the IEP will:

- Specify the time frame in which this will occur (e.g., within 30 days of the student's eighteenth birthday, and no later than 30 days prior to the next election).
- Identify the Charter School contact person responsible for implementing this aspect of the IEP.
- Ensure that the student is provided with a voter registration form and one-on-one assistance in filling it out (unless declined by the student). Such assistance may be provided by a regular or special classroom teacher, guidance counselor, principal or other Charter School personnel, including Charter School office personnel with appropriate knowledge or training in these procedures. The assistance opportunity may be provided by special arrangement for the particular student, or by means of referral to a point of contact for a Charter School-wide procedure under which all students can obtain voter registration forms and assistance upon request, if such a process exists.
- If referral to a general Charter School-wide location or procedure (see below) is the method provided for in the IEP, the Charter School must ensure that the student receives any necessary assistance in appearing at the proper location at a time when assistance with voter registration forms is available, and that one-on-one assistance in filling out the form is offered and actually provided (unless declined by the student), even if such assistance is not otherwise provided to the general student population.
- The student may decline to register at any time. A voter registration program modification in an IEP will be considered to have been fulfilled when a voter registration opportunity and assistance have been afforded or offered at the time or in the manner set forth in the IEP, even though the student may have declined and registration did not actually occur. Whether or not registration actually occurs, the fact that the opportunity was afforded at the time and in the manner specified in the IEP will be reported to and noted for record by the lead Charter School official on the IEP team, although the

student's records should not reflect whether or not registration was declined or actually accomplished at that time.

- The Charter School implementing the portion of the IEP providing for school-based voter registration is responsible for transmitting the completed voter registration form to the appropriate county voter registration commission, at no cost to the student or parents, within ten days after Charter School officials have received the completed form from a student eligible for special education or the parents, whether or not the form was completed within the Charter School setting or with assistance of Charter School personnel. This may be accomplished by first class mail or other reliable means of delivery. At no time are voter registration forms to be regarded as student or Charter School records, but all voter registration forms shall be treated as confidential information and safeguarded from unauthorized access or disclosure.

Charter School Responsibilities – Coding Forms and Contacts Persons

The Pennsylvania Department of State has designed coding information for voter registration forms that will identify forms submitted in connection with Charter School-based registration, for purposes of measuring the frequency of Charter School-based registration. Unless blank form supplies provided to the Charter School are pre-marked, the Charter School is responsible for marking with the proper code (e.g., by marking boxes indicating some alphanumeric combination, etc.) upon any registration form it transmits to county voter registration commissions resulting from Charter School-based registration information or assistance as described in this policy.

Forms provided by Charter School personnel are to be coded when first provided to a student or parents of a student for the student, even where it is anticipated the form will be completed outside the Charter School setting and submitted via other avenues. Forms obtained outside the Charter School setting but submitted to Charter School personnel for transmittal also will be marked with the Charter School-based code at the time they are received for transmittal.

The Charter School is required to designate a contact person responsible for implementation of these procedures within the Charter School, to whom the Pennsylvania Department of Education and the Department of State may direct further information and guidance about these procedures, and from whom information about that the Charter School's compliance with these requirements may be obtained. The Charter School must furnish the name, voice and fax telephone numbers and mailing address of the contact person to the Bureau of Special Education no later than thirty days after the date of this policy, and within thirty days after any subsequent change in the foregoing information.

Information, training and assistance for Charter School officials providing Charter School-based registration opportunities, including help in coding voter registration forms, is available from the Pennsylvania Department of State, Bureau of Commissions, Elections and Legislation, telephone (717) 787-5280. The Bureau will inform the Charter School of the proper form code when that has been established or if it is later changed. The Bureau's existing program of voter registration training for local agency staffs will be expanded to include voter registration training programs for Charter School personnel in selected locations throughout the Commonwealth.

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.

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Pennwood Cyber Charter School

Board of Trustees Policy

Independent Evaluations Policy

The Board of Trustees recognizes that in accordance with applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code, a parent has the right to obtain an independent educational evaluation (“IEE”) of his or her child if the parent disagrees with an evaluation by Pennwood Cyber Charter School (“Charter School”) to the extent permitted by law, including the right of Charter School, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation.

If a parent requests an IEE, the CEO/CAO/Principal or their designee is directed to provide the parent with information about where the parent may obtain an IEE and about Charter School’s criteria that apply to IEEs. As this policy contains information about Charter School’s criteria, this policy should be provided to parents upon request.

An Independent Educational Evaluation or IEE is defined under applicable requirements as an evaluation conducted by a qualified examiner who is not employed by Charter School.

Public expense is defined as follows: Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA 2004.

A parent has the right to an IEE of his or her child at public expense if the parent disagrees with an evaluation of the child obtained by Charter School, SUBJECT TO THE FOLLOWING CONDITIONS:

If a parent requests an IEE at public expense, Charter School must, without unnecessary delay, either: (1) File a due process complaint to request a hearing to show that its evaluation of the child is appropriate; or (2) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation obtained did not meet Charter School’s criteria.

The CEO/CAO/Principal or their designee is directed to notify parents when declining the parent’s request for an IEE at public expense and the reason for denial of the IEE via a written PWN/NOREP accompanied by a Procedural Safeguards Notice.

The CEO/CAO/Principal or their designee must not unreasonably delay either providing the IEE at public expense or initiating due process to defend the Charter School’s Evaluation Report.

The CEO/CAO/Principal or their designee is directed to ensure that the IEP team considers a valid IEE.

The CEO/CAO/Principal or their designee is directed to maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list reasonably available to any parent who requests it.

If Charter School initiates a hearing and the final decision is that Charter School’s evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense and therefore the Charter School is not responsible for the cost nor any other

public source.

If a parent requests an evaluation at public expense, Charter School shall ask in writing for the parent's reason why he or she objects to the public evaluation. However, it must be made clear that the explanation by the parent may not be required and the School may not unreasonably delay either providing the independent evaluation at public expense or initiating a hearing to defend its evaluation.

A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

If a parent obtains an independent evaluation at private expense the results of the evaluation must be considered by Charter School, if it meets Charter School's criteria, in any decision made with respect to a determination of eligibility, and/or bases of eligibility pursuant to IDEA and Chapter 711 and the provision of FAPE to the child. The IEE Report may be presented as evidence at a hearing relating to the child.

If an independent evaluation is at public expense, the criteria under which the evaluation is obtained including, but not limited to the location of the evaluation and qualifications of the examiner, must be the same as the criteria that the Charter School uses when it initiates an evaluation to the extent that those criteria are consistent with the parents' right to an independent evaluation. These criteria must be made known to the parent. Such criteria are determined by the mandates of PA Charter School Law for charter renewal and the Governmental Accounting Standards Board, as per the required annual audit of the Charter School's finances, and are also set forth in the IEE Administrative Procedures and include:

- Production of required current state and federal child abuse and criminal clearances;
- Confirmation and production, of required licensure/certification to perform the independent evaluation;
- Agreement to comply with FERPA given review and use of Student's Personally Protected Information in evaluation process;
- Production of professional liability and workers compensation insurance as evaluator is an independent evaluator and not an employee of the Charter School;
- Email of the IEE report to Parent(s) and Charter School simultaneously;
- Compliance with federal, state and local health directives given the continuing COVID pandemic.

Charter School may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the child's English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the child's native language or mode of communication (such as Braille or sign language) of the child, unless it is clearly not feasible to do so.

Evaluations must also take into account the child's disability to be sure the test measures what it is supposed to measure.

The specific tests used in the evaluation process depend upon the problems the child is experiencing. In most cases, the child will be given several tests to help find strengths and needs. The Charter School teacher(s) and other School IEP team member input must be considered. Information that parents provide must also be included in the evaluation.

Evaluators must be properly certified and qualified to administer the tests, assessments and evaluation techniques used. Such certification and qualification requirements must meet those mandated in Pennsylvania.

Evaluation techniques must be consistent with the most up to date techniques commonly practiced in the evaluator's field.

Evaluations must not be racially, culturally or otherwise biased or discriminatory.

Recommendations must be based upon the child and must not be generalized.

A complete copy of the independent evaluation report must be made available to the IEP team.

Parents are to be given a release of records so that information from Charter School (including records, observations and other information gathered regarding the child) about the child may be disclosed to the independent evaluator and that Parents agree to release of information to the Charter School as obtained by the independent evaluator during course of independent evaluation.

Charter School will comply with and monitor changes in all state and federal time lines, procedures and due process requirements throughout the entire independent evaluation process. In the event that there are changes in state or federal law with regard to any part of this policy, Charter School will comply with state and federal 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.

Pennwood Cyber Charter School

INDEPENDENT EDUCATION EVALUATIONS (IEE) ADMINISTRATIVE POLICY

A parent who disagrees with an evaluation performed or obtained by Pennwood Cyber Charter School ("Charter School") may request an independent educational evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations. If the request is received verbally, the staff member who receives the IEE request shall inform the parent that the staff member is forwarding the request to the CEO/CAO/Principal. The staff member is to forward the request to the CEO/CAO/Principal without delay.

The CEO/CAO/Principal or their designee shall take the following steps to the extent that they remain consistent with applicable state and federal regulations regarding IEEs:

The CEO/CAO/Principal may, upon receipt of the request for an IEE, request that the parent state her reasons for disagreement with the evaluation conducted or proposed by the Charter School. The CEO/CAO/Principal shall not require the parents to do so, however, and shall not delay the process for providing or disputing an IEE.

Within ten school days of receipt of a request for an IEE in writing from a parent, the CEO/CAO/Principal of Charter School shall issue a NOREP and Procedural Safeguards Notice to the Parent in which the CEO either approves or denies the request for the IEE.

If the parent refuses to consent to the decision not to provide an IEE, the CEO or their designee must file a Due Process Hearing Request with the Office for Dispute Resolution and notify the parent in writing that Charter School has done so. The parent must be copied on the Due Process Hearing Request in the same manner as it is sent to the Office for Dispute Resolution. The parent must be provided with a copy of the Procedural Safeguards Notice upon filing of a Due Process Hearing Request.

If the CEO or designee consents to provide an IEE, the parent must receive written documentation from the CEO or designee with a Permission to Re-evaluate which should state what the Charter School is proposing by way of testing to serve as prior written notice to Parent of the Charter School's intent, and also a Procedural Safeguards Notice. If the situation is one where, in addition to the request for an IEE, Parent has already disagreed with a NOREP as to all or part of the proposed programming by the Charter School, then another NOREP should also be issued to establish that Student's IEP programming will continue, in accordance with the prior IEP, if Parent has not filed for due process or with the currently recommended NOREP, if Parent has disagreed but not filed for due process. The written documentation must also include the following

(1) Charter School will pay for an IEE provided the IEE meets all of the requirements of an appropriate evaluation as defined in the enclosed Charter School IEE policy. (The IEE policy will also be included with the written documentation).

(2) The CEO/CAO/Principal shall provide a list of qualified independent evaluators to the parent in the discipline requested.

(3) Charter School will not pay for the IEE until the CEO/CAO/Principal receives from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all of the requirements of Charter School's policy.

(4) A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear

assurance that the parent is not required to do so and that Charter School would pay any cost not covered by such sources;

(5) DA request that Parents sign a Release of Records to allow the Charter School to send student records to the Independent Evaluator and for the Independent Evaluator to be allowed to release all information obtained from Parents during course of independent evaluation to the Charter School.

(6) . The criteria used by the Charter School for their own evaluations, which are applied to independent evaluators, as set forth in the IEE Board Policy, include:

- Production of required current state and federal child abuse and criminal clearances;
- Confirmation and production, of required licensure/certification to perform the independent evaluation;
- Agreement to comply with FERPA given review and use of Student's Personally Protected Information in evaluation process;
- Production of professional liability and workers compensation insurance as evaluator is an independent evaluator and not an employee of the Charter School;
- Email of the IEE report to Parent(s) and Charter School simultaneously;
- Compliance with federal, state and local health directives given the continuing COVID pandemic.

(7) The IEE shall be reviewed by the student's Multi-Disciplinary IEP Team and considered with respect to the provision of FAPE to the student. Where necessary and/or warranted as required by law, a Team Meeting shall be convened to discuss the results of the IEE and/or any Reevaluation Report performed by Multi-Disciplinary IEP School Team after review of the IEE report. A Meeting may also include discussion and offering of changes in the provision of FAPE proposed as a result of the IEE and/or the Reevaluation Report.

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Pennwood Cyber Charter School

Board of Trustees Policy

Individualized Education Program Policy (IEP)

The Board of Trustees of Pennwood Cyber Charter School (“Charter School”) recognizes and directs that in addition to the federal requirements incorporated by reference, the state regulations require that the IEP of each student with a disability must include when appropriate:

(1) A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child’s disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

(i) Autistic support. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child’s response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

(ii) Blind-visually impaired support. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child’s reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student’s learning materials.

(iii) Deaf and hard of hearing support. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and assistive technology devices and services.

(iv) Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

(v) Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

(vi) Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(vii) Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(viii) Physical support. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

(ix) Speech and language support. Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

(2) Supplementary aids and services

(3) A description of the type or types of personnel support.

(4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.

(5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

(6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.

(7) Every student receiving special education and related services provided for in an IEP shall receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

(b) In addition to the requirements incorporated by reference with regard to development, review, and revision of IEP, the Charter School shall designate persons responsible to coordinate transition activities.

The CEO/CAO/Principal or their designee is directed to implement all procedures in accordance with this policy.

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Pennwood Cyber Charter School

Board of Trustees Policy

Inclusion Policy

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of the Pennwood Cyber Charter School ("Charter School") recognizes and directs as follows:

To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements (including, but not limited to: instruction in, regular classes, supplementary aids and services, instruction in special classes, instruction in alternative schools, home instruction, and instruction in hospitals and institutions to the extent required by applicable laws and regulations).

Administration is further directed to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement to the extent required by law and to inform the Board when supplementary aids and services must be procured and/or approved by the Board.

In determining the educational placement of a child with a disability, Administration is directed to ensure that 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.

The child's placement must be determined at least annually; be based on the child's IEP; and must be as close as possible to the child's home to the extent required by applicable law. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, Administration is directed to give consideration to any potential harmful effect on the child or on the quality of services that he or she needs.

A child with a disability is not to be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in the applicable state and federal regulations, Administration is directed to ensure that each child with a disability participates with nondisabled children in the extracurricular services and

activities to the maximum extent appropriate to the needs of that child.

Administration is directed to ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Administration shall ensure that the IEP team making educational placement decisions understands and adheres to the following guiding principles from the Pennsylvania Department of Education to the extent that they are consistent with applicable federal and state regulations:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP; moreover, FAPE must be delivered in the LRE as per the IEP team.
2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the team is obliged to ensure that those services are
Provided to the extent required by applicable state and federal regulations and laws;
4. IEP teams must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom;
5. The team will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with disabilities can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors provided by the Pennsylvania Department of Education shall be considered and addressed:

1. What efforts have been made to accommodate the child in the regular classroom and with what outcome(s);
2. What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible;
3. What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services;
and
4. Are there possible significant and negative effects of the child's inclusion on the other students in the class?

Per the Pennsylvania Department of Education, the presumption is that IEP teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, Administration is directed

to ensure that special education placement in a more restrictive environment is not justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The law and the Pennsylvania Department of Education policy favor education with non-disabled peers; however, inclusion or education with non-disabled peers is not a foregone conclusion; such a decision remains exclusively with the IEP team as they consider FAPE. An IEP team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a regular class.
2. He or she is so disruptive as to significantly impair the education of other students in the class; or
3. The cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, assembly programs, recess, lunch, homeroom, etc. Note that a student is not required to "try out" each level of LRE and "fail" before the student moves to a more specialized setting.

Administration is further directed to provide opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. In consideration of Pennsylvania Department of Education guidance, Administration is directed to ensure that:

- . Program and placement decisions are based on student strengths, potential and needs;
- . IEP teams consider the regular classroom with supplementary aids and services before considering a more restrictive environment;
- . Staff is aware of this policy on inclusion.
- . Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in their regular classroom as appropriate;
- . IEP teams use the most current IEP format;
- . Educational placement decisions are made in the proper IEP sequence, which is:
 1. Initial eligibility decision;
 2. Determine FAPE and design the program (i.e. IEP);
 3. Determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services;
 4. If the answer to step #3 is "no," then, move to the next step along the continuum of placement options to determine where FAPE can be delivered; and
 5. Correct LRE data is entered.

Administration, teachers and Staff shall be required to adhere to the following:

- . Be familiar with a wide array of supplementary aids and services.
- . Know the proper IEP decision making sequence.
- . Consider the whole range of supplementary aids and services when

- making placement decisions.
- . Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom.
- . Address services needed for a student in a single plan.
- . Be clear about the supports you need in order to implement any given student's IEP within your regular classroom.
- . Be familiar with the continuum of placement options.

Additionally, pursuant to 22 Pa. Code §4.51, relating to the State Assessment System:

"Children with disabilities and children with limited English proficiency shall be included in the State assessment system as required by Federal law, with appropriate accommodations when necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the PSSA or Keystone Exams as determined by each child's individualized education program team under the Individuals with Disabilities Education Act and this part."

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.

Pennwood Cyber Charter School

Board of Trustees Policy

INSTRUCTION IN THE HOME POLICY

The Board of Trustees directs the CEO or their designee of Pennwood Cyber Charter School ("Charter School") to implement procedures needed to comply with applicable state and federal requirements, including the following guidelines in the Pennsylvania Department of Education ("PDE") Basic Education Circular:

INSTRUCTION CONDUCTED IN THE HOME

Instruction conducted in the home is included in the definition of special education in the federal regulations and is recognized as a placement option on the continuum of alternative placements for students with disabilities. It is highly restrictive and should only be considered when less restrictive placements are not appropriate in accordance with applicable state and federal laws.

The use of instruction conducted in the home is typically restricted to students whose needs require full-time special education services and programs outside the school setting for the entire day.

Although a student placed by his or her Individualized Education Program ("IEP") team on instruction conducted in the home does not receive his or her program in the school setting, he or she remains entitled to a free and appropriate public education equal to his or her non-disabled peers, unless this amount of instruction would jeopardize the child's health or welfare. In such cases, the IEP team can agree on fewer hours of instruction so long as the student still receives a free and appropriate public education pursuant to their IEP.

For students placed on Instruction Conducted in the Home, IEP Teams may consider technological options such as web conferencing, distance learning, video conferencing, and virtual classrooms to connect students to the classroom and schools, when appropriate, to provide access to teachers, peers, and to provide additional participation and learning opportunities.

In all circumstances involving the placement of a student on instruction conducted in the home, the Charter School must file any report or other documentation promulgated by the PDE within 5 days of the placement or as required by PDE. Charter School must supply the PDE with information about the student that is required (his or her disability, and the anticipated length and reason for the placement). In addition, Charter School must provide information regarding the person in Charter School whom PDE can contact to discuss the placement if necessary. The web-based reporting system, Special Education Students at Home Reporting System (email at SES@Home) must be used for such reporting. (Charter Schools should use their Administrative Unit Number (AUN) as the user name to log into the reporting system. The password is identical to the one used to log into the Cyclical Compliance Monitoring System. For assistance identifying a user name and password, the school districts and charter schools may contact the Bureau of Special Education by phone at 717-783-6134.)

Instruction conducted in the home is not an appropriate option if the IEP team is experiencing difficulty in arranging the program or placement that a student requires. In such cases, the Charter School should continue to serve the student in accordance with his or her IEP while taking steps to promptly arrange for the services that the student requires. These steps may include seeking assistance from the PDE or from other agencies involved with the student. (See Intensive Interagency Support Policy for guidance, in circumstances involving the identification of children who are experiencing placement delays or who are at-risk for placement delays.)

Although instruction conducted in the home is not ordinarily permitted when the student has no condition preventing him or her from leaving the home, there are occasional, exceptional cases in which

the parents and school agree to instruction conducted in the home as a short-term option. In these cases, the school must immediately file a report with the PDE utilizing the form required by PDE. As indicated on the form, the Charter School is also responsible for informing the PDE when the short-term placement has concluded. (The Charter School must report not less than weekly to PDE utilizing the web-based reporting system. As indicated on the SES@Home website, the charter school is also responsible for informing PDE when the short-term placement has concluded.)

"Instruction conducted in the home," which is listed in the continuum of special education alternative placements in federal regulations, should not be confused with "homebound instruction," which describes the instruction a charter school may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25, due to temporary mental or physical illness or other urgent reasons.

Even though homebound instruction is not a special education placement option for students with disabilities, there are occasions when a student with a disability may receive homebound instruction due to a temporary excusal from compulsory attendance in the same manner as the student's non-disabled peers. The Charter School must also report to PDE for students with disabilities for whom homebound instruction is approved and must also file a follow up report when the temporary placement has concluded and the student has returned to school. In addition, the Charter School must document the physician's recommendation for homebound instruction.

If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student's need for specially designed instruction, the Charter School may need to reevaluate the student. The Charter School may also need to reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement to instruction conducted in the home.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Intensive Interagency Policy

The Board of Trustees of the Charter School (“Charter School”) recognizes the duty of the CEO or designee to identify, issue reports as to and provide a free and appropriate public education (“FAPE”) for all students with disabilities including those students needing intensive interagency approaches. FAPE must also be available to all children, including children with disabilities who have been suspended or expelled from the Charter School.

Intensive interagency coordination to students with disabilities occurs when the Charter School has determined that the student cannot be appropriately educated in a public educational setting and have waited more than 30 days for the provision of an appropriate educational placement. This system is also aimed at providing assistance to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

The system of intensive interagency coordination is not intended to replace the local interagency process. In the vast majority of situations requiring interagency efforts, local IEP and Interagency teams do not require additional assistance to assure the provision of appropriate educational programs and placements for the students they serve. Intensive interagency coordination is designed for the rare situations when the local teams are not able to arrange for the placements of students in the public educational setting and the students have waited or are at risk of waiting more than 30 days for an appropriate educational placement.

Local educational agencies, such as Charter Schools, have a crucial role in identifying which students require intensive interagency coordination, since these are students whom the Charter School has determined cannot currently be served in the public educational setting.

The Charter School shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

If there is a dispute about the appropriateness of the student’s program or placement, this dispute must be resolved through mediation and/or due process hearing procedures. Program and/or placement disputes cannot be resolved through intensive interagency coordination.

The Charter School must identify any students currently on instruction conducted in the home or students with disabilities on homebound instruction and comply with PA Department of Education reporting requirements so that the Department can determine whether these students require intensive interagency coordination..

Charter School must identify any students currently on instruction conducted in the home or students with disabilities on homebound instruction and comply with PA Department of education reporting requirement so that the Department can determine whether these students require intensive interagency coordination.

The CEO/Principal or their designee shall have procedures to ensure that services are located for difficult to place students.

The CEO/Principal or their designee shall utilize the Regional Interagency Coordinators to assist in interagency planning and to mitigate and/or eliminate barriers to placement.

The CEO/Principal or their designee shall ensure that training is provided regarding interagency approaches.

Where appropriate, other child serving systems, such as mental health, intellectual disability, child protective services, juvenile probation, and drug-alcohol treatment services are used for difficult to place students.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Least Restrictive Environment

The Board of Trustees of the Pennwood Cyber Charter School ("Charter School") directs the Chief Executive Officer ("CEO")/Principal or their designee to ensure that, in accordance with applicable state and federal laws and regulations, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Least Restrictive Environment ("LRE") means that, to the maximum extent appropriate, a Charter School must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's IEP requires some other arrangement. This requires an individualized inquiry into the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed to facilitate the student's placement in the regular educational environment before a more restrictive placement is considered.

The CEO/Principal or their designee is directed to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements may include but is not limited to: instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate.

These options must be available to the extent necessary to implement the IEP of each disabled student. The placement team must select the option on the continuum in which it determines that the student's IEP can be implemented. Any alternative placement selected for the student outside of the regular educational environment must maximize opportunities for the student to interact with nondisabled peers, to the extent appropriate to the needs of the student. Pursuant to IDEA, parents must be given written prior notice by the Charter School that meets the requirements of the IDEA federal regulations at 34 C.F.R. §300.505, as to a reasonable time before a public agency implements a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. Consistent with this notice requirement, parents of disabled students must be informed that the public agency is required to have a full continuum of placement options, as well as about the placement options that were actually considered and the reasons why those options were rejected. 34 CFR §§300.504-300.505.

The CEO/Principal or their designee is directed to provide training opportunities for school personnel regarding inclusion.

The CEO/Principal or their designee is directed to make opportunities available for students to interact with nondisabled peers when they need to be removed for any amount of time from the regular education environment.

The CEO/Principal or their designee is directed to support participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation).

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Pennwood Cyber Charter School

Board of Trustees Policy

Nonacademic Services and Settings Policy

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of Pennwood Cyber Charter School ("Charter School") recognizes and directs as follows:

- (a) The Charter School must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP and/or Section 504 Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as their nondisabled peers. Children with disabilities shall participate with nondisabled children in those services and activities to the extent appropriate under applicable state and federal laws and regulations.
- (b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the Charter School.
- (c) The Charter School must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings when same are required to afford a student with equal opportunity or are otherwise required under IDEA 2004 and/or Section 504.

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Pennwood Cyber Charter School

Board of Trustees Policy

Physical Education Policy

Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the charter school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades to the extent allowed by applicable laws and regulations.

Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility; or the child needs specially designed physical education, as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the Pennwood Cyber Charter School must provide the services directly or make arrangements for those services to be provided through other public or private programs.

The child with a disability who is enrolled in a separate facility must receive appropriate physical education services.

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Pennwood Cyber Charter School

Board of Trustees Policy

Positive Behavioral Support Policy and Procedures

In accordance with applicable state regulations, including Title 22 Pa. Code Chapter 711.46, Pennwood Cyber Charter School's ("Charter School") Board of Trustees has established this policy to effectuate a program of positive behavior support at Charter School. Some procedures have been included.

DEFINITIONS:

Aversive techniques--Deliberate activities designed to establish a negative association with a specific behavior.

Crisis Plan - A crisis plan is an action plan that is needed for times when a student may be at risk of harm to self or others and is part of a student's Positive Behavioral Support Plan in the IEP. It should be developed by individuals knowledgeable about the child and include someone trained in mental health crisis response. A crisis plan defines what a specific student's crisis looks like in the charter school setting and includes steps the charter school will take to support the student. These steps will include who to contact for assistance, how to work together with the student during the crisis, and how to know when the crisis is over. A crisis plan also identifies when parents should be notified

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 shall be developed by the IEP team, be based on 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 –

(i) 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.

(ii) 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 parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs 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.

Seclusion - refers to the involuntary confinement of a child alone in a room or isolated area from which the child is prevented from leaving. Seclusion may include having a door locked or physically blocked or held shut with the child being alone, or having a child placed away from peers and caregivers for a

period of time with no access to social interaction; the child also may have limited contact with a caregiver. Seclusion can be confused with “time out” which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, with removal or limiting of the amount of reinforcement or attention that is available to a child for a brief period of time and is implemented for the purpose of calming. Time out does not require or imply seclusion.

The U.S. Department of Education states that every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. Only school personnel who have received the required training on the use of restraint and seclusion should be engaged in observing and monitoring these children. Monitoring should include a procedural checklist and recordkeeping procedures. School staff engaged in monitoring should be knowledgeable regarding (1) restraint and seclusion procedures and effective alternatives; (2) emergency and crisis procedures; (3) strategies to guide and prompt staff members engaged in restraint or seclusion procedures; and (4) procedures and processes for working as a team to implement, monitor, and debrief uses of restraint or seclusion. Monitoring staff should receive training to ensure that the use of physical restraint or seclusion does not harm the child or others, and that procedures are implemented as planned.

Trained school staff should also inspect and prepare the seclusion area before a child is placed in seclusion. For example, the area should be free of any objects a child could use to injure him- or herself or others. School staff should either be inside the area or outside by a window or another adjacent location where staff can continuously observe the child and confirm that the child is not engaging in self-injurious behavior

POSITIVE BEHAVIOR SUPPORT:

Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all of Charter School’s students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Positive techniques required for the development, change and maintenance of behavior shall be the least intrusive necessary.

RESEARCH-BASED PRACTICES:

Behavior support programs are informed by the results of the Functional Behavior Assessment and the strategies must be guided by the function of the interfering behavior. Behavior support plans must include behavioral goals, research-based practices and techniques to be used to decrease interfering behaviors and increase appropriate student engagement in the educational environment.

Antecedent Based Interventions – refers to the use of environmental modifications implemented to elicit appropriate behavior, and to minimize the likelihood of interfering behaviors to occur. Commonly used strategies include the presentation of a high interest activity, offering choices, providing a quiet location to work, utilizing a visual schedule, and use of transition warnings before the termination of an activity.

Reinforcement – refers to the relationship between behavior and the consequence following the interfering behavior. If the consequence increases the likelihood of the behavior to occur again in the future, it is considered to be positively reinforcing. Behavior support

plans must include information specific to reinforcement as it pertains to the interfering behavior and its function.

Consequence Interventions – refers to the actions that are taken following the occurrence of an interfering behavior. These de-escalation strategies may include implementing strategies in a crisis plan or withholding positive reinforcement for interfering behavior.

FUNCTIONAL BEHAVIOR ASSESSMENT:

Behavior support programs and plans shall be based on a functional assessment of behavior (“FBA”) 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 IDEA does not provide specific guidelines and recommendations concerning how to conduct an FBA. However, the Charter School follows, among other things, guidelines from PaTTAN regarding the FBA process which “is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan. As with other individualized evaluation procedures, and consistent with 34 CFR §300.300 (a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.”

RESTRAINTS:

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

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.

In the event that the need to use restraint cannot be reasonably anticipated for a particular student, or the parents/guardians refuse to provide consent therefore, appropriately trained staff may use such restraint when the student is acting in a manner that constitutes a clear and present danger to him/herself, to other students, or to employees.

NOTIFICATION OF USE OF RESTRAINT AND PROCEDURES:

The use of restraints or seclusion to control the aggressive behavior of an individual student shall cause the Charter School to notify the parent of the use of restraint, as soon as practical and shall cause a meeting of the IEP Team within 10 school days of the inappropriate behavior causing the use of restraints or seclusion in order to review the effectiveness and appropriateness of the current IEP. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

Restraints or use of seclusion that result in injury to the student must be reported to the parent/guardian per 22 PA Code §10.25:

(a) A school entity shall immediately notify, as soon as practicable, the parent or guardian of a victim or suspect directly involved in an incident listed in section 1303-A(b)(4.1) or (4.2) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1) and (4.2)). In making the notification, the school entity shall inform the parent or guardian as to whether the local police department having jurisdiction over property of the school entity has been, or may be, notified of the incident.

(b) A school entity shall document attempts made to reach the parent or guardian of a victim or suspect directly involved in an incident listed in section 1303-A(b)(4.1) or (4.2) of the Safe Schools Act.

Administration is directed to write internal procedures that detail who is responsible for reporting restraints and use of seclusion, who is responsible for notifying key administrators regarding the use of a restraint or seclusion, and who is responsible for entering restraints or seclusion in any PDE system to reporting on the use of restraints and seclusion. Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints and seclusion. Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint or seclusion of a student. Physical interventions or secluding a student should only be undertaken by staff persons who have successfully completed a comprehensive crisis management course that covers: crisis definition and theory; the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision making related to physical interventions and debriefing strategies.

INCLUSION OF USE OF RESTRAINTS IN A STUDENT'S IEP:

The use of restraints may only be included in a student's IEP when:

- (i) Utilized with specific component elements of positive behavior support.
- (ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- (iii) Staff are authorized to use the procedure and have received the staff training required.
- (iv) There is a plan in place for eliminating the use of restraint through application of positive behavior support.

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.

PROHIBITION AGAINST PRONE RESTRAINTS:

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.

RESTRAINT REPORTING AND PROCEDURES:

The Charter School shall maintain and report data on the use of restraints as prescribed by the Secretary of the Department of Education. The report is subject to review during cyclical compliance monitoring conducted by the Department. A physical restraint as defined above must be reported regardless of the length of time used, the role of the adult performing the restraint, or the employer of that adult. The LEA must report the use of restraints within 30 days to PDE's Bureau of Special Education through the Restraint Information System of

Collection (RISC), a secure website. PDE recommends that all LEAs designate a person who will be responsible for reporting restraints to the RISC website in a timely manner. If the restraint results in serious injury to a student, staff person or both, a report shall be made via email to the RISC coordinator within 48 hours.

Additionally, a restraint or use of seclusion that results in any injury to a student, staff person or both shall be reported to the CEO who shall comply with any requirement to report the injury as a Mandated Reporter, and in accordance with the School's MOU with law enforcement, as well as PDE's Educator Misconduct Act and any other applicable state and federal reporting requirements.

MECHANICAL RESTRAINTS:

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. The use of mechanical restraints must be recommended by a qualified medical professional, agreed to by the parent(s), and specified in the IEP. This type of restraint must be applied as recommended by qualified medical personnel. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning. Charter School staff must be trained in use of mechanical restraints.

PROHIBITION AGAINST AVERSIVE TECHNIQUES:

The following aversive techniques of handling behavior are considered inappropriate and **shall not** be used in educational programs:

- (1) Corporal punishment.
- (2) Punishment for a manifestation of a student's disability.
- (3) Locked rooms, locked boxes or other locked structures or spaces from
which the student cannot readily exit.
- (4) Noxious substances.
- (5) Deprivation of basic human rights, such as withholding meals, water or fresh air.
- (6) Suspensions constituting a pattern.
- (7) Treatment of a demeaning nature.
- (8) Electric shock.

TRAINING OF PERSONNEL

The Board of Trustees hereby directs that school personnel be trained each school year on the general use of positive behavior support, de-escalation techniques, and emergency responses.

In addition to general positive behavior support training, when students are identified as in need of these supports, individual teachers and teacher groups are notified and trained accordingly so that they can act in accordance with the student's specific Positive Behavior Support Plan and de-escalation techniques, and respond appropriately in emergencies.

Per guidance from the Pennsylvania Department of Education, the core training components, the positive support plan and de-escalation (restraint reduction) staff trainings

should include:

- The growing concern and potential legal issues surrounding physical restraints;
- How to create a commitment to the reduction of the use of physical restraints;
- Creating a safe environment where positive rather than negative measures form the basis of behavior management programs;
- How staff can avoid taking conflict personally; avoiding power struggles;
- Prevention of problem behaviors through a system of recognition of signs of anxiety and distress in students and staff;
- Identification of the phases of crisis events and matching behaviors to interventions;
- Demonstration and modeling of the de-escalation techniques and other alternatives to physical restraint;
- Effective positive behavior support plans that include methods of utilizing positive reinforcement and other positive techniques to shape replacement behavior(s);
- Research-based practices that develop and maintain replacement behaviors that enhance student learning and skills for life;
- Risks associated with the use of physical interventions including the signs of physical distress, positional asphyxiation, and the psychological effects of restraint;
- Safe techniques for the use of physical restraints (prone restraints prohibited);
- Documentation of the incident and compliance with notification procedures;
and
- Post intervention debriefing with student and staff.

REPORTING

Administration is directed to write internal procedures that detail who is responsible for reporting restraints, who is responsible for notifying key administrators regarding the use of a restraint, and who is responsible for entering restraints in any PDE system to reporting on the use of restraints. Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints.

Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint of a student. Physical interventions should only be undertaken by staff who have successfully completed a comprehensive crisis management course that covers: crisis definition and theory;

the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision making related to physical interventions and debriefing strategies.

Parental notification should occur within one school day of a restraint incident unless other procedures are written in the student's IEP.

Any restraint that results in an injury to a student and/or staff person must be reported to the CEO who will comply with any requirement to report the injury to the Bureau of Special Education.

ADDITIONAL REQUIREMENTS AND ADMINISTRATIVE PROCEDURES

The CEO or their designee is directed to ensure that behavior support programs administered at Charter School are in accordance with Title 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods and techniques, and for having written procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

The CEO or their designee is further directed to make professional development opportunities provided by the Bureau of Special Education available to train staff regarding Positive Behavior Support.

The CEO or their designee is charged with using the most updated forms available through the Bureau of Special Education related to positive behavior support, including the use of any forms promulgated for functional behavior assessments and behavior support plans.

REFERRALS TO LAW ENFORCEMENT

An updated functional behavior assessment and positive behavior support plan shall be required subsequent to a referral to law enforcement including revisions to the IEP, for a student with a disability who has a positive behavior support plan.

For a student with a disability who does not have a positive behavior support plan, subsequent to notification to law enforcement, the Charter School shall convene the student's IEP Team to consider whether a behavior support plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy

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Pennwood Cyber Charter School

Board of Trustees Policy

Program Options Policy

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of the Pennwood Cyber Charter School (“Charter School”) recognizes and directs as follows:

It is the Charter School’s policy that children with disabilities have available to them the variety of educational programs and services available to nondisabled children.

The Chief Executive Officer/Principal or their 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.

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Pennwood Cyber Charter School

Board of Trustees Policy

Psychological Services

The Board of Trustees (“Board”) of the Pennwood Cyber Charter School (“Charter School”) directs that the Chief Executive Officer (“CEO”)/Principal or their designee ensure that psychological services be made available to eligible students in accordance with Chapter 711 of Title 22 of the Pennsylvania Code as follows:

Psychological services may include:

- (1) Administering psychological and educational testing, and other assessment procedures;
- (2) Interpreting assessment results;
- (3) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (4) Planning and managing a program of psychological services;
- (5) Obtaining, integrating and interpreting information about child behavior and conditions related to learning; and
- (6) Assisting in developing positive behavioral intervention strategies.

The CEO/Principal or their designee is directed to maintain a listing of what services are available both within the school setting and of school-funded services obtained from outside agencies.

Parents are not to be charged for psychological services that students require as a related service in accordance with applicable laws.

The CEO/Principal or their designee is directed to advise the Board regarding psychological service needs of the school’s students as well as related services needs, such as transportation.

Administration is directed to ensure appropriate psychological services are obtained for students in accordance with applicable state and federal laws and regulations.

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Pennwood Cyber Charter School

Board of Trustees Policy

RELATED SERVICES

The Board of Trustees of Pennwood Cyber Charter School ("Charter School") recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code regarding the provision of related services which incorporate the federal regulations at 34 C.F.R. §300.1 et. seq., which implement the Individuals with Disabilities Education Improvement Act 2004, ("IDEA").

It is the intent of the Board of Trustees to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to prepare them for further education, employment, and independent living.

Pursuant to 34 CFR § 300.34, related services are transportation and those developmental, corrective and other supportive services that are required to assist a child with a disability to benefit from special education. Such services may include (depending upon the child's need and applicable state regulations):

- (1) speech-language pathology and audiology services,
- (2) interpreting services,
- (3) psychological services,
- (4) physical and occupational therapy,
- (5) recreation, including therapeutic recreation,
- (6) early identification and assessment of disabilities in children,
- (7) counseling services, including rehabilitation counseling,
- (8) orientation and mobility services, and
- (9) medical services for diagnostic or evaluation purposes.

Related services may also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. However, nothing:

(i) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the child to receive FAPE.

(ii) Limits the responsibility to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or

(iii) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in Sec. 300.113(b) of Title 34 CFR.

Charter School will provide related services to include those services which the IEP team determines are necessary for a student after a comprehensive evaluation and the development of an IEP.

The types of services provided by Charter School include, but are not limited to the following types of services:

- (1) Audiology includes:
 - (i) Identification of children with hearing loss;
 - (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
 - (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
 - (iv) Creation and administration of programs for prevention of hearing loss;
 - (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
 - (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- (2) Counseling services mean services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
- (3) Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- (4) Interpreting services include—
 - (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
 - (ii) Special interpreting services for children who are deaf-blind.
- (5) Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

- (6) Occupational therapy –
 - (i) Means services provided by a qualified occupational therapist; and
 - (ii) Includes –
 - (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - (C) Preventing, through early intervention, initial or further impairment or loss of function.
- (7) Orientation and mobility services –
 - (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
 - (ii) Includes teaching children the following, as appropriate:
 - (A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - (B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
 - (C) To understand and use remaining vision and distance low vision aids; and
 - (D) Other concepts, techniques, and tools.
- (8)
 - (i) Parent counseling and training means assisting parents in understanding the special needs of their child;
 - (ii) Providing parents with information about child development; and
 - (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
- (9) Physical therapy means services provided by a qualified physical therapist.
- (10) Psychological services include –

- (i) Administering psychological and educational tests, and other assessment procedures;
 - (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
 - (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - (vi) Assisting in developing positive behavioral intervention strategies.
- (11) Recreation includes –
- (i) Assessment of leisure function;
 - (ii) Therapeutic recreation services;
 - (iii) Recreation programs in schools and community agencies; and
 - (iv) Leisure education.
- (12) Rehabilitation counseling services mean services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act.
- (13) School health services and school nurse services mean health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- (14) Social work services in schools include –
- (i) Preparing a social or developmental history on a child with a disability;
 - (ii) Group and individual counseling with the child and family;
 - (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(v) Assisting in developing positive behavioral intervention strategies.

(15) Speech-language pathology services include—

(i) Identification of children with speech or language impairments;

(ii) Diagnosis and appraisal of specific speech or language impairments;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

(iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

(16) Transportation includes—

(i) Travel to and from school and between schools;

(ii) Travel in and around school buildings; and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Related services are provided to students during normal school hours during the Charter School's regular school year as dictated by the student's IEP or during times and hours as otherwise agreed upon by the student's IEP team and written in the IEP. Related services are provided during the extended school year to the extent extended school year services are applicable for a particular student pursuant to state regulations and the student's IEP. The Charter School may provide related services in the home for students who require related services in the home as part of their IEP. When related services are not provided in the Charter School setting, the Charter School arranges transportation to and from the location of related services in accordance with applicable state and federal regulations.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Section 504 Policy

The Board of Trustees recognizes that all qualified persons with disabilities in the Pennwood Cyber Charter School ("Charter School") are entitled to a free and appropriate public education under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Section 504 is a civil rights statute that prohibits discrimination against individuals with disabilities. Section 504 is applicable to charter schools that receive Federal financial assistance from the U.S. Department of Education for programs and activities

The Charter School is under an affirmative duty to locate all students who are eligible for Section 504 accommodations pursuant to its Child Find duties. (34 C.F.R. §104.32(a)).

The Section 504 regulations define a person with a disability as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

A "physical or mental impairment" may include:

(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

An impairment in and of itself is not a disability. Per the Office for Civil Rights (OCR) guidance regarding "Protecting Students with Disabilities", the regulations "do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments."

"Major life activity" may include: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. According to the OCR, this list is also not exhaustive.

A student is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less. However, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

A qualified person with a disability is a person with a disability who is of an age during which it is mandatory under state law to provide such services to persons with disabilities; of an age during which persons without disabilities are provided such services; or a person for whom a state is required to provide a free appropriate public education under IDEA 2004.

All school-age children who are individuals with disabilities as defined by Section 504 are entitled to a free and appropriate public education ("FAPE").

According to the OCR, an appropriate education includes: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records, and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

To be appropriate, education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the needs of individuals with disabilities.

The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities and classrooms must be comparable, and appropriate materials and equipment must be available.

Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to the education needs of students with disabilities.

A person with a disability must be placed in the regular education environment, unless it is demonstrated that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services to the maximum extent appropriate to their individual needs.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments to the extent required in a cyber setting.

Section 504 requires the use of evaluation and placement procedures.

An individual evaluation must be conducted before any action is taken with respect to the initial placement of a child who has a disability, or before any significant change in that placement.

The CEO/CAO/Principal or their designee must establish standards and procedures for initial

and continuing evaluations and placement decisions regarding persons who, because of a disability, need or are believed to need special education or related services. Procedures must ensure that tests and other evaluation materials: have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer; are tailored to assess specific areas of education need and are not designed merely to provide a single general intelligence quotient; and are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

The CEO/CAO/Principal or their designee is directed to draw upon a variety of sources in the evaluation and placement process so that the possibility of error is minimized. All significant factors related to the learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

Information from all sources must be documented and considered by a group of knowledgeable persons, and procedures must ensure that the student is placed with nondisabled students to the greatest extent appropriate.

Periodic reevaluation is required.

The CEO/CAO/Principal or their designee must have in effect procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. Parents must be told about these procedures. In addition, parents or guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student's records. The due process procedures must allow the parents or guardians of students to challenge evaluation and placement procedures and decisions.

If parents or guardians disagree with the school's decisions, they must be afforded an impartial hearing. A review procedure also must be available to parents or guardians who disagree with the hearing decision. . Section 504 neither prohibits nor requires the Charter School to initiate a due process hearing to override a parental refusal to consent with respect to the initial provision of special education and related services. Nonetheless, the Charter School should consider that IDEA no longer permits schools to initiate a due process hearing to override a parental refusal to consent to the initial provision of services.

It is the policy of the Board to provide a free and appropriate public education to each qualified disabled student within the Charter School, regardless of the nature or severity of the disability. Consequently, it is the intent of the Board to ensure that students who are disabled within the definition of Section 504 are identified, evaluated and provided with appropriate educational services.

PROCEDURES

Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, or other certified school employee. Requests should be directed to Charter School's CEO at: 555 Ryan Run Road, York, PA 17404.

Charter School will consider the referral, and based upon a review of the student's records,

including academic, social, testing, and behavioral records, determine whether an evaluation is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, Charter School will inform the parents or guardian of this decision and of their procedural rights. . Section 504 requires informed parental permission for initial evaluations. If a parent refuses consent for an initial evaluation and the Charter School suspects a student has a disability, the IDEA and Section 504 provide that the Charter School may use due process hearing procedures to seek to override the parents' denial of consent.

EVALUATION

The purpose of a student evaluation shall be to determine eligibility for accommodations as a disabled person under Section 504. School districts may use the same process to evaluate the needs of students under Section 504 as they use to evaluate the needs of students under IDEA.

The Charter School's multi-disciplinary committee should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The committee members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. Charter School's Section 504 evaluation procedures must ensure that:

Evaluation materials have been validated for the specific purpose for which they are used and are interpreted and/or administered by trained personnel in conformance with the instructions provided by their producer.

Tests and the evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include student records, aptitude and achievement tests, teacher recommendations/input, nurse and/or counselor input, physical condition, social and cultural background, and adaptive behavior. In evaluating a student suspected of having a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons.

The eligibility determining team will take into account all records, test results, evaluations, teacher input, counselor input and consider the following when discussing eligibility and possible accommodations:

1. Determine if there are reasonable accommodations that can enable the student to participate in learning in the school environment.
2. Do not provide different or separate aid unless it is necessary to make benefits or services as effective as those being provided to all other students in the class.
3. Do not require the identical result or level of achievement as other students; rather, provide equal opportunity.
4. If the education of a person, in a regular environment with the use of reasonable supplementary aids, cannot be achieved satisfactorily, then the implementation of an IEP may be considered.
5. Other students' educational rights may not be significantly impaired by the accommodations.

6. The accommodations must be reasonable, must not fundamentally alter the school program, or present undue burden to the school.

7. The accommodations being considered are for the child's current placement only.

No final determination of whether the student is a disabled individual within the meaning of Section 504 will be made without informing the parent or guardian of the student concerning the determination. With regard to a student who is determined to be disabled under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, Charter School shall periodically conduct a reevaluation of the student as required by law. The CEO/CAO/Principal or their designee is directed to develop procedures necessary to implement this policy in a school setting.

- The Charter School must provide each identified protected handicapped student enrolled in the Charter School, those related aids, services, or accommodations needed to afford the student the equal opportunity he/she requires to participate in and obtain the benefits of the school program and extracurricular activities without discrimination. This is accomplished without cost to the student or their family, through the creation of a Chapter 15 Service Agreement. It is advisable to discuss with Parent/Guardian, during the meeting to determine Section 504 eligibility, what will be in the Service Agreement and when and where the services, aids and/or accommodations are provided.

- Whether done at a meeting or not, it is advisable to have Parent/Guardian sign a written Service Agreement before implementing it; and, the Agreement must contain:

- o Brief description of disability and resulting needs of Student;
- o Specific related aids, services curriculum modifications or accommodations that are being proposed;
- o Date services to begin and end or specific commitment to continue services for an indefinite period;
- o If appropriate, procedures to follow in a medical emergency;

- It is advisable that the 504 Team, including Parent/Guardian, meet periodically, and no less than an annual basis, to review Student progress or to meet within the School year if Student not demonstrating progress per teacher observation/assessments;

Note: With regard to a student who is determined to be disabled under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, the Charter School shall periodically conduct a reevaluation of the student as required by law.

The CEO and/or Section 504 Coordinator is directed to develop procedures necessary to implement this policy in a school setting.

DISCIPLINE

As part of the protections of not being subjected to discrimination or denied benefits of Charter School programs, the Student is afforded protections applicable to eligible special education students pertaining to exclusionary discipline. Such protections include holding a Manifestation Determination to decide if the misconduct is related to the disability, and Informal and Formal Hearings, with the latter having all due process protections pursuant to 22 Pa. Code §12.6.

FOR Students Eligible Under Section 504 WHEN NO SERVICE AGREEMENT IS Necessary

Such students may not require a 504 Service Agreement because:

- No accommodations needed in classroom or by School Nurse; or

- As result of mitigation measures, do not require accommodations with such measures including, but not limited to:
 - o Medication, medical equipment, hearing aids, low vision devices but NOT eyeglasses or contacts, Assistive Technology, auxiliary aids or services (interpreters, taped texts, and other means of delivery of aural or visual material) or learned behavioral or adaptive neurological modifications.

Grievance Procedure

If a Parent/Guardian believes that the school or any of its staff or schools have inadequately applied the regulations of Section 504, he/she may initiate a grievance with the school's CEO, Section 504 Coordinator or person designated per School Complaint Policy or in Parent/Student Handbook. The grievance procedures must explicitly state and make clear to the individual(s) involved that a complaint can be made to the regional office of U. S. Department of Education's Office for Civil Rights ("OCR") without going through the school's grievance procedures. However, the 504 Coordinator should attempt to resolve the matter initially through the Charter School in accordance with the Charter School's Parent/Student Complaint process and it is advisable for Charter School to convene a conference with Parent/Guardian within ten (10) days of receipt of complaint

PORTIONS OF THIS POLICY HAVE BEEN EXCERPTED FROM OCR'S WEB GUIDANCE ON SECTION 504 STUDENTS. 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.

Pennwood Cyber Charter School

Board of Trustees Policy

SERVICE ANIMALS IN SCHOOL POLICY

The Board of Trustees ("Board") of the Pennwood Cyber Charter School ("Charter School") adopts this Policy regarding Service Animals in School in accordance with applicable provisions of: Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. § 12101, and its implementing regulations at Section 28 C.F.R. Part 35. Additionally, this Policy addresses requirements and considerations regarding service animals under applicable provisions and implementing regulations of Section 504 of the Rehabilitation Act (Section 504), 29 U.S.C. § 794; and applicable provisions and implementing regulations of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 20 U.S.C. § 1400.

The Board adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from Charter School programs, activities and services, and to ensure that the Charter School does not discriminate on the basis of disability.

Service Animals Defined under the ADA:

Pursuant to Section 28 C.F.R. § 35.104, a Service Animal is defined as: any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to:

- assisting individuals who are blind or have low vision with navigation and other tasks,
- alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- providing non-violent protection or rescue work,
- pulling a wheelchair,
- assisting an individual during a seizure,
- alerting individuals to the presence of allergens,
- retrieving items such as medicine or the telephone,
- providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Emotional Support/Therapy/Comfort Animals:

Emotional support, therapy, comfort, or companion animals are NOT considered service animals under the ADA. Rather these terms are used to describe animals that provide comfort just by being with a person. Because they have not been trained to perform a specific job or task, they do not qualify as service animals under the ADA.

However, the use of an emotional support animal, sometimes referred to as a comfort animal, may be considered a request for a reasonable accommodation under the ADA. Such a request for the use of an emotional support animal must be supported by recent, reliable, objective, medical documentation. Documentation regarding an emotional support animal may be required to address legitimate safety requirements necessary for the safe operation of Charter school programs, services, or activities.

The ADA requires that a service animal be individually trained to do work or perform tasks for the benefit of an individual with a disability “, which means that the animal must be trained to take a specific action when needed to assist the person with a disability. For example, a person with diabetes may have a dog that is trained to alert him/her when his/her blood sugar reaches high or low levels. A person with depression may have a dog that is trained to remind him/her to take his/her medication. Alternatively, a person who has epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure.

The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

The ADA makes a distinction between psychiatric service animals and emotional support animals. If the animal has been trained to sense that an anxiety attack is about to happen and take a specific action to help avoid the attack or lessen its impact, that would qualify as a service animal. However, if the animal's mere presence provides comfort, that would not be considered a service animal under the ADA. More specifically, while emotional support animals provide comfort or companionship, psychiatric service animals may perform tasks such as reminding an individual with a disability to take medication, performing safety checks or room searches for individuals with PTSD, interrupting self-mutilation, and removing disoriented individuals from dangerous situations.

The Department of Justice has stated that other federal or state laws may permit an emotional support animal to qualify as a reasonable accommodation if necessary for a student's receipt of FAPE, even though it would not meet the definition of a service animal under Title II. Such requests by students or their parents will be reviewed on a case-by-case basis consistent with applicable federal and state laws and regulations. Only domesticated animals will be considered as a support animal. If a student or parent of a student requests that a student be permitted to use an emotional support animal, comfort animal or therapy dog, the school shall request the following documentation:

- 1) Signed medical release allowing the school to review any and all records pertaining to reasons for which the student requests the support animal.
- 2) Any training/certifications that the animal has received in respect to the functions it will carry out for the student.
- 3) Proof of current vaccinations and immunizations of the service animal.

All sections of this policy governing the use/duties/safety requirements of service animals and vaccinations/immunizations/licensing apply to support animals on school grounds, transport or school sponsored activities or testing sites.

If, at time of request to have a support animal at school, a student already has a Section 504 Plan or IEP, a meeting of the requisite Team, including Parent(s) and Student, will be convened to consider information and documentation supplied to the School by Parent(s) and Student to determine if the support animal is necessary to provide FAPE to the Student.

At the Meeting, the School shall request the following documentation:

- 1) Signed medical release allowing the school to review any and all records pertaining to reasons for which the student requests the support animal.
- 2) Any training/certifications that the animal has received in respect to the functions it will carry out for the student.
- 3) Any information regarding the type of animal/breed.
- 4) Proof of current vaccinations and immunizations of the animal.

Service Animals in School:

Parents/Guardians of students with disabilities who believe the student needs to bring a service animal to school in order to receive a free and appropriate public education shall notify the CEO or designee. In accordance with the Charter School's Childfind duties under the Individuals with Disabilities in Education Act (IDEA), the appropriate School Team shall evaluate the request to use the service animal in school, gather necessary information and determine when the student requires the service animal, during the school day and/or at school activities. This may include a request for parental permission to formally evaluate the student's education-based needs to determine if an Individualized Educational Plan (IEP) is necessary. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student's IEP or Section 504 Service Agreement.

Pursuant to Section 28 C.F.R. § 35.106: a public entity shall make information regarding services, programs or activities applicable to applicants, participants, beneficiaries and other interested persons, in such a manner as to apprise such persons of the protections against discrimination assured them.

Generally, the Charter School will modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability. The term "disability" is defined under Section 28 C.F.R. § 35.104.

If the Charter School properly excludes a service animal under § 35.136(b), the CEO shall give the individual with a disability the opportunity to obtain services and accommodations without having the service animal on the premises. 28 C.F.R. § 35.136(c).

A service animal **must** be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal **must be otherwise under the handler's control** (e.g., voice control, signals, or other effective means). 28 C.F.R. § 35.136(d).

The Charter School is not responsible for the care or supervision of a service animal. 28 C.F.R. § 35.136(e).

The Charter School shall not ask about the nature or extent of a person's disability, but may require the following information in order to determine whether an animal qualifies as a service animal and before a service animal shall be allowed in a Charter School building, or on Charter School property or vehicles. The owner or handler of the animal shall submit to the CEO or designee a written request and the following documentation from a certified professional:

- (1) Verification of the need for a service animal.
- (2) What work or task the animal has been trained to perform in relation to the individual's disability.
- (3) Proof of current vaccinations and immunizations of the service animal.

Generally, the Charter School may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability). 28 C.F.R. § 35.136(f).

Direct and Immediate Threats:

The Charter School reserves the right to exclude an individual if that individual presents a direct and immediate threat to others in the building or school. 28 C.F.R. § 35.139(a). To make this determination, the Charter School will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. 28 C.F.R. § 35.139(b). The Charter School will not rely solely on speculation, stereotypes or generalizations about individuals with disabilities. 28 C.F.R. § 35.130(h).

The Charter School may exclude a service animal from District buildings, property and vehicles under the following circumstances:

- Presence of the animal poses a direct threat to the health and safety of others.

- Owner or handler is unable to control the animal.
- Presence of the animal would require a fundamental alteration to the program.
- Animal is not housebroken. 28 C.F.R. § 35.136(b).

Access to Charter School areas/ Admission Of Service Animals To Public Events:

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a place of public accommodation where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go. 28 C.F.R. § 35.136(g). This right of access does not extend to the schools generally or to other activities that are not open to the general public.

The Charter School shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the Charter School normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal. 28 C.F.R. § 35.136(h).

Delegation of Responsibility

The owner or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.
2. Control of the animal at all times through the use of a harness, leash, tether or by other effective means.
3. Damages to Charter School buildings, property and vehicles caused by the animal.
4. Injuries to students, employees, volunteers and visitors caused by the animal.
5. Annual submission of documentation of vaccinations and immunizations.

Miniature horses:

The Charter School shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability only if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, the Charter School shall consider--

- (A) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (B) Whether the handler has sufficient control of the miniature horse;
- (C) Whether the miniature horse is housebroken; and
- (D) Whether the miniature horse's presence in a specific facility compromises legitimate safety and/or health requirements that are necessary for safe operation.

Other requirements which apply to service animals pursuant to this policy and applicable federal regulations shall also apply to miniature horses. 28 C.F.R. § 35.136(i).

The CEO or designee is directed to inform the Board of any new requirements regarding service animals and to develop and implement any procedures that may be necessary to effectuate this policy.

The CEO will seek and obtain any necessary or required trainings relative to effectuating this policy and that address issues with regard to service animals and safety including any training regarding the proper way to interact with service animal in the school setting.

Students with Disabilities:

In addition to the requirements and parameters regarding service animals above, the decision as to whether to allow an animal in school for a student with a disability under Section 504 or IDEA, even if that animal does not meet the definition of a "service animal" shall be made on a case by case basis in accordance with applicable state and/or federal laws and regulations, including applicable sections of Section 504 and/or IDEA and ADA.

The parent or guardian of a student with a disability, who believes that an animal is necessary to ensure a free and appropriate public education to the student, is directed to notify the CEO or the Student's IEP team or Section 504 team in accordance with applicable state and federal laws and regulations and in accordance with this policy.

Such a request for an animal in school shall be evaluated and made in accordance with applicable state and federal laws and regulations, including: ADA, Section 504, IDEA and/or Chapter 711 of Title 22 of the Pennsylvania Code.

In an effort to fully understand the scope of the request and need, the Charter School reserves all rights applicable under Section 504 and/or IDEA to request documentation and/or relevant information regarding such requests, to the extent those rights are not specifically precluded by other applicable regulations.

Notice and Appeal

The designated Administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an owner or handler in Charter School buildings or vehicles or at School-sponsored events or test sites are informed of the Board Policy and any procedures governing this issue. Involved individuals can include administrators, appropriate employees, student and parent/guardian.

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal the decision in accordance with applicable Student Complaint 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.

Pennwood Cyber Charter School

Board of Trustees Policy

Students with Specific Learning Disabilities Policy

The Board of Trustees directs the Chief Executive Officer (“CEO/Principal”) or their designee to develop procedures for the determination of specific learning disabilities that conform to the criteria in Section 711.25 of Title 22 of the Pennsylvania Code. These procedures are to be included in the school's annual report and any charter renewal application to the extent that a charter renewal application is required to be submitted:

To determine that a child has a specific learning disability, the Pennwood Cyber Charter School (“Charter School”) shall:

(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:

- (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 are not primarily the result of any of the following:

- (i) A visual, hearing or orthopedic disability.
- (ii) Intellectual Disability.
- (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.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Special Education Student Enrollment

The Board of Trustees of the Charter School (“Charter School”) recognizes that the Charter School must not deny enrollment or otherwise discriminate in admission practices on the basis of a child’s need for special education or supplementary aids or services.

The Charter School shall comply with the Board of Trustees’ approved Student Admissions Policy. The Charter School is further directed to make the Student Admissions Policy available for inspection by auditors from the Pennsylvania Department of Education during any special education cyclical monitoring audit.

The Charter School shall comply with Section 24 P.S. 17-1723-A of the PA Charter School Law regarding enrollment and shall not discriminate in its admission policies or practices on the basis of intellectual ability (except to the extent specifically allowed by law), or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or immigration status or any other basis that would be illegal under applicable state and/or federal laws or regulations.

Guidelines

Entitlement to Education

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. Once the required enrollment documentation described below is provided, the Charter School must enroll non-resident children 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 the Charter School’s receipt of the required documents, if a space exists pursuant to the Charter School’s Admission/Lottery Policy.

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, the 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. (Also see attached Residency Affidavit.)

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. The 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, the 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

Although the Charter School may ask for any of the information below, the 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 the 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, the Charter School 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.

Documentation Required From Other Sources

The 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, the 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, the 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 the Charter School. The Charter School 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. A school district 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, the 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. The 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

The Charter School may require a parent/guardian to provide a custody or dependency order when the child is being enrolled at the Charter School pursuant to parent relying on court order or custody agreement as the basis for enrollment. The Charter School will not require a custody order or agreement as a condition of enrollment in any circumstances other than the circumstance specified above. (See attached Affidavit of Custody).

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, the 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 (See Attachment B for a model statement), or

2. Appropriate legal documentation to show dependency or guardianship, which may include a custody order. The 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, the 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. (See attached Affidavit of Support), if a space exists pursuant to the school's Admission/Lottery 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 of 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.

If Student has been placed by person or entity other than the cyber charter school at a facility or institution which meets criteria for institutionalization pursuant to 13-1306 of the Public School Code, then the Charter School cannot enroll student or if already enrolled and Student is subsequently determined to be institutionalized, the Charter School must disenroll Student who will return to school district of residence as payor to host district of institution.

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 the 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/Lottery 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 that lists a post office box as their address. This is their legal address and the 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 school 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 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 the 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 the Charter School, family or other involved parties to determine the facts, whether the child is entitled to enrollment at the 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 the Charter School and the individual who filed the complaint.

If the 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/Lottery Policy, the Department will issue a letter to the Charter School requesting its position on the situation. The Charter School will have five (5) school days to respond to the request. If the 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 the 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

The Charter School's written policy on student admission is a public record and will be posted to the school's website.

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Pennwood Cyber Charter School

Board of Trustees Policy

Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation Policy

The Board of Trustees of the Pennwood Cyber Charter School (“Charter School”) recognizes that federal and state law requires an evaluation of a student with a disability in accordance with 34 CFR 300.304 through 34 CFR 300.311 before determining the student is no longer a student with a disability. For a student whose eligibility terminates based on graduation from high school, the Charter School must provide the student with a summary of the student’s academic achievement and functional performance, including recommendations on how to assist the student in meeting the student’s post-secondary goals. A transition plan, including the student’s appropriate measurable post-secondary goals related to training, education, employment, and when appropriate, independent living skills should be addressed in the student’s IEP.

Graduation from high school with a regular high school diploma constitutes a change in placement. Therefore, the Charter School must provide a Prior Written Notice/Notice of Recommended Educational Placement for student’s graduation so as to provide student with procedural due process safeguard in the event that Parent(s) disagree with the Charter School IEP Team’s recommendation.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Surrogate Parent Policy

Pennwood Cyber Charter School (“Charter School”) must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or Charter School, after reasonable efforts, cannot locate the parent, or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434 a(6).

20 U.S.C. § 1401 Definitions:

The term “Parent” means –

- a) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by state law from serving as a parent);
- b) a guardian (but not the State if the child is a ward of the State);
- c) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or
- d) except as used in sections 1415(b)(2) and 1439(a)(5) of this title, an individual assigned under either of those sections to be a surrogate parent.

42 U.S.C. § 11434A McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youths – Definitions:

The term “homeless children and youths” means –

- a) individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and
- b) includes:
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or, are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C) of this title);
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, sub-standard housing, bus or train stations, or similar settings; and,
 - iv. migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Charter School must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child as well as ensuring that surrogates are trained and have adequate knowledge to serve in this capacity.

Charter School may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency (“SEA”), Charter School or any other agency that is involved in the education or care of the child, such as the child welfare agency, adoption agency, etc. This means that a “house

parent," or other employee of a public child welfare agency or private child welfare provider agency, school district, charter school, state educational agency, or a facility where the child lives is not eligible. Whenever possible, a surrogate parent should be someone who already knows and has a trusting relationship with the youth and must have knowledge and skills that ensure that he or she will adequately represent the child..

For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child's care or by Charter School. The surrogate must have no personal or professional interest that conflicts with the interest of the child the surrogate parent represents. The surrogate parent must have knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, educational placement and provisions of FAPE to the child.

When Does the Charter School need to appoint a surrogate?

- 1) No parent, guardian, current foster parent, or relative caregiver (relative acting in place of the parents with whom the child lives) can be located
- 2) Parent's right to make educational decisions for the child have been terminated by the court, and no guardian, current foster parent, or relative caregiver (relative with whom the child lives) can be located and the child does not have a court-appointed education decision maker or surrogate parent.
- 3) The child is an unaccompanied homeless youth under 42 U.S.C. § 11434A.

If a child is or may be eligible for special education or early intervention services, the IDEA requires the child's school district, charter school, cyber charter school or early intervention agency to ensure that the child has an active birth or adoptive parent or other person authorized by the IDEA or a court to make decisions for him or her. The person who is designated to act as the "parent" under the IDEA is entitled to participate in all of the meetings and make all relevant decisions. If the charter school cannot locate a biological or adoptive parent or other IDEA Parent from the list below, then it must appoint a "surrogate parent" within 30 calendar days. In some cases, a child may appear to have more than one IDEA parent from the list below and the Charter School will need to determine which person is the legally-authorized decision maker.

Under the IDEA, potential IDEA Parents include:

- A biological or adoptive parent;
- A foster parent;
- An individual who has the authority to act as the child's parent or who has the authority to make education decisions for the child (such as an Educational Decision Maker "EDM");
- A family member with whom the child lives who is acting as a parent (such as a grandparent or stepparent);
- A guardian who is legally responsible for the child's welfare (but not any employee of a child welfare agency); or
- A surrogate parent assigned by the local educational agency (such as the school district or charter school).

If a court has not limited the biological/adoptive parent's authority to make education decisions, the Charter School must recognize that parent as the person authorized to make education decisions for the child so long as he or she is "attempting to act as the parent." If the parent is not "attempting to act as the parent" (for example, is not responding to notices or attending meetings), and the child has a foster parent or one of the other potential "IDEA parents" listed above, the Charter School must then treat that person as the child's IDEA Parent and allow that person to participate in meetings, give or deny consent, and make early intervention or special education decisions for the child. The "IDEA

Parent” can challenge the Charter School’s proposals through the mediation and due process hearing procedures.

If the child has a “parent” under the IDEA (see list above), the Charter School does not need to “appoint” that person as the child’s surrogate parent. Unlike a juvenile court judge, who can appoint another person as EDM to act in the best interest of the child even if the child has a parent, a Charter School cannot appoint another person to make decisions for the child if the child has a “parent.” If, however, a court has appointed an EDM, the EDM makes educational decisions for the child regardless of whether the biological/adoptive parent wants to serve in that role or whether there are other potential “parents” under the IDEA who are ready to serve that role. *If a court has appointed an EDM, that person trumps all other potential “parents” under the IDEA.*

The Charter School must take steps to ensure that the child’s rights are protected if:

- 1) The Charter School does not know who the parent is;
- 2) The Charter School cannot locate the parent after making reasonable efforts to get in touch with them, such as calling and sending letters on multiple occasions;
- 3) The child has no “parent” under the IDEA (see above); or
- 4) The child is an “unaccompanied homeless youth” as defined by 42 U.S.C. § 11434A

Once a Charter school has determined that an enrolled child needs a surrogate parent, it must assign a surrogate parent within 30 calendar days. To meet its 30-day obligation, a Charter School should try to maintain a pool of trained surrogate parents who are available for children in need. Charter Schools may enter into interagency agreements with its local child welfare agency to identify children in need of surrogate parents and potential candidates to fill this role.

Exceptions to General Rule Prohibiting Caseworker/Employee of Agency to be Surrogate:

There are two exceptions to the general rule that an EDM or surrogate parent cannot be an employee of an agency involved in the care or education of the child for children aged 3 or older:

- 1) A caseworker or other agency employee can consent to an initial evaluation in very limited circumstances. Written consent of a parent is required before a child can first be evaluated to determine eligibility for special education services. However, the IDEA permits a school to start the initial evaluation without obtaining parent permission if the child is in the custody of the child welfare agency, is not living with the parent or with a foster parent, and one of the following applies:
 - The school documents that it has made repeated attempts but cannot locate the parents;
 - The parents’ rights have been terminated; or
 - The birth parents’ rights to make education decisions have been suspended by a judge and the judge has appointed an individual to consent to the initial evaluation.

NOTE: In this limited circumstance only, the judge can appoint a person to give this consent who is an employee of an agency involved in the education or care of the child, such as the county or a private provider child welfare agency. However, if the child is ultimately determined to be eligible, that person cannot consent to starting special education services. Therefore the Charter School or the court must immediately begin the process of appointing an EDM or surrogate parent who can consent to the provision of special education services while determining if the child is eligible.

- 2) A temporary surrogate parent can be appointed for an “unaccompanied homeless youth.” These are youth who are not in the physical custody of a parent or guardian and who do not have a fixed, regular, and adequate nighttime residence. For such youth, the staff of an emergency shelter, transitional shelter, independent living program, or street outreach program may be appointed as a “temporary surrogate parent” (even if that person is an employee of an agency involved in the care or education of the youth) *until such time as a surrogate parent who meets the usual requirements can be*

appointed.

Who can be a Surrogate Parent?

- 1) A person of good character;
- 2) a person at least 18 years of age;
- 3) a person who possesses reasonable abilities to make decisions regarding a student's educational needs;
- 4) a person committed to acquainting themselves with a student's educational needs, the student's rights under the Individuals with Disabilities Education Act, and the Pennsylvania educational system;
- 5) a person committed to advocating a free appropriate public education for the child in the least restrictive environment and agree to fulfill the responsibilities listed below;
- 6) a person who has no vested interest that would conflict with the interests of the student;
- 7) a person is not an employee of any agency responsible for the education of care of the child; and
- 8) a person who lives within geographic proximity to the student, which will enable that person to discharge their obligations as a surrogate parent.

Responsibilities of a Surrogate Parent:

- 1) Participate in the surrogate training session(s);
- 2) Request and participate in all applicable meetings relating to the provision of services and educational placement of the child (including individualized education program (IEP) meetings, evaluation reviews and manifestation determinations, etc.);
- 3) Approve or disapprove of the student's IEP;
- 4) Engage in ongoing communication, verbally or in writing with the student, the student's teacher and the student's school;
- 5) Assert student's rights to due process and to compliance with the IEP as appropriate;
- 6) Contact the surrogate parent trainer if further assistance is required or if surrogate parent no longer wishes to assume the educational responsibility for the child;
- 7) Ensure the child receives a free appropriate public education in the least restrictive environment.

The CEO/Principal or their designee is directed to develop procedures that may be necessary to implement this policy.

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Pennwood Cyber Charter School

Board of Trustees Policy

Special Education Training Policy

Personnel

The Chief Executive Officer (“CEO/Principal”) or their designee shall ensure that in-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities in the school, including those with low incidence disabilities.

Personnel must be fully informed about their responsibilities for implementing applicable state and federal special education laws in the school environment and are provided with technical assistance and training necessary to assist them in this effort.

Training must be a part of Pennwood Cyber Charter School (“Charter School”) Professional Development Plan and Act 48 credits are to be made available.

Trainings are to be administered in areas including but not limited to: behavior support, reading, FAPE in the LRE, Transition, and At/Low Incidence, confidentiality, FBAs/Manifestation Determinations, use of positive behavior support, de-escalation techniques and emergency responses.

Appropriate instructional changes must take place as a result of the trainings.

Personnel should be asked about their training needs on a regular basis.

Pursuant to 22 Pa Code §711.5, instructional paraprofessionals are to receive 20 hours of staff development activities related to their assignment each year. An instructional paraprofessional is a charter school or cyber charter school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student’s IEP.

Pursuant to 22 Pa Code §711.5, personal care assistants are to receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by any school-based ACCESS program, if applicable). A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

Pursuant to 22 Pa Code §711.5, educational interpreters are to receive 20 hours of staff development activities relating to interpreting or transliterating services annually. 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 a charter school or cyber charter school, consistent with the Sign Language Interpreter/Transliterator State Registration Act.

The CEO/Principal or their designee is directed to implement procedures necessary to ensure:

- (1) Personnel training needs are addressed.
- (2) General education and special education personnel receive training and professional development.
- (3) Personnel are to have the skills and knowledge necessary to meet the needs of students with disabilities.
- (4) Educational research, materials and technology are to be acquired and disseminated to teachers, administrators, and related services personnel as needed.

Parent Training: Administration is further directed to make training opportunities available to parents or students who require same as part of any IEP and to the extent appropriate under applicable state and federal laws and regulations.

Administration is directed to maintain appropriate documentation of trainings offered and attendance.

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.

Pennwood Cyber Charter School

Board of Trustees Policy

Transition Services Policy

For students who are 14 years of age or older, Pennwood Cyber Charter School (“Charter School”) shall include a transition plan in the student’s IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

If determined appropriate by the IEP team, transition planning may begin prior to 14 years of age.

The student must be invited to the IEP team meeting where transition planning is being considered.

If the student does not attend the IEP meeting, the school must take other steps to ensure that the student’s preferences and interests are considered.

Transition services are a coordinated set of activities for a student with a disability designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student’s needs taking into account the student’s strengths, preferences, and interests as well as the fact that the student has been educated in a school setting. . Curriculum-based instruction or any instruction occurring outside the classroom in the school or community where interaction occurs with persons without disabilities, and includes nondisabled peers and community members, is counted as a general education classroom and is included in the calculation for Least Restrictive Environment.

Based on age-appropriate assessment, the student’s IEP team is to define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Such postsecondary goals or goals covering education, training, employment or independent living, will be updated annually. . All three goal areas shall be addressed by the IEP team and summarized in the present educational levels secondary transition section of the IEP. Federal law requires that students have “appropriate, measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills” §300.320(b)(1). If a post-secondary goal area is not needed, the reason it is not needed must be documented in the Present Levels of Academic Achievement and Functional Performance portion of a student’s IEP. The services/activities and courses of study that support that goal are to be included in student IEPs. For each service/activity, the location, frequency, projected beginning date, anticipated duration, and person/agency responsible are also to be included.

The specific courses of study which facilitate the student’s successful move from school to the student’s expressed post-school goal must be included in the IEP. If specific transition services are required, based upon the student’s skill deficit area(s), to assist the student in realizing their goal(s), these must be set forth in the IEP. Each post-school goal should contain information as

to the instruction, related service(s), community experience and if appropriate, acquisition of daily living skills that are necessary for meeting the post-school goal(s).

Overall, for each post-school goal, there must be at least one annual goal included in the IEP which contains the student's name, clearly defined behavior and performance criteria. Lastly, there should be means by which to measure progress towards the post-school goal(s) and indication of adjustment to the transition plan if the progress monitoring data does not support achievement of the goal and/or positive movement towards achievement of same.

Assistance in Obtaining Accommodations in College/University

Charter School high school IEP Transition Teams should include in the Transition Plan goals and steps to assist students with how to request and secure postsecondary accommodations if they plan to attend college after high school graduation. This assistance includes:

Help students submit appropriate documentation: Post-secondary institutions such as colleges and universities are not required to accept IEPs but are mandated to provide accommodations in accordance with American with Disabilities Act ("ADA"). Therefore, development of a Section 504 Plan for a student is one way that permits a student to educate the post-secondary institution about the accommodations student will require in this environment. If Student requires an IEP through to high school graduation, Guidance counselors and IEP School Transition Team members should advise students to send neuropsychological or psychoeducational tests instead of IEPs to the chosen colleges. Or for some disabilities, many colleges will request a signed letter from a doctor or neurologist. As part of the Transition Plan in the IEP, the School Team should help students to ensure these letters are written on the doctor's letterhead and include the doctor's license number and either a DSM-4 or DSM-5 diagnosis as well as the evaluator's or doctor's recommendations.

The School Team should advise students to call the admissions office of colleges and ask whether they should submit their testing results together with the application or wait until after they have been accepted, as colleges vary.

Provide up-to-date evaluations: Neuropsychological and psychoeducational testing should be conducted no more than three to five years before the student applies to college and requests accommodations. If a student's tests are out of date, have the student check with the college to see if an update may be obtained, which is a scaled down version of the original test instead of a whole new battery.

Help students discern accommodations from modifications: Accommodations are what happen in college while modifications *and* accommodations happen in K-12. Colleges are not required to grant modifications, such as altering the curriculum, assignments, or degree requirements, as these could lower students' production level or quality of work. Accommodations though must be provided to college students under the ADA if deemed reasonable which means that the requested accommodation will not be burdensome financially or resource-wise for the university.

Students should be made aware also that colleges do not have to provide the exact accommodations the student requests, but they do have to grant similar status. For example, if a student requests a personal scribe to help take notes, a college might opt to provide assistive technology, as it is a less burdensome option financially.

Students must also be advised that they must inform their professors of their accommodations, as the ADA officers cannot legally inform professors of accommodations on the students' behalf.

Support students' self-advocacy: The School's Transition Team must start working with students to help them understand what their disability is, how it affects them in an academic setting, and what they need in order to be accommodated in that setting.

The Chief Executive Officer ("CEO")/Principal or their designee is directed to inform the Board of any new requirements regarding Transition Planning and any need to obtain additional services, training and/or assessment tools related to Transition Planning.

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Pennwood cyber charter school

Board of Trustees Policy

Special Education Policy

The Board of Trustees of the Pennwood Cyber Charter School ("Charter School") recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code, Charter School Services and Programs for Children with Disabilities.

The Board of Trustees of Charter School also recognizes that charter schools are not exempt from federal special education laws or regulations included in Chapter 711. These include but are not limited to enumerated provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA") and Section 504 of the Rehabilitation Act of 1973. ("IDEA"), for school-age children with disabilities who do not meet the eligibility criteria outlined under the IDEA, but who might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Section 504 protects children who have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 and Section 504. Pursuant to 22 Pa. Code §711.3:

"Charter schools and cyber charter schools assume the duty to ensure that a [free and appropriate 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 Charter School's special education program includes the supports and services needed for students who require specially designed instruction and other services, including related services, with all services provided at no cost to the student or parents and guardians. Programs are developed by qualified Charter School staff to meet the needs of all students. Individual Education Programs are developed on an individual basis by the IEP Team, pursuant to Sec. 300.321, and implemented in the Least Restrictive Environment, pursuant to Sec. 300.114. The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, pursuant to Sec. 300.320.

Charter School shall ensure that all children with disabilities enrolled in the charter school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services

Charter School must be able to document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through child find activities. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

Charter School must conduct systematic screening activities that lead to the identification and evaluation of children with disabilities. Basic screening procedures might include but are not limited to hearing and

vision tests as well as grade level tests of academic performance. The Charter School must be able to document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through published Child Find activities in accordance with 22 Pa. Code §711.21, a pertinent portion of which is set forth below:

Each charter school's or cyber charter school's written policy must include:

- (1) Public awareness activities sufficient to inform parents 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 shall be published in the charter school or cyber charter school handbook and web site.
- (2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school.

Basic screening procedures might include, but are not limited to, hearing and vision tests as well as grade level tests of academic performance.

Please see the Charter School's Child Find Child Find Policy and Notice.

The Charter School also complies with the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99) ("FERPA"), which is a Federal law that protects the privacy of student education records, which includes special education records. Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance with Sec. 300.622(b)(1) of the IDEA, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99, in accordance with §300.622(a).

Charter School must also have a system to evaluate the overall success and effectiveness of public awareness and child find activities.

Charter School recognizes that:

- Children with disabilities must be admitted on the same basis as children without disabilities.
- Upon admitting a child with a disability, the school must provide services to address the child's specific needs
- When a student with a disability transfers to the school, the school is responsible for ensuring that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP.
- Charter School will use the most current and appropriate versions of Special Education Formats.
- To meet the requirements of federal law, Charter School may provide the services itself, or contract with another entity, such as an intermediate unit or school district, to provide the services, respecting the least restrictive environment requirements.

Contact the Charter School CEO, or designee, or the Director of Special Education for questions about the Charter School Special Education program, the evaluation/reevaluation process, including forms for the Permission to Evaluate ("PTE") and Reevaluate ("PTRE"), and for the Parents Procedural Safeguards regarding consent for the evaluation and reevaluation processes, or for any matters concerning the IEP process and special education,. For a copy of the Procedural Safeguards Notice, contact the Charter

School CEO or designee, or the Charter School Director of Special Education. The CEO or designee is directed to implement all procedures in accordance with this policy.

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Pennwood Cyber Charter School

Board of Trustees Policy

TRANSITION FROM PRESCHOOL EARLY INTERVENTION PROGRAMS TO CHARTER SCHOOL KINDERGARTEN OR FIRST GRADE PROGRAMS

The Board of Trustees of the Pennwood Cyber Charter School ("Charter School"), recognizes that Act 212 of 1990, the Early Intervention Systems Act, established Early Intervention services in Pennsylvania for eligible children from age three to the "age of beginners". Age of beginners is defined as the minimum age established by each school district's board of directors for admission to the school district's first grade under 22 Pa. Code 14 §14.101. A transition, without interruption in program, and with appropriate procedural protections, is required under 20 U.S.C. §1419 (IDEA).

To assist in this transition process, the Pennsylvania Department of Education ("PDE") Bureau of Special Education ("BSE") and the Bureau of Early Intervention Services ("BEIS") have developed standardized procedures and forms to be utilized by the Preschool Early Intervention programs, school districts and charter schools throughout the process. If Parents choose to enroll their child in the Charter School or complete the Intent to Register and select the Charter School, then the Charter School must fulfill the following responsibilities for a successful transition for the new school year.

By February 1st of each year, preschool Early Intervention programs must identify the children in their programs who are approaching the age for kindergarten or first grade. During the transition meetings in February, if parents intend to register their child with the Charter School, the following options should be considered by parents and the Charter School team:

(1) Parents and the Charter School can agree to adopt and implement the child's preschool Early Intervention Individualized Education Program for the new school year and, if so, the Charter School would then issue the Notice of Recommended Educational Placement/Prior Written Notice ("NOREP/PWN"), indicating this recommendation. However, the NOREP/PWN should indicate that the IFSP, as adopted, will serve as interim supports for the student, for a period of time of a maximum of sixty (60) days, while the Charter School, as the new LEA, decides on whether to accept, in part or whole, the entire recommended special education program in the IFSP. The Charter School will then determine, through a review of Early Intervention records, if school-age instruments were used to develop the IFSP and if not, then issue a PTE to conduct an evaluation using necessary school-age instruments.

(2) Parents and the Charter School can decide to adopt the preschool Early Intervention Individualized Education Program with revisions. The Charter School and parents would discuss the proposed revisions. The Charter School would then issue the revised Individualized Education Program and Notice of Recommended Educational

Placement/Prior Written Notice indicating this recommendation.

(3) Parents and the Charter School will decide if a reevaluation is necessary. The Charter School may conduct a reevaluation consisting of a review of existing data and information prior to the development of an Individualized Education Program. The Charter School is not required to issue the Prior Written Notice and Request for Consent for Reevaluate form to obtain parental consent prior to a reevaluation limited to a review of existing data. The Charter School will notify the parents in writing within a reasonable amount of time after receipt of the Intent to Register form. Charter schools may conduct a reevaluation and develop Individualized Education Programs in accordance with the timelines mandated in 22 Pa. Code Chapter 711. The Charter School and the parents may agree to waive a required reevaluation that is allowed under 34 CFR §300.303(b)(2), or may agree to implement the existing evaluation or Individualized Education Program.

(4) The Charter School may notify parents using a letter/notice developed by the Charter School. If the team is meeting to review existing evaluation data, the Invitation to Participate in the Individualized Education Program Team Meeting or Other Meeting notice can be used, noting that the meeting is to review data as part of a reevaluation. This review of existing data should commence within a reasonable amount of time after receipt of the Intent to Register.

The Reevaluation Report will summarize the data reviewed during reevaluation, the decision about whether additional evaluation data are needed, and a determination about the child's continued eligibility for special education services. If, through the review of existing evaluation data the Individualized Education Program team as described above determines that additional data are needed, the Charter School will issue the Prior Written Notice and Request for Consent to Reevaluate Form to obtain parental consent to collect the additional data. Within 60 days of the date the Charter School receives parental consent (not including summer days) to collect additional data, the parents will receive a copy of the Reevaluation Report.

(5) Waiving the reevaluation is not part of the reevaluation process. Waiving the reevaluation is recommended by the Charter School, not the Individualized Education Program team. The parents must be in agreement with the determination to waive the reevaluation. Parent signature is required on the Agreement to Waive Reevaluation form.

Within a reasonable period of time from the receipt of the signed Intent to Register form but no later than April 15th, the Charter School will notify parents in writing and initiate one of the options as noted above. Regardless which option is chosen, an Individualized Education Program will be implemented no later than 10 school days after its completion, in order to ensure that the special education programs of young children with disabilities are not interrupted when they transition from preschool Early Intervention programs to school-age programs.

All children currently eligible for special education in preschool Early Intervention and registered with the Charter School will remain eligible for special education in the Charter School unless the Charter School or preschool Early Intervention program completes a

reevaluation that determines the child is no longer eligible for special education. If no longer eligible for special education services, the Charter School or preschool Early Intervention program must issue a Notice of Recommended Educational Placement/Prior Written Notice. If parents disagree with the Individualized Education Program offered by the Charter School and initiate a due process hearing or both parties agree to mediation, children who will transition into kindergarten or school age programs must continue to receive the services described in their preschool Individualized Education Program (ensuring "status quo") pending completion of dispute resolution options of mediations or due process hearings.

It is recommended that the records of children who will be transitioning to the Charter School be requested by the Charter School for transfer from the preschool Early Intervention program in time for the transition meeting. If a transition meeting is not held, the records will be transferred upon the child being registered with the Charter School or when the child is no longer receiving preschool Early Intervention services.

The CEO shall ensure that this transition process is carried out through the Director of Student Services/Special Education Coordinator and any questions should be directed to this latter person.

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Special Education Provider List

Company Name	Main Contact E-mail	Services 1	Service 2	Service 3	Service 4	Evaluation 1	Evaluation 2	Evaluation 3	Mileage	Participation in IEP team; Service Location	Contact Name, Address
Devon Healthcare	joanne@devonhealthcaregroup.com ; Andrea@devonhealthcaregroup.com	Speech and Language (Face to Face) services, Speech and Language (Virtual) services	Occupational therapy (Face to Face) services, Occupational therapy (Virtual) services	Physical Therapy Services services, Indirect services (includes parent consult, prep time, scheduling, Easy IEP review/update, and monthly progress reports)	BCBA & ABA Certified Therapist, Behavioral support services provided by Registered Behavior Technician, Instructional Aides	Speech and Language evaluation (to include write-up, progress notes, and goals)	Occupational evaluation (to include write-up, progress notes, and goals)	Physical evaluation (to include write-up, progress notes, and goals), Psychological evaluations	All travel is paid by mile at the current federal IRS rate.	Participation in IEP teams via phone conference; Mutually agreed upon location	Joanne Michener, 15 Rittenhouse Place, 2nd floor, Ardmore, PA 19003; Phone 866-830-7272
Allied Therapy Partners, LLC	helen@alliedtherapygroup.com	Speech and Language Individual services	Occupational therapy services, Physical therapy services	Counseling services, Applied Behavior Analysis (ABA) & Verbal Behavior services	Psycho Educational Evaluation	Speech and Language evaluation (to include write-up, progress notes, and goals) services	Occupational evaluation (to include write-up, progress notes, and goals) services	Physical evaluation (to include write-up, progress notes, and goals) services	All travel is paid by mile at the current federal IRS rate.to:(blank)	Participation in IEP team meetings via phone conference; Mutually agreed upon location; or virtual online	Helen Bommarito, 842 South Keim Street, Pottstown, PA 19467; Phone 610-812-3649
Support Brands LLC dba Therapy Serve	lauren@therapyserve.com	Speech and Language Services	Occupational therapy services	Physical therapy services, Vision services (Virtual/Face to Face), Counseling services (Virtual/Face to Face), BSC services (Virtual/Face to Face), Social Skills services (Virtual/Face to Face), and Audiologist/Deaf and Hard of Hearing services (Virtual/Face to Face)	Applied Behavioral Analysis services, PCA/IA services (Virtual/Face to Face), Tutor services (Virtual/Face to Face)	Speech and Language evaluation (to include write-up, progress notes, and goals), Occupational evaluation (to include write-up, progress notes, and goals), Physical therapy evaluation (to include write-up, progress notes, and goals)	RN Evaluations, Progress Reports at a flat rate of fifty dollars (\$50)	Functional Behavioral Assessments (to include write-up, progress notes, and goals), Psychological Evaluations (to include write-up, progress notes, and goals), (VB-MAPP) Verbal Behavior Milestones Assessment and Placement Program Evaluations	All travel is paid by mile at the current federal IRS rate.	Participation in IEP teams via phone conference; Mutually agreed upon location	Lauren Holoka, 216 Hoeffcker Road, Phoenixville, PA 19460; Phone 610-324-8950
Therapy Source, Inc.	PPuleo@txsource.com	Speech and Language Services	Occupational Therapy Services	Physical Therapy Services, Psychological Services, BCBA services, Behavior Analyst, Behavior Therapist, Counseling, School Social Work	Audiological Services, Assistive Technology, ELL Services, Nursing Services, Special Education Tacher, Teacher of Hearing Impaired, Teacher of Visually Impaired, O&M Specialist, Educational Aide, Tutor	Assistive Technology Evaluation, Social Work Evaluation, Psychological Records Review, Psychological Evaluation, OT evaluation, S/L evaluation				Mutually agreed upon location	Philip Puelo, 5215 Militia Hill Road, Suite A, Plymouth Meeting, PA 19462; Phone 866-783-5301
Liberty Therapy Solutions LLC	Mike@LibertyTherapySolutions.com	Behavior Specialist Consultant, Instructional Assistant, Occupational Therapist, BCBA, Special Education Teacher, Personal Care Assistant, Tutoring Services,	Registered Nurse, Registered Behavior Technician, School Counseling, SLP, Gen Ed Teacher, TVI	Psychological Evaluation, TVI Evaluation, School Counseling Evaluation, S/L Evaluation, Nurse Evaluation	Behavior Specialist Consultant Evaluation, BCBA Evaluation, Special Education Teacher Evaluation, Physical Therapist Evaluation, OT evaluation				All travel is paid by mile at the current federal IRS rate.	Participation in the IEP via phone conference billed at Service rate indicated above; Mutually agreed upon location	Michael Scott, 1160 South Trooper Rd., West Norriton, PA 19403; Phone 844-543-8979
Barbara S. DeSalvo, Inc.	barbara.smith@bdsesalvoinc.com	WIAT, Woodcock-Johnson Test of Achievement, WISC, WAIS, WPPSI, RIAS, or KTEA3 testing, BASC and ABAS testing, BRIEF testing	ADOS-2 (Autism Diagnostic Observation Schedule – Second Edition) testing	CTONI-2 (Comprehensive Test of Nonverbal Intelligence-Second Edition)	CARS, GARS, ASRS, or GAD testing	Each additional test (i.e. Conner's, VMI, etc) Writing a report for someone else's testing, FBA (Functional Behavior Assessment) completed face-to-face with parent, FBA (Functional Behavior Assessment) completed by phone interview	Phone conference with parent to complete Rating Scales, Student Background Information - Gathering information provided by the parent or guardian regarding the student being tested, Student Records review	Testing Protocols, Summary of Assessment Results: Assessment results entered into IEP system by the evaluator.	All travel is paid by mile at the current federal IRS rate.	Participation in the IEP via phone conference, Phone and/or email (including Connexus) consultation with school personnel and psychologist; Services to take place at a mutually agreed upon location	Barbara Smith, 800 Compton Road, Suite 18, Cincinnati, OH 45231; Phone 513-729-2111

Pennwood Cyber Charter School

Brent Cooper	b.cooper@elpaseo-staffing.com	Speech and Language services, Occupational therapy services	Adaptive Physical Education Services and Evaluations, Orientation and Mobility services, Orthopedic Impairment Services & Evaluations	Deaf/Hard of Hearing Services and Evaluations, Audiological Services and Evaluations, Vision Impaired Services and Evaluations, Assistive Technology Services & Evaluations	Psychological Services, Counseling and Evaluations, Behavior Intervention Services	Speech and Language Evaluation (to include write-up, progress notes, and goals), Bilingual Speech and Language Evaluation (to include write-up, progress notes, and goals), Occupational Evaluation (to include write-up, progress notes, and goals) =	Psycho-Educational assessment including report, ERMHS Assessment including report, FBA Assessment including report, Review of records / Psycho Educational Evaluation	School nurse, screening, assessments	All travel is paid by mile at the current federal IRS rate.	Participation in team meetings via phone conference; Mutually agreed upon location	Brent M. Cooper, 74075 El Paseo Drive, Suite A-6, Palm Desert, CA 92260; Phone 760-342-4900
Community Therapy Services	mcriss@ctsvirtual.com	Virtual occupational therapy services: (including direct intervention, consultation, and screenings)=.	Student supply fee	Completion of progress reports, IEP reports, or other school-mandated documentation required in addition to the student log (such as additional progress documentation or service trackers)	Documentation/administrative preparation fee for individual student sessions=	Occupational Therapy Evaluation (virtual intake evaluation, new referral, and re-evaluations to include evaluation write-up and OT student supply kit for new students). Records review only evaluation			All travel is paid by mile at the current federal IRS rate.	Participation in IEP team meetings or other training or staff meetings by school request via phone or video conference; Mutually agreed upon location; or virtual online	Melanie Criss, 3860 Silverberry Circle, Maumee, OH 43537; Phone 419-509-8476
Enable My Child dba Hello Hero	tracy.ball@hellohero.com	Speech/Language Therapy, Physical Therapy, Occupational Therapy, Virtual Vision Impairment Services, O&M Services, ABA Services, BCBA	Counseling, Social Work, Clinical Social Work services, School Psychology services	TVI or DHH Teacher	Physical Therapy Evaluation, Occupational Evaluation, Speech Language Evaluation, School Basic Psychology Evaluation, School Comprehensive Psychology Evaluation	Audiology Evaluation, Teacher of DHH Evaluation, TVI Evaluation, O&M Evaluation, Assistive Technology / AAC Evaluation				Mutually agreed upon location	Tracy Ball, 3545 28th Street, Astoria, NY 11106; Phone 855-569-2445 ext. 700
Presence	Piper Brown piper.brown@prencelearning.com ; karen.katz@prencelearning.com	Occupational Therapy	Social work and psychological services, Social skills		Physical Therapy	Social work and psychological evaluation (to include write-up, progress notes, and goals)	Occupational evaluation (to include write-up, progress notes, and goals), Physical Therapy evaluation	Progress Reports	All travel is paid by mile at the current federal IRS rate.	Participation in IEP teams via phone conference; Mutually agreed upon location	Piper Brown, 2528 Summerson Road, New York, NY 10018; Phone 415-512-9000
Summit Pediatric Therapy	bryan@summitpedtherapy.com	Speech and Language services	Occupational Therapy services	Physical Therapy services	Indirect services	Speech and Language evaluation (to include write-up, progress notes, and goals)	Occupational evaluation (to include write-up, progress notes, and goals)	Physical evaluation (to include write-up, progress notes, and goals)	All travel is paid by mile at the current federal IRS rate.	Participation in the IEP via phone conference as (\$15) per 15 minute intervals; Mutually agreed upon location	Bryan Shepherd, 6851 S. Holly Circle, Suite 295, Centennial, CO 80112; Phone 720-457-5500
Soliant Health, LLC	katy.kicklighter@soliant.com ; maggie.chambers@vocovision.com	Audiologist, DHH Paraprofessional, Bilingual Teacher, Dyslexia/Reading Specialist, ELL Teacher, O&M Specialist, LPN/LVN/CPA, Certified School Nurse, Gifted Teacher, Registered Behavior Technician/ABA,	School Psychologist, Sign Language Interpreter, Special Ed Teacher, TVI, DHH Teacher, Registered Nurse, Gen Ed Teacher, Diagnostician, Behavior Specialist (BCBA), Art Therapist, Music Therapist	Social Worker, APE Teacher, Paraprofessional, SLP, SLPA, OT, OTA, PT, PTA					All travel is paid by mile at the current federal IRS rate	Mutually agreed upon location	Kelly Chase, 1979 Lakeside Pkwy, Suite 800, Tucker, GA 30084; Phone 770-325-0309
Vitac Corporation	deborah.restall@vitac.com	Closed Captioning			Closed Captioning in French						Deborah Restall, 5690 DTC Blvd, Suite 500W, Greenwood Village, CO 80111; Phone 412-491-3675

Pennwood Cyber Charter School

<p>Language Line Services</p>	<p>JJumonville@languageline.com</p>		<p>Language Interpretations in Spanish</p>	<p>Language Interpretations in all other supported languages</p>							<p>Angela Tribelli, 1 Lower Ragsdale Drive, Bldg 2, Monterey, CA 93940; Phone 877-862-1302</p>
<p>LTC Language Solutions</p>	<p>dprice@lcls.com</p>	<p>American Sign Language (virtual) services</p>	<p>American Sign Language Interpreting (via video remote interpreting)</p>						<p>All travel is paid by mile at the current federal IRS rate.</p>	<p>Mutually agreed upon location</p>	<p>Douglas Price, 5750 Castle Creek Parkway N Drive, Suite 150, Indianapolis, IN 46250; Phone 317-578-1661</p>
<p>STS Translations, Inc (Straker)</p>	<p>jake.goodwin@strakertranslations.com</p>	<p>Language Translation</p>									<p>Lee Konstanty - General Mgr Business Development Chris Gudgin, 1630 Welton Street, #729, Denver, CO 80202; Phone: 720-316-5967</p>



Cyber Charter School Application for Pennwood Cyber Charter School

Binder #6: Appendices D – X

Submission Date: October 3, 2022

Submitted By: Marc LeBlond

258 Brentwood Drive, Cogan Station, PA 17728

Phone: 272-236-9694

Email: marc.leblond@trincoll.edu



APPENDIX D

ENGLISH LEARNER (EL) INFORMATION

This appendix includes the following:

- Planning Instruction and Services for EL Students
- Pennsylvania Home Language Survey
- WIDA Prime Correlation – Cornerstone, Grades K-5
- WIDA Prime Correlation – Pearson Longman Keystone, Grades 6-12

Planning Instruction and Services for EL Students						
	Level 1	Level 2	Level 3	Level 4	Level 5	Monitoring
WIDA Levels	Entering	Beginning	Developing	Expanding	Bridging	
Gen Ed LL Attendance	ELs must attend all English Language Arts LiveLesson® sessions					Consultation with student, family, and teachers four times per year (consult Post-Exit Monitoring Forms from PA DOE - see links)
EL Services	2x 60 minutes daily	2 x 60 minutes daily	Intervention to address target area(s) 1 or 2 x 60 minutes daily	Intervention to Target Area(s) 1x 60 minutes daily	Intervention to Target Area(s) up to 1 x 60 minutes daily depending on student need	
	<i>** If additional intervention is assigned as well, coordinate to total 5 days per week (i.e., if Raz-Kids 2x per week, assign SuccessMaker 3x week).</i>					
SISP Enrollment for ELA reading, writing, speaking listening	Interventions if appropriate (consider age and grade level): 1.) Reading Eggs 2.) Study Island		Reading (consider age and grade level): 1.) Reading Eggs 2.) Study Island 3.) ESL ReadingMate/Smart			http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Post%20Exit%20Monitoring%20Form%20Elementary.pdf http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Post%20Exit%20Monitoring%20Form%20Secondary.pdf

Recommended Minimum EL Service Plan aligned with the Pearson English Learning System {PELS}.



HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____

(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? No Yes (language) _____

2. Does your child communicate in a language other than English? No Yes (language) _____

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____

Date: _____

Interpreter Provided No Yes

¹ The local education agency (LEA) has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELs). As part of the responsibility to locate and identify ELs, the LEA may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the LEA in the future.



Protocol for Review of
Instructional Materials for ELs

WIDA PRIME Correlation

WIDA Protocol for Review of Instructional Materials for ELs WIDA
PRIME Correlation

Introduction

The Protocol for Review of Instructional Materials for ELs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELs (PRIME) is twofold:

- To assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- To aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

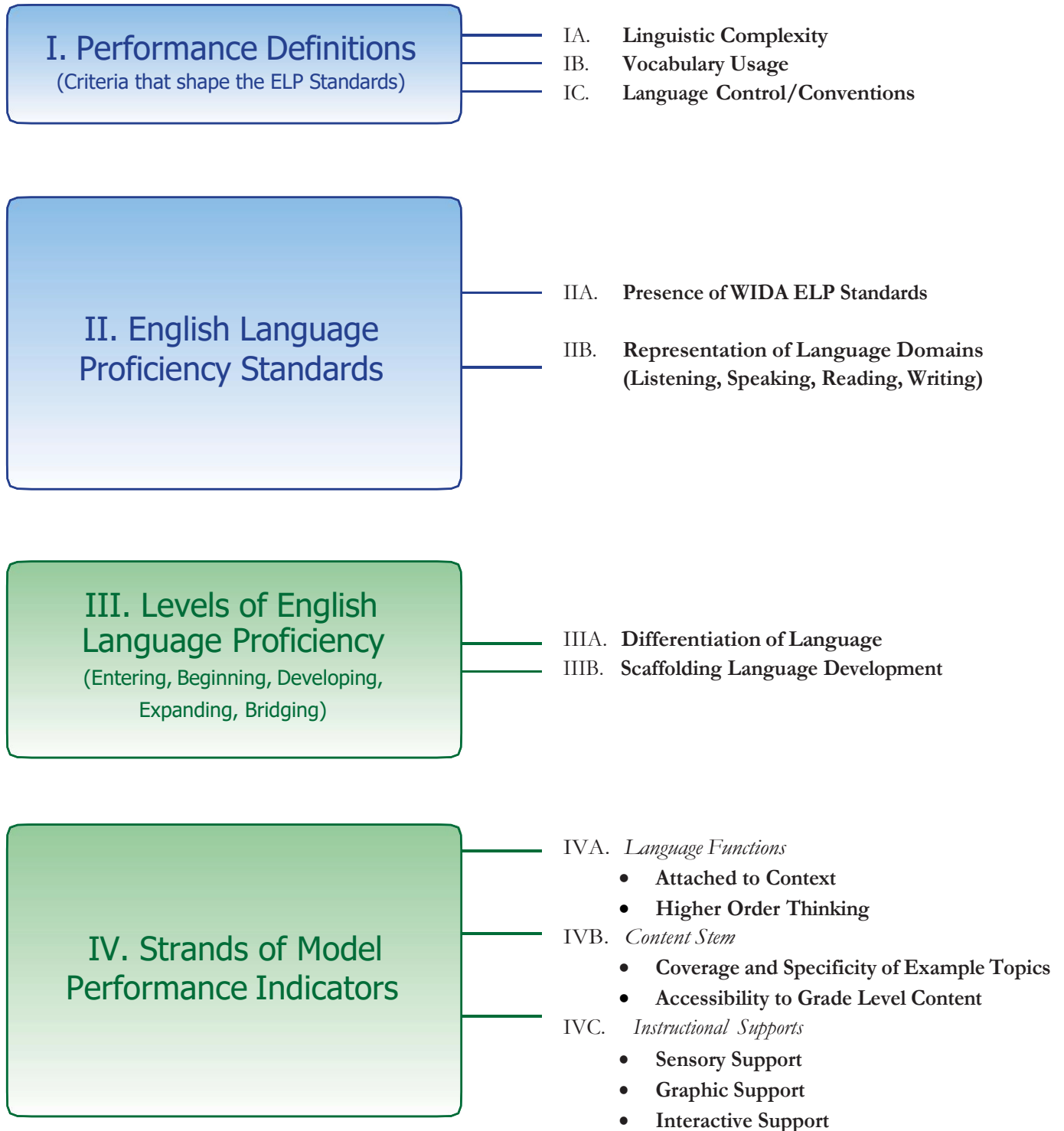
Directions for completing the Protocol for Review of Instructional Materials for ELs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

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Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELs

The 14 PRIME criteria are in **BOLD** below.



WIDA Protocol for Review of Instructional Materials for ELs WIDA
PRIME Correlation

Part 1: Information About Materials

Publication Title(s): Cornerstone

Publisher: Longman Pearson

Materials/ Program to be Reviewed: Cornerstone (multi-level program for English learners); specific examples in this correlation are drawn from Cornerstone A

Tools of Instruction included in this review: SE, TE, Practice Book, Assessment Book, Technology Suite

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades K-5

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: www.longmankeystone.com

In the space below explain the focus or intended use of the materials.

Longman Cornerstone is a six-level program designed for elementary English learners and struggling readers whose academic achievement is two or more years below grade level. Levels K, 1, and 2 are designed for the lower elementary grades, and levels A-C for the upper elementary grades. Through explicit, intensive, and focused instruction accelerates students' language acquisition, reading comprehension, vocabulary and oral and written communication skills. Cornerstone blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories. In addition, this series incorporates the focused and purposeful instructional principles of Understanding by Design, which allow students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. Through this process, students will be equipped with the key transferable academic skills necessary for lifelong success.

Cornerstone level K, for Kindergarten, builds fundamental literacy skills such as sight vocabulary and is rich in oral language use. Levels 1 and 2 are for lower elementary grades, and present material which bridge language and literacy development. Levels A, B, and C, designed for upper elementary grades, provide a flexible program which accelerates students' academic achievement.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Longman Cornerstone is a six-level program intended for grades K-5 English language learners and other struggling readers. It is designed to accelerate language acquisition, reading comprehension, increase vocabulary, and strengthen both oral and written communication skills. Linguistic complexity is represented in all lessons and practice activities, through the use of a consistent and growing vocabulary, and using expressive language. Six units are included in each level, and are thematically organized, beginning with ‘The Big Question.’ This allows students to start a discussion about the unit theme and guides them through the readings and lessons that follow. Background information and students’ prior knowledge are explored through discussion and writing activities, such as ‘Quick Write,’ and ‘What about you?’ Vocabulary is practiced and applied with strategies, such as class discussion, partner activities, and individual writing assignments. Three readings in each unit include content-area reading and literary genres. Each reading concludes with a review and practice, which includes oral and written lessons found in such sections as: ‘Word Analysis/Phonics, and Fluency,’ ‘Comprehension,’ and ‘Grammar and Writing.’ Summative assessment allows students to respond using written and oral approaches and concludes with a reflective oral or written assessment. The TE includes multiple oral and written extension activities such as ‘Sharing Language and Culture.’ In addition, all lessons are supported by Practice Book activities, and a DVD and CD’s are provided for multi-sensory understanding of material.

- B. Cornerstone addresses linguistic complexity at all proficiency levels. Supported by multiple images and graphic illustrations, course content is accessible and consistent. Writing lessons are supported with ‘Writing Check Lists,’ and ‘Spelling Tips,’ to help students become more proficient in their writing skills. Language frames are used to allow students to practice and apply new content in complex sentences. On most right-hand pages of the TE, a sidebar, ‘Differentiated Instruction,’ provides creative strategies for customizing lessons to meet a variety of student needs. Potential problem areas of language development are addressed in ‘Accelerate Language Development,’ and ‘Linguistic Note,’ sidebars, which provide remediation strategies. Linguistic Complexity is noted in the TE by the icon, “CRI” to indicate a teaching strategy which is culturally and linguistically responsive to students’ background and cultural experiences (See level A, TE pp. T33, T55, T59.)
- C. Linguistic complexity is systematically addressed in all lessons, readings, and units in the Cornerstone materials. See Cornerstone A, Unit 1 for representative examples of linguistic complexity:
- ‘Quick Write’ p. 3: Visual literacy and theme related writing.
 - ‘What about you?’ p. 7: Oral and written personal response questions.
 - ‘Make connections’ p. 9: Writing fluency exercises using key words.
 - ‘Think it over’ p. 13: Flexible, grouping, comprehension questions.
 - ‘Grammar and Writing’ pp. 18-19: ‘Nouns and Write a Description.’
 - ‘Unit 1 Wrap Up’ pp. 52-53: Multi-level assessment and ‘Self-Evaluation Questions.’
 - ‘Accelerate Language Development’ and ‘Linguistic Notes’ TE pp. T45, T47: Built in remediation.

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Vocabulary usage is presented as words, phrases, and expressions in context with visual support. At the beginning of each unit, vocabulary related to the theme is visually presented and practiced in context. Students are provided with graphic prompts in the form of language frames, as a means of applying vocabulary by using expressions and sentences, either with a partner and in whole class discussion, or through writing exercises. Both sight (high frequency) and story words are presented in simple sentences. Vocabulary is then modeled using multiple strategies, such as ‘Your Turn,’ practice exercises. ‘Words in Context’ teaches content related key words linked with real world examples. The same key words are used again in the next reading to build vocabulary through practice. ‘Make Connections,’ concludes these pre-reading vocabulary lessons with a writing activity. Students are asked to use key words in a personal response related to the subject matter. Academic words are explicitly taught with multiple opportunities available for practice. These are the words that travel across the content areas (ex. theorize, create, process,) and are critical for student understanding of content area readings. Words and phrases are highlighted and defined throughout the readings. Teacher instruction is included to pre-teach highlighted words and phrases in context. The Practice Book provides further support for all vocabulary lessons.

B. Vocabulary usage is addressed at all targeted levels of proficiency. Vocabulary is supported with colorful illustrations and photos. ‘Visual Literacy,’ lessons expand vocabulary instruction to other academic subject areas using real world connections. Four proficiency levels of differentiated instruction for each vocabulary lesson are noted in the TE. Additional support included in the Cornerstone program includes audio recordings, picture cards, CD-ROM and Practice Book activities.

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- C. General, content specific, academic and technical language are systematically presented throughout the materials. To view vocabulary presented in levels 1-C, see the 'Scope and Sequence,' located in the TE on pages 16-19.

Representative examples of vocabulary instruction: Level A, Unit 1:

- 'What Do You Know About Communities?' pp. 4-5: Unit terms introduced using language frames to help structure communication.
- 'Vocabulary' pp. 8-9: Words in Context and Academic Words taught in context with expressive use.
- 'A Closer Look at...' pp. 42-43: This lesson is found in each unit. It builds additional background knowledge and vocabulary, as well as including extension activities.
- 'Vocabulary Definitions' TE p. T51: Specific and technical vocabulary related to reading is pre-taught.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Opportunities to demonstrate language control are varied and frequent in the Cornerstone series. Skills are introduced, taught, practiced and applied using a variety of instructional strategies, which encourage language development, such as: partner and whole class discussions, social conversation, and collaborative assignments. Fluency, phonics, grammar and semantic choice are practiced in each unit, to develop language control. At higher levels, each reading is followed by a fluency lesson. Students choose from 3 leveled reading excerpts to practice pacing, intonation, and expression. Phonics is taught at all levels. The TE integrates phonics throughout the lessons and clearly identified phonics lessons appear in the SE. Grammar is connected directly to writing, and follows each reading lesson with the section, ‘Grammar and Writing,’ which supports retention of material and accelerates language control. Additional activities are included in the Practice Book, Assessment Book, and on the CD ROM.
- B. Opportunities to demonstrate language are appropriate to targeted language proficiency levels. Differentiated instruction for language control activities is included in the TE. As stated above in A, leveled fluency practice and assessments are found after each reading for higher levels. Opportunities to practice reading fluency and language development activities are abundant at all levels. These include teacher modeling, choral and partner reading, and direct reading by the teacher.
- C. Opportunities to demonstrate language control are carefully structured in each lesson and unit. See the ‘Scope and Sequence,’ on pages 16-19 to view ‘Listening/Speaking,’ ‘Grammar,’ ‘Phonics,’ and ‘Writing,’ activities.

Level A, Unit 2:

- 'What about you?' p. 59: Discussion connected to theme.
- 'Think it Over' pp. 67, 79: After reading questions there are opportunities for group or individual response.
- 'Fluency' p. 31, 45, 69: Multi-level fluency practice.
- 'Comprehension' pp. 46-47, 70-71: Retell, Practice, and Extension exercises practice oral and written skills.
- 'Grammar and Writing' pp. 72-73: 'The Verb Have,' and 'Write a Problem and Solution Story.'

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All WIDA English Language Proficiency Standards (Social and Instructional language, the language of Language Arts, Mathematics, Science, and Social Studies) are present in the Cornerstone series. Each level has a balance of literary and subject based texts and includes a variety of genres. Genre and subject area are clearly marked in the Table of Contents, Scope and Sequence, and again within the text. Academic vocabulary, such as context, method, or identify are taught at the beginning of each reading and appear across all content areas. In the TE, lessons connect content to subject areas and are noted by a ‘Link to...’ lesson, wherever appropriate (See level A pp. T58, T78, T86.) These lesson extensions develop student understanding of subject matter, and build learning skills, activities include using timelines, researching science terms, and dramatically acting out literature (level A TE pp. T78, T83, T86.) Social and instructional language is used in the practice and application of skills such as identifying classroom routines, reading strategies, information gathering, and personal information or experience responses. In addition, personal communication is addressed in writing activities like ‘Formal Letter’ p. 273 or ‘Write Directions’ p. 287 in level A. The Practice Book, Assessment book, and CD ROM provide further practice in the five ELP standards. See the ‘Scope and Sequence,’ on pages 16-19 to view content related to the ELP standards.

B. Cornerstone systematically integrates Social and Instructional Language with the Languages of Math, Language Arts, Social Studies, and Science. Pre-reading and post-reading lessons are structured in the same manner for all content, whether literary or subject-area based. These lessons include practice exercises using social and instructional language related to writing, reading, speaking, and listening.

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The following examples found in Cornerstone A, Unit 3 shows how a science reading is integrated with Social Instructional Language:

- 'Unit 3 Planner' TE pp. T106A-T107A: View the 'Reading 1' column to see all lessons cross referenced with the science area reading.
- 'Your Stories about Animals at Home' pp. 110-111: Short readings to connect theme and create background knowledge through reading, discussion, and writing.
- 'Vocabulary' pp. 112-113: Words in context and academic words taught prior to reading.
- 'Reading Strategy' pp. 114, 117, 120: An exercise which leads learners through the reading; students also summarize text in the 'Comprehension,' section.
- 'Think it over' p. 117: Asks students to compare and contrast, and then make conclusions.

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each unit in the Cornerstone series is built around the language domains of listening, speaking, reading, and writing to accelerate language development. In higher levels, units typically include three readings, a literary or informational text, a ‘Picture Walk’ and a third ‘Bonus Reading.’ Additional, level appropriate books related to the theme are listed at the end of each unit in ‘Further Reading.’ Each reading is preceded by the exploration of background knowledge and vocabulary using reading, listening/ speaking and writing activities. Strategies for comprehension include questions for discussion and writing exercises. Listening and speaking are taught as interdependent processes with partners, in small group cooperative activities and through discussion. After completing the reading for the higher levels, lessons follow in ‘Phonics and Fluency,’ ‘Comprehension,’ and ‘Grammar and Writing.’ Writing lessons build in complexity through the units and vary in genre and structure (examples in level A include: ‘Write a Paragraph,’ p. 49, ‘Write a Family Story,’ p. 199, or ‘Write a Report,’ p. 223.) All lessons are supported in the Practice Book with written skills practice. See the ‘Unit Planners,’ found before each unit in the TE (level A, Unit 2 example pp. T54-T55) to view language domains connected to the unit readings.

B. The Cornerstone series presents many opportunities for students to practice and apply skills appropriate to their language proficiency level through listening, speaking, reading, and writing lessons and activities. Higher levels are designed for flexible use; a placement test guarantees that students are working at their correct level. ‘Unit Wrap Up,’ provides differentiated assessment opportunities of the unit objectives using written, oral or visual projects. This allows teachers to match students with a suitable assessment to their proficiency level. Levels of differentiated instruction are noted in the TE; this provides strategies for customizing instruction for a variety learner needs in all subject area domains.

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C. As referenced above in A, Cornerstone integrates all language domains into each lesson and unit in the series. The following examples are typical of the types of activities found throughout the series:

See Cornerstone A, Unit 2:

- ‘Unit 2: Meeting Challenges’ pp. 54-55: Introduces reading, listening and speaking, and writing lessons in the unit plus an additional ‘Quick Write’ exercise.
- ‘What about you?’ p. 59: Comprehension and connection oral response activity.
- ‘Make Connections’ p. 61: Discussion and written response.
- “Birds in the Garden” pp. 62-67: Short Story.
- ‘Phonics and Fluency’ pp. 68-69: Read aloud and partner practice.
- ‘Grammar and Writing’ pp. 72-73: ‘The Verb Have,’ and ‘Write a Problem and Solution Story.’
- ‘Unit 2 Wrap Up’ p. 104: Written, oral, or visual unit assessment ‘Further Reading’ TE p. T151: Optional reading extension assignment which lists level appropriate books related to theme.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Cornerstone program is a six level, grade K-5 program. Content within each level is appropriate for the targeted proficiency and grade levels. Scaffolding exercises and lesson extensions are included throughout the text to ensure access to all learners working above or below level. A brief placement test locates students at the correct program level. Standards-based assessments are available for every reading selection, unit, midterm, and at the conclusion of each level. These assessments measure progress throughout the year and ensure students are mastering standards and learning transferable skills. An exit exam determines whether a student is either ready for mainstream coursework or should continue to the next level of the program.

B. Differentiation of language proficiency is linguistically and developmentally appropriate at each Cornerstone level. A variety of linguistic supports are incorporated into each level including teacher modeling, repeated reading, discussions, and student presentations. Fluency lessons in higher levels practice pacing, intonation, and expression. These lessons give students a choice of 3 leveled reading passages: 1-easy, 2-intermediate, 3-more difficult. Differentiated assessment for the unit objectives is found at the end of each unit, and is built into the TE, providing strategies for customizing instruction for a variety of learner needs. Further support in the Teacher’s Resource book includes summaries of all readings in six common first languages. An ‘Introduction to Linguistics,’ located on pages 26-41 in the TE supplies background linguistic knowledge and comparisons of English sounds to other languages.

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- C. Cornerstone is a carefully structured program that provides a complete instructional plan across various proficiency levels. As stated in A and B above, differentiation is systematically addressed in skills taught in the lessons, across the units, and specifically noted in sidebars included in the TE.

See Cornerstone A, Unit 3 for examples typical for the series:

- ‘Differentiated Language’ TE pp. T107, T109, T113, T115, T117: Strategies and techniques for leveled instruction.
- ‘Linguistic Note’ pp. T119, T133 and ‘Accelerate Language Development’ pp. T121, T133: Highlighting linguistic and cultural nuances in content appropriate language.
- ‘Extension’ pp. 121, 133, 145: Multi-sensory extension activities located included after every reading.
- ‘Fluency’ pp. 119, 131, 143: Leveled oral reading options.
- ‘Unit 3 Wrap Up’ p. 150: End of unit assessment provides an end of unit evaluation which allows teachers to evaluate student grade level progress.

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IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Cornerstone series offers a guided transition by providing scaffolding supports for students to advance within each proficiency level. Texts have built in scaffolding, and the TE includes more scaffolding activities which can be used as needed. Thematic units and ‘The Big Question,’ introduce and connect the student to reading in the content areas. Each reading begins with an exploration of content background and students’ prior knowledge. Other scaffolding support found in lessons and throughout the units include examples of teacher modeling, visual and graphic support, cooperative learning, hands on learning, reading strategies, and comprehension checks. In higher levels, writing activities contain a ‘Writing Checklist,’ and ‘Spelling Tips,’ for immediate writing guidance, as well as a model for students to use as an example of language control. Academic vocabulary is vital to the progression of the EL learner; thus, academic vocabulary is introduced and practiced with every reading. The ‘Skills Handbook,’ found at the end of levels, features easy to use student supports, which are critical to academic skills like grammar, writing, and study skills. In addition, the Teacher’s Resource Book contains summaries for all readings in six languages to help simplify language and create a bridge to understanding.

B. Skills built throughout the readings and units assist students as they advance from one proficiency level to the next with scaffolded assistance described above in part A. The TE provides step-by step lesson plans, which are supported with instructional cues, to help teachers introduce concepts, teach, and assess effectively. Assessment resources monitor student progress and evaluate student progression through each level. See the ‘Scope and Sequence,’ located on pages 16-19 of the TE for an overview of skill advancement through each level.

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- C. As stated above in A and B, Cornerstone systematically builds upon prior knowledge and explicitly scaffolds learning, as a means to progressing students from one level to the next. Examples from Cornerstone A, Unit 3 are representative of the types of scaffolding found throughout the series:
- ‘Words to Know’ pp. 108-109: Introduction to unit terms with the use of graphic supports.
 - ‘Your Stories about Animals at Home’ pp. 110-11: Uses short readings to connect students to theme and readings in the unit.
 - ‘More About the Big Question’ TE pp. T114, T126, T18: TE features easy to use step-by- step instruction. The Big Question introduces readings, and a graphic organizer is used to scaffold understanding of the reading strategy.
 - ‘Reading Strategy’ pp. 114, 126, 138: Guides reading.
 - ‘Fluency’ pp. 119, 131, 143: Partner work and leveled oral reading lessons.
 - ‘Writing’ pp. 123, 135, 147: Includes student model of the writing activity.
 - ‘Spelling Tip’ and ‘Writing Checklist’ pp. 123, 135, 147: A scaffolding activity found in each writing activity.
 - ‘Think it Over’ pp. 117, 127: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
 - ‘Unit 3 Wrap Up’ p. 150: Written, oral, or visual/active end of unit assessment.

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IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e., are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. A range of language functions are used in the instructional language of Cornerstone, both within lessons and in practice activities. After students are taught a new skill, they practice and apply the skill using a variety of language functions. For example, as students respond to comprehension questions, or use reading strategies, they compare, identify, answer, find, describe, and retell. Academic words taught in higher levels include language functions such as: theorize respond, or conclude, to expand students’ knowledge of such universal terms found in multiple content areas. See Level A ‘Scope and Sequence,’ located on pages 16-19 of the TE to view the multiple uses of language functions in the curriculum.

B. The language functions are attached to the practice activities, and all activities are connected to expanding student understanding of lessons, readings, and thematic units. In addition, the TE uses language functions in the step-by-step instructions of each lesson (ex. ‘Step 2: Practice’ or ‘Step 3: Expand’.)

C. The progression of language development is supported by the comprehensive use of language functions throughout Cornerstone. As student skills progress in each unit, language functions are used to support the communicative needs of the developing learner. Examples found in level A, Unit 4 show the comprehensive use of language functions in the curriculum:

- ‘Quick Write’ p. 153: Describe and create. ‘Academic Vocabulary’ pp. 175, 189: Conclude, theory, respond.
- ‘Reading Strategy’ pp. 165, 176: Students identify important concepts within the text to build understanding.
- ‘Use a T-Chart’ p. 171: List, solve, present.
- ‘Phonics and Fluency: Practice’ p. 182: Sort words.
- ‘Step 2: Practice’ TE p. T185: Language function in the step-by-step instructions of each lesson.
- ‘Unit 4 Wrap Up’ p. 202: Each end of unit assessment uses language functions in each category.

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- YES NO **Higher Order Thinking**
- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Opportunities for students to engage in higher order thinking are present at all ELP levels in each unit and across all levels of the Cornerstone series. ‘The Big Question,’ begins each unit, and ties together all readings. This creates an opportunity for students to discuss content relative to the universal and reflective questions. Every unit includes ‘Think it Over,’ questions that involve complex judgment skills and require students to analyze the reading and come to conclusions. Extension lessons are included throughout the TE and in comprehension sections of the SE. These lessons promote creative thinking while applying previously taught skills. Student research activities are used to evaluate the theme and cultivate connections between subject areas. In higher levels, extension lessons often include a ‘Share with Partner,’ exercise where students react to a partners work by asking questions. ‘Self-Evaluation Questions,’ found at the end of the unit encourage students to reflect on what they have learned in the subject unit as well as recognize what they have accomplished.

B. Opportunities to engage in higher order thinking are systematically presented in Cornerstone. See the following examples found in Level A, Unit 4:

- ‘The Big Question’ pp. 153, 160, 176, 202: Thematic questions guide readers through unit and require students to speculate and evaluate content.
- ‘Self-Evaluation Questions’ p. 203: Reflection on the unit. Students reflect on what they have learned in the unit, as well as recognize they have accomplished.
- ‘Extension’ pp. 171, 185, 197: Projects which use creative thinking and require student presentations and feedback.
- ‘Think it Over’ pp. 165, 181, 193: Comprehension questions that promote an analysis of the reading.
- ‘Technology’ TE p. T157: Research and share activity.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Cornerstone is a curriculum aligned to state and national academic content standards, covers a wide range of subject matter topics, and is grade level appropriate. In the TE, TESOL standards are referenced on even pages of each two-page spread for every assignment. The curriculum emphasizes language arts, as well as including significant content area readings and lessons in social studies, math, and science. Examples in level A include “Earth and Beyond,” p. 212 or “Scientists and Crows,” p. 176. Each unit contains lessons aligned to the standards in vocabulary, grammar, phonics, word analysis, fluency, and writing. The ‘Learning Checklist,’ concludes each unit and lists all skills taught in unit.
WIDA ELP standards and example topics are abundantly incorporated in lessons such as, level A p. 242, “The Phases of the Moon” (WIDA Language of Science, ELP Standard 5, Grades 3-5, Example Topic: Nature.) In addition, the student assessment book provides questions which are aligned to standards and introduce students to question types found on state exams. See www.pearsonlongman.com for a list of correlations to state and national standards.

B. All topics covered in the Cornerstone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated instruction and is further supported by a wide variety of teaching resources and technology for comprehensive reinforcement of instruction.

C. Standard aligned content and topics are systematically presented throughout the Cornerstone series. See the Table of Contents, in the introductory pages of each level to view unit structure and the variety of subject area content. See examples found in Level A, Unit 5:

- 'TESOL Standards' TE pp. T204, T206, T208, T210: TESOL standards listed on even pages throughout TE, these correlate to lessons found on representative pages.
- 'Learning Checklist' p. 255: End of unit list of skills and standards met.
- 'Reading 1: Informational Text/Science', 'Reading 2: Informational Text/Biography', 'Reading 3: Literature/Myths', and 'Bonus Reading: Informational Text/Science' pp. 212, 226, 242, 252: Readings cover a variety of content areas and genres.

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- | | | |
|-------------------------------------|--------------------------|--|
| YES | NO | Accessibility to Grade Level Content |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Linguistically and developmentally appropriate content are present in the materials, which address state standards for the targeted grade levels and include WIDA example topics and standards. The first three levels, K, 1, and 2, are grade specific. Levels A–C are a flexible program with grade level content suitable for grades 3-5. Unit themes and ‘The Big Question,’ guide students through lessons anchored by subject area content. Curriculum is designed around high-interest readings, which are supported by grade appropriate images and graphics. Cornerstone curriculum provides rigorous instruction in vocabulary, grammar, phonics, fluency, and writing with the goal of improving academic performance and developing transferable skills. Within the Cornerstone program a wide variety of linguistic supports are incorporated, and include teacher modeling, listening to CD’s, repeated readings, discussions, presentations, and dramatic reading. See the ‘Scope and Sequence,’ located on pages 16-19 of the TE to view grade level content at each level.

B. Cornerstone uses a curriculum design approach called ‘Understanding by Design’ and differentiated instruction is built into each lesson. These multiple approaches make content accessible for each language proficiency level. Students advance through levels of Cornerstone curriculum and eventually progress to mastering mainstream coursework.

C. As stated above in A through D, Cornerstone content was selected based on grade level appropriate state and national standards. This content is systematically presented throughout the material. See ‘Scope and Sequence,’ in the introductory pages of all levels to corroborate this well-articulated structuring of the program. See Level A, Unit 5 for representative examples of Cornerstone content:

- Reading 1: “Earth and Beyond” p. 212: Science/Informational Text.
- Reading 2: “Franklin’s Dream” p. 226: Biography/Informational Text.
- Reading 3: “One Moon, Many Myths” p. 242: Myths/Literature.
- Bonus Reading: “The Phases of the Moon” p. 252: Science/Informational Text.
- Writing: ‘Write a Report’ p. 223, ‘Write an Autobiography’ p. 239, ‘Write a Myth’ p. 251.
- Grammar: ‘Present Tense Verbs’ p. 222, ‘Past Tense Verbs’ p. 238, ‘Future Tense Verbs’ p. 250.
- ‘Learning Checklist’ p. 255: Lists skills taught in Unit 5.

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Sensory supports are present and varied throughout the Cornerstone program. All units are strongly supported with a range of dynamic visual supports, including computer graphics, artist’s illustrations, and photographs to enhance student understanding of content. Visual literacy is explicitly taught in the unit opener, allowing students to investigate images related to the theme, and discussion prompts are noted throughout the TE (level A pp. 256-258, 275, 279.) Included in each unit is a photo essay labeled ‘Picture Walk,’ which builds visual literacy and background knowledge. Content area lessons include supporting graphics, like diagrams, which illustrate cause and effect (Level A pp. 112, 115-117, photos of artifacts pp. 191-193, and models pp. 211, 216 .) Multi-sensory lessons activities specific to the targeted proficiency level are also included. For example, students sing songs related to vocabulary, teachers use puppets in instruction, students play physical learning games, or draw pictures. ‘Unit Wrap-Up,’ which includes assessments is found at the end of each unit, and gives students and teachers choices of oral, written, or visual/active activities, as well as acknowledging a diversity in learning styles. A video DVD available with this curriculum features background information on the unit themes, and audio CD’s are included to model oral reading fluency. A list of available teaching resources is included with every lesson in the TE.

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- B. Sensory supports relevant to concept attainment are presented in a manner that reinforces communication goals for each targeted level. Vocabulary and practice activities are supported throughout the levels with illustrations and photographs, furthering the understanding of instruction and teaching background knowledge of subject. As stated above in A, the 'Unit Wrap Up,' is an oral, written, or visual/active assessments enabling teachers to match students with an appropriate activity based on proficiency level. Extension activities also offer hands-on projects and include creating collages, writing captions, and drawing.
- C. Sensory supports are systematically presented throughout all units and levels in the Cornerstone series. See examples found in level A, Unit 6:
- 'Unit 6: Arts Festivals' pp. 256-257: Unit opener visually introduces theme, Big Question, readings and unit objectives.
 - 'Visual Literacy' TE p. T256: Students study the photographs and make inferences.
 - 'What Do You Know about Arts Festivals?' pp. 258-259 and 'Vocabulary' pp. 262- 263: Vocabulary instruction is supported visually.
 - "How to Make Puppets" p. 278: Informational text supported by appropriate visuals.
 - 'Picture Walk' pp. 280-281: Photo essay develops background info and visual literacy.
 - 'Extension' p. 297: Students create and perform a dance.
 - 'Unit 6 Wrap Up' p. 302: Written, oral, visual/active unit assessments.

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YES NO **Graphic Support**

- D. Are graphic supports present and varied in the materials?
- E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
- F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All lessons, at every level of Cornerstone are comprehensively supported with a variety of graphic material appropriate to the proficiency level. At the very beginning of each unit, graphics introduce a theme and bridge student comprehension with activities that build background knowledge. Visual supports are used in vocabulary, phonics, reading, and writing lessons. Images like sequence illustrations are used in informational texts to bridge understanding of content (ex. visual science sequence of a tadpole developing into a frog.) In addition, graphic organizers are used in practice activities to organize information for writing lessons. In each reading, graphic organizers like main idea or cause and effect charts are used to teach reading strategy. ‘Comprehension,’ lessons found after each reading, feature a graphic organizer specific to the reading strategy. The same graphic organizer is then typically used in the accompanying pre-writing activity. Practice Books that accompanies materials use similar vocabulary, phonics, and comprehension graphic supports as the textbook.

B. Graphic supports used in Cornerstone are always relevant to concept attainment and presented in a manner, which reinforce communicative goals for the proficiency level. Specific graphic supports such as language starters are used to create sentences and visual vocabulary scaffolds language development. Throughout the TE, ‘Visual Literacy,’ expands the meaning of graphics to promote further understanding content. ‘Differentiated Instruction,’ often uses content graphics and graphic organizers to scaffold and extend lessons.

C. As stated in A and B above, graphics supports are systematically presented throughout the materials. Examples found in Cornerstone level A, Unit 6 are characteristic of supports found throughout all levels:

- ‘Words to Know’ pp. 258-259: Uses visual language frames to scaffold sentence creation.
- ‘Introduce’ TE: pp. T264, T276, T290: 5W Chart, Sequence Chart, Venn Diagrams.
- ‘Comprehension’ pp. 271, 285, 297: T-Chart, Sequence Chart, 5 W Charts.
- ‘Author’s Purpose’ p. 270: Uses cause and effect chart in instruction.
- ‘Fluency’ pp. 269, 283, 295: Instruction supported with sequence boxes.
- “How to Make Puppets” p. 278: Graphics supports are used in Informational text.
- ‘Write a Newspaper Article’ p. 299: Pre-writing exercise using K W Chart.

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YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Interactive support is varied and relevant to concept attainment in the Cornerstone program. Opportunities to discuss and confirm both background and prior knowledge begin each unit and reading. Partner, small and whole group discussions, and practice activities are interactive strategies which can be used in every unit to facilitate comprehension of content and promote meaningful communication. Extension projects and unit assessments often use cooperative group structures. The internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Native language support is noted throughout the TE in lessons like ‘Linguistic Note,’ ‘Sharing Language and Culture,’ and with the ‘CRI’ icon. These lessons are culturally and linguistically responsive and incorporate the diversity of student’s background and cultures into the curriculum. The Teacher’s Resource book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonlongman.com website contains a student area with games and practice.

B. All interactive supports are relevant to concept attainment for the targeted proficiency level. Interactive supports described above in A and referenced in C are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

C. Interactive supports are varied and systematically presented throughout the Cornerstone material. Examples found in Level A, Unit 6 are representative of lessons found in all levels:

1. ‘What about you?’ p. 261: Small groups share personal stories that connect to theme.
2. ‘Think it Over’ p. 267: Comprehension questions answered with a partner, in whole class discussion or individual writing.
3. ‘Phonics and Fluency’ pp. 268-269: Practice exercises include cooperative activities.
4. ‘Sharing Language and Culture’ TE pp. T261, T285: Students have an opportunity to exchange cultural information in extension lessons included throughout the TE.
5. ‘CRI’ pp. T259, T269, T275, T277, T281: Icon signals interactive lessons that are culturally responsive.
6. ‘Unit 6 Wrap Up’ p. 302: Assessments include interactive supports.

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Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation

IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context

IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

IIB. Domains:

- t **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- t **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- t **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- t **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – Type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.



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Introduction

The Protocol for Review of Instructional Materials for ELs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELs (PRIME) is twofold:

- To assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- To aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

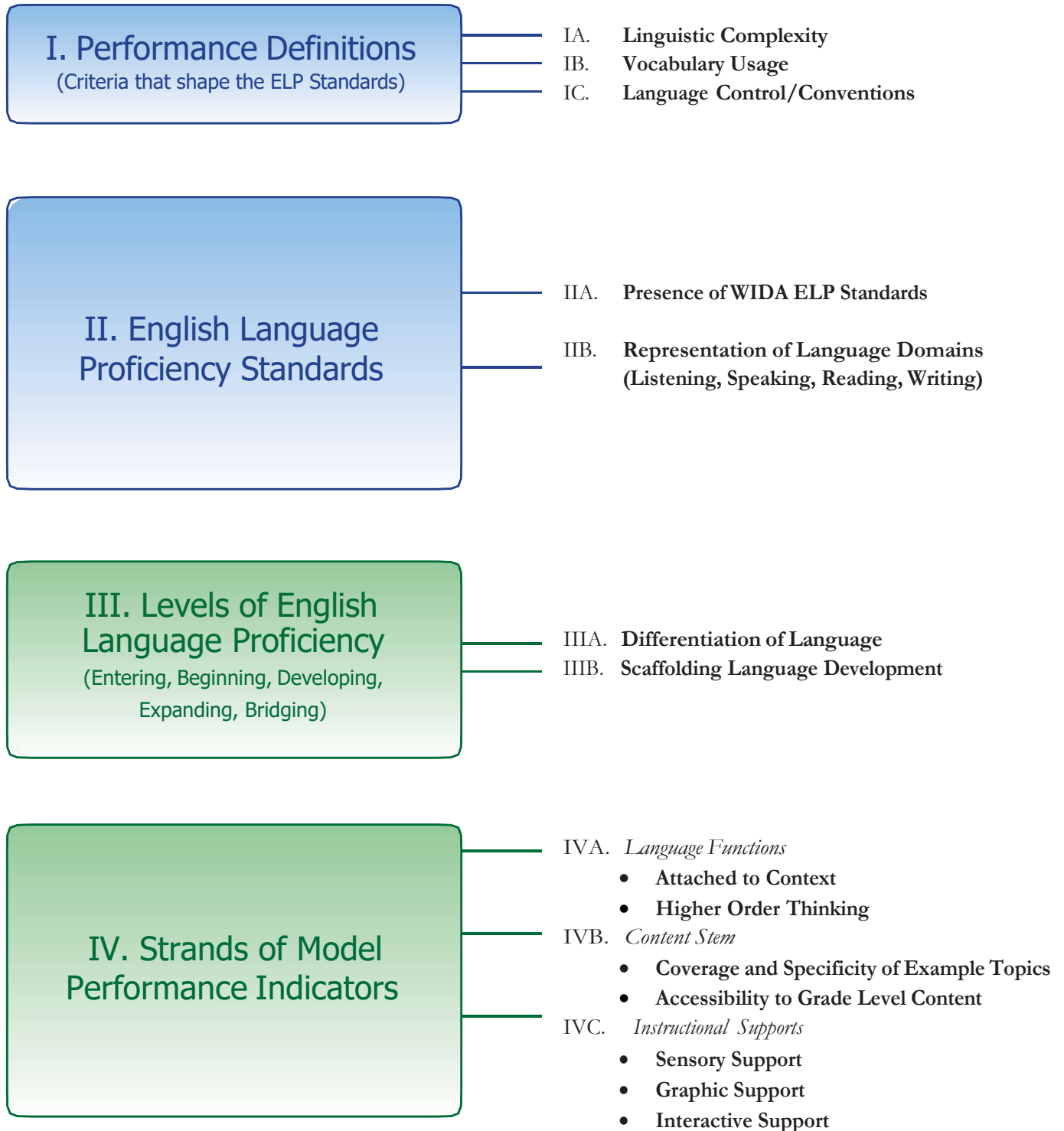
Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards in Relation to the Protocol for Review of Instructional Materials for ELs

The 14 PRIME criteria are in **BOLD** below.



Part 1: Information About Materials

Publication Title(s): Pearson Longman Keystone, copyright 2020

Publisher: Pearson Longman

Materials/ Program to be Reviewed: Keystone (multilevel program for English learners); specific examples in this correlation are drawn from Keystone A

Tools of Instruction included in this review: Student Edition, Teacher's Edition, Workbooks, Assessments, Reading Guides, Technology Suite; References drawn

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 6-12

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: Copyright 2020; www.pearsonschool.com

In the space below explain the focus or intended use of the materials.

Pearson Longman Keystone is a multilevel program specially designed to help English learners acquire English language proficiency while mastering rigorous academic standards in Grades 6-12. Keystone A, B, and C levels are for the lower secondary grades and Keystone Building Bridges, D, E, and F are used for the higher grades. A supplementary level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills suitable for all grades, 6-12. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving greater academic success in their coursework across the curriculum.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is an eight-level accelerated reading and language arts program developed specifically for students in Grades 6-12. The flexibility of the Keystone series allows students of all proficiency levels, from Entering through Bridging, to practice language in social situations and academic settings. Differentiated instruction (Leveled Support) for students is noted throughout the texts. Teachers are guided to accelerate language development through exercises which teach grammar, linguistics, pronunciation and spelling in a consistently recognizable manner. Each unit begins with a Big Question that is used as a guide for discussion, writing exercises, and exploration of background knowledge and themes. This approach scaffolds student learning as they progress through the unit and guides a final spoken and written literary response. All lessons have a variety of listening, speaking, reading, and writing activities that vary in complexity and cumulate with Workshops. These final activities use all the skills introduced in the unit.

B. Keystone addresses linguistic complexity for all targeted levels. Beginning course levels are heavily supported by visual vocabulary and instruction, while advanced level lessons require more sophisticated oral and written discourse. Leveled Support is built into each lesson. End of unit projects give students options for a differentiated demonstration of concepts according to learners' abilities. The Teacher's Resource Book provides reading summaries in six languages, allowing students to preview the lesson reading in their home language. Additional linguistic exercises are located in the Workbook and Assessment book.

C. Linguistic complexity is systematically addressed throughout the entire Keystone program. Every unit of the program contains similar types of lessons. See examples found in Keystone A Teacher's Edition, Unit 1, Reading 1 pp. 2-19:

- The Big Question pp. 2-4: Introduces theme and lessons in the unit using discussion and writing activities.
- Prepare to Read pp. 4-5: Builds background knowledge and teaches vocabulary through cooperative learning and a graphic organizer.
- Leveled Support pp. T4, T8, T14: Lists scaffolds for the different proficiency levels.
- Writing: Quick Write p. 3, Practice p. 5, Writing pp. 18-19, On Your Own pp. 9, 11, 13.
- Listening and Speaking: The Big Question pp. 2, 4; Discussion p. 15; Before You Go On pp. 9, 11, 13; Set a Purpose for Reading p. 8.

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Through carefully sequenced instruction and practice, Keystone accelerates vocabulary acquisition to ensure academic success. Before each reading selection, vocabulary is introduced and practiced in the Student Edition and Workbook through three key lessons: First, Key Words for content area vocabulary and literary terms are presented, defined, and practiced. Secondly, Academic Words from the Academic Word List that appear across all content areas are introduced and practiced. Word Study finishes the prereading vocabulary lessons with instruction in skills and strategies to help students decode unfamiliar words to derive meaning. Words and phrases are highlighted and defined throughout the readings. Teachers are able to preteach these highlighted words and phrases to develop context and meaning. Phrases and expressions are taught with vocabulary and practiced in conversation and through writing activities.

B. Vocabulary usage is addressed for all the targeted levels of proficiency. All levels of language learners are provided with abundant support (including audio) and practice opportunities are available throughout the lessons in student texts and workbooks. Vocabulary is supported in the lower levels of the series with colorful illustrations and photos. Specific and technical vocabulary is introduced in context with content area readings. Leveled Support is found throughout the Teacher's Edition for teachers to use as needed in the classroom.

C. General, specific, and technical language is systematically presented throughout Keystone. Sequenced vocabulary instruction and practice is found before each reading selection. Lesson sequence follows a systematic pattern before and after each reading. See the Scope and Sequence on Teacher's Edition pages 36-39 in Keystone A for vocabulary taught in each unit. The examples given for Keystone A, Unit 1, Reading 1 are indicative of the structure for all readings:

- Listening and Speaking: Key Words p. 5: Key words are taught and practiced in context.
- Vocabulary Teacher's Edition p. T5: Students listen to CD and repeat words.
- Listening and Speaking: Academic Words p. 6: Words used in all content areas are presented and practiced in context with a partner.
- Word Study p. 7: Spelling words with ar, er, and or, are presented with a spell aloud partner practice.
- Fact or Fiction? pp. 8-13: Words are highlighted and defined throughout reading.
- Preteaching Boldfaced Words pp. T8, T10, T12: Teachers help students preview, discuss, and model using the words in context.
- Review and Practice pp. 26-27: Includes the lesson Read for Fluency to review difficult words in the reading; In Your Own Words uses reading vocabulary to retell or summarize.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Oral and written discourse is abundantly present throughout Keystone, consequently learners have numerous opportunities to demonstrate and practice language control. Each skill is introduced, taught, and practiced in a wide variety of activities to encourage language control and development. These activities include, but are not limited to, collaborative writing assignments, cooperative presentations, discussions, literary responses, and social conversations. Fluency is specifically addressed in lessons such as Read for Fluency and Reader's Theater. These exercises practice pace, intonation, and expression. Grammar, usage, and mechanics are taught after each reading and applied in the connected writing lesson. Writing Checklists accompany each lesson to develop skills of structuring and revising written text. Highly scaffolded Workshops at the end of each unit present learners with the opportunities to develop and present a final polished project infused with the skills taught throughout the unit. Additional opportunities to demonstrate language control are included in the Workbook, Reader's Companion, and Assessment book for each level. See Scope and Sequence on Teacher's Edition pages 36-39 to view the listening and speaking, grammar, and writing activities included to develop language control.

B. The methods used in oral and writing activities include many ways to assist all levels of learners and are used at every level in the series. Leveled Support is built into lessons to provide strategies for customized instruction to students with a variety of learning levels. Opportunities to demonstrate language control are present throughout each unit and level. These range in difficulty from short response oral and writing activities to engaged content area discussion and opportunities for thoughtful reflection. Listening Skill and Speaking Skill notes are included throughout the text to assist students in Listening and Speaking situations such as conversational opportunities or appropriate expression of classroom etiquette. Each unit culminates with a final opportunity to demonstrate language control using project-based learning. Language control is monitored, and assessments are found in all units and in the Assessment book.

C. In each carefully structured lesson and unit, opportunities to demonstrate language control are presented in the Keystone series.
For examples of language control activities in a typical unit see Keystone A, Unit 1:

- Discussion pp. 15, 31, 45, 59: Paired, small group, or whole class discussions.
- Grammar pp. 16-17, 32-33, 46-47, 60-61 and Writing pp. 18-19, 34-35, 48-49, 62-63: Grammar and Writing are taught after each reading.
- Fluency Check, Read for Fluency, and Reader's Theater pp. 15, 30, 45, 58: Fluency activities included after each reading.

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Keystone, a language acquisition program, relies primarily on a Language Arts curriculum that uses social and instructional language and the language of Mathematics, Science, and Social Studies systematically throughout the series. Each unit contains four high-interest readings, which are a balanced blend of subject-based informational text and classic and contemporary literature. An additional Art History lesson, written by educators at the Smithsonian American Art Museum, concludes each unit. Prereading lessons introduce background knowledge and academic vocabulary that extend student knowledge of content area language. Academic vocabulary are terms commonly used in all content areas to promote transferable academic language development. Social and instructional language is used in the practice and application of all skill and content area standards taught by the program. For example, students research and gather information, use reading and study strategies, and develop sophisticated compositions and student presentations. The program components provide further practice in the five ELP standards.

B. Systematic academic skill development through the teaching of Common Core State Standards is clearly identified within each unit and level of the Keystone series. Prereading and postreading lessons are structured in the same manner for every reading and include practice exercises using social and instructional language related to listening, speaking, reading, and writing. The following examples found in Keystone A, Unit 2 show how a Social Studies informational reading is integrated with Social Instructional Language:

Before Reading:

- The Big Question p. 76: Students brainstorm and share ideas relating to unit theme.
- Build Background p. 78: Prereading history lesson introduces reading content.
- Vocabulary pp. 79-81: Key and academic words are taught and practiced in context and include social studies terms specific to reading, such as ancient, ceremony, and classical.
- Reading Strategy p. 81: Compare and contrast Greek, Roman, and Maya cultures to understand the reading.

Reading 1:

- "Ancient Kids" pp. 82-87: Social Studies informational text with comprehension questions located on pp. 83, 85, 87.
- Set a Purpose for Reading p. 82: Students use reading strategy to set the purpose.
- Comprehension p. 88: Recall, Comprehend, Analyze, and Connect types of questions.
- In Your Own Words p. 88: Students use reading vocabulary to summarize text.
- Extension p. 89: Students pick a culture presented in the reading to research.

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each lesson in the Keystone series is built around the language domains of listening, speaking, reading, and writing. The end of unit lessons Listening and Speaking Workshop and Writing Workshop target and expand specific domain skills developed throughout the unit. A typical unit includes four lessons that are thematically linked and centered on an informational or literary reading. Preceding each reading, vocabulary and word study are taught and practiced using listening, speaking, and writing activities. These activities can include listening to vocabulary on a CD, partner and group discussions, or writing about background knowledge. Readings have built-in comprehension questions to guide written and discussion responses, and as a means of practicing writing vocabulary with subject content areas. After the reading, students complete Review and Practice activities. These typically include comprehension checks, a discussion, a response to literature or reading for fluency, and working on an extension activity such as researching an original question. Grammar and Writing exercises complete the lessons. All lessons are supported with further practice in the student Workbook, Reader's Companion, and Assessment book.

B. Listening, speaking, reading, and writing are presented and practiced in all levels of proficiency in the Keystone series. Domain instruction is always age and proficiency level appropriate, making use of visual and textual scaffolds throughout each unit. Listening Skills and Speaking Skills are attached to exercises with helpful tips to improve communication (see Level A pp. 15, 31, 45, 59). Differentiated instruction in the Teacher's Edition provides strategies in customizing all domain instruction for a variety of proficiency levels.

C. Each unit and lesson contains systematic representation of the language domains as explained in section A for all levels. See the Scope and Sequence in Keystone A Teacher's Edition pages 36-39 for a comprehensive listing of listening, speaking, reading, and writing activities. See the following representative examples in Keystone A, Unit 2:

- The Big Question pp. 76-77: Introduces unit, theme, and background information and highlights with the related content domain found in the unit.
- Prereading Lessons pp. 94-97: Introduces literary and academic words for the lesson. Word study lesson teaches suffixes. Practice includes cooperative and written response.
- "Becoming Naomi Leon" by Pam Munoz Ryan pp. 98-103: Novel excerpt and audio CD for read along activity.
- Before You Go On and On Your Own pp. T99, T101, T103: Comprehension questions require both written and oral response.
- Review and Practice pp. 104-105: Includes Reader's Theater, Comprehension, Discussion, and Response to Literature lessons covering all domains of instruction.
- Grammar pp. 106-107 and Writing pp. 108-109: Write about a character and setting using sensory details.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is a proficiency based, accelerated reading and language arts program for Grades 6-12. Keystone levels A, B, and C are designed for the lower secondary grades, and Building Bridges, Keystone D, E, and F for the upper grades. A newcomer level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills, at all Grades 6-12. Standards-based assessments for every reading selection, unit, midterm, and end of level test measure progress throughout the year and ensure students are mastering the standards and developing transferable skills. Leveled Support for differentiated instruction is built into every lesson in the Teacher's Edition and provides strategies for customizing all domain instruction for varying levels of learners. An exit exam determines if a student continues to the next level of the program or is ready for mainstream coursework. Additional resources provide further assistance to language learners at all levels.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within Keystone a wide variety of learning supports are incorporated, including examples of teacher modeling, listening to CDs to accompany repeated reading, and partnered or whole class discussions. Fluency is practiced in postreading lessons such as Read for Fluency and Reader's Theater. These lessons practice reading skills such as pace, intonation, and expressive/dramatic use of language. For further student support, the Teacher's Resource Book contains summaries of all readings in six common first languages. An Introduction to Linguistics on Teacher's Edition pages 40-55 supplies background linguistic knowledge, and comparisons of English intonation and sounds to other languages.

C. Keystone is a carefully structured program that provides a complete instructional plan across proficiency levels. Differentiation is systematically addressed in the skills taught in the lessons, across the units, and through the levels. See Keystone A, Unit 3 for examples that are reflective of the entire series:

- Leveled Support Teacher's Edition pp. T154, T158, T164: Strategies and techniques for leveled instruction.
- Linguistic Note Teacher's Edition pp. T156, T172 and Accelerate Language Development Teacher's Edition pp. T166, T168, T180, T182: Provides teachers with assistance in understanding linguistic and cultural nuances in language appropriate to teaching the lesson.
- Media Literacy and Projects p. 215: Leveled and multisensory projects.
- Reader's Theater pp. 164, 194; Read for Fluency pp. 179, 209: Fluency practice and assessments found after each reading and unit.

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IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Keystone series provides scaffolding supports for students to advance within each proficiency level. Scaffolding is designed into the curriculum and also represented in the Teacher's Edition with extra exercises. This allows the teacher to respond to the flow of the lesson and scaffold when student need arises. Thematic units and The Big Question introduce and connect the student to reading in content areas. Explorations of background and students' boxes attached to speaking, listening, and writing lessons contain tips and checklists, providing helpful guidance within the lessons. Writing lessons also contain models for student use and demonstrate structure and language control. Typical scaffolding supports found in Keystone lessons include teacher modeling, visuals and graphics, cooperative learning, hands-on learning, dramatic activities, reading strategies, and comprehension checks. Academic vocabulary is vital to the progression of the EL learner; consequently, academic vocabulary is introduced and practiced with every reading. At the conclusion of each level, a Skills Handbook features easy to use support material critical to further academic skills. In addition, the Teacher's Resource Book contains summaries for all readings in six languages to simplify the reading and create a bridge to understanding.

B. With the assistance of the scaffolding described above in A, transferrable skills are developed throughout each unit to assist students as they advance from one proficiency level to the next. Assessment resources monitor student progress and evaluate student progression throughout each unit and level. See the Scope and Sequence located on Teacher's Edition pages 36-39 for an overview of skill advancement through each level.

C. The Keystone program systematically builds upon prior knowledge and explicitly scaffolds within each lesson as a means of progressing student proficiency from one level to the next. The following is a sampling of scaffolding exercises from Keystone A, Unit 3:

- Build Background p. 154: A background lesson connects students to reading content.
- Scaffolding: Listen and Read pp. T158, T174, T188, T204: Read along with the audio CD.
- Listening Skill pp. 165, 179, 195; Speaking Skill pp. 164, 178, 194: Helpful advice specific to content.
- Writing Workshop pp. 218-222: Includes student writing models in the prewriting, revision, and final draft phase for complete lesson support.
- Writing Checklist pp. 169, 183, 199, 213, 219: Writing guidelines provided in a checklist for guided revision.
- Before You Go On pp. 159, 161, 163: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
- Discussion pp. 165, 179, 195, 209: Teacher models discussion as students work in pairs or small groups.

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IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e., are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In the Keystone series all activities provide practice using a range of language functions. Language functions found in Keystone include retelling, defining, describing, identifying, sequencing, explaining, discussing, evaluating, comparing, analyzing, and responding. These functions are used in the instructional language and found throughout all levels. Academic vocabulary includes language functions such as theorize, identify, illustrate, and create, providing additional student exposure to terms that transfer to other content areas. See the level A Scope and Sequence located on Teacher's Edition pages 36-39 to view the widespread uses of language functions in the curriculum.

B. Language functions are attached to practice activities, and all activities are connected to expanding understanding of the lessons and thematic units. After students are taught a skill, they practice and apply the skill using a variety of language functions in context. The Teacher's Edition uses language functions in the step-by-step instruction, for example Step 2: Practice or Step 3: Extend.

C. The progression of language development is supported by the comprehensive use of language functions throughout Keystone. As skills progress through the units, language functions are used to support the communicative needs of the developing learners. Examples found in Keystone A, Unit 4 show the comprehensive use of language functions in the curriculum:

- In Your Own Words p. 252: Identify the main idea.
- Response to Literature p. 239: Describe and respond to reading.
- Discussion p. 239: Discuss in pairs or small groups.
- Practice p. 259: Discuss and describe proverbs.
- Reading Strategy p. 261: Identify Author's Purpose.
- Word Study: Homophones p. 247: Define each pair of homophones.
- Link the Readings p. 286: Discuss and compare the unit readings.

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YES NO **Higher Order Thinking**

- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Opportunities to engage in higher order thinking are present for all ELP levels in each unit, and across the Keystone series. In the On Your Own section, reading comprehension questions involve complex judgmental skills involving analysis, evaluation, and synthesis. Every unit concludes with exercises such as Media Literacy and Projects, Writing Workshop, and Listening and Speaking Workshop. These activities require research, analysis, and creativity while applying skills taught consistently throughout the lesson format. After the four readings in each unit of Building Bridges and Keystone levels A-F, a Link the Readings lesson uses critical thinking to compare and contrast the readings and link them to the unit theme. In addition, the final lesson in Keystone levels A-F, Smithsonian American Art Museum: The Language of Art, develops students' cultural and visual literacy by analyzing and evaluating pieces of American art. This is a final exploration of the Big Question. Students explore the connection of the artwork to the unit theme and answer questions such as "What would you show in a painting to illustrate the ideas of winning and losing?" (Level A, Unit 4, p. 297)

B. Opportunities to engage in higher order thinking are systematically addressed in Keystone. As stated in D above, skills and strategies are included in each lesson and unit. See representative examples in Keystone A, Unit 4:

- On Your Own pp. 249, 251: Found in every reading are questions that require complex judgment skills.
- Link the Readings p. 286: Critical thinking exercise links content in unit readings.
- Media Literacy and Projects p. 287: Creative, leveled, multisensory extension projects.
- Listening and Speaking Workshop pp. 288-289: Students research, organize, present, and evaluate in these extensive lessons.
- Writing Workshop pp. 290-294: Expository essay lesson that requires organization, evaluation, and publication of personal writing.
- Smithsonian American Art Museum: The Language of Art pp. 296-297: Students evaluate and analyze American art and as it relates to the Big Question and theme of each unit.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Keystone is a standard-aligned curriculum covering a wide range of subject matter topics found in state, local, and national academic content standards. Grade appropriate standards were used to design the Keystone curriculum. Common Core State Standards are listed on the pages of the Teacher's Edition as an easy-to-use reference for all lessons. Each reading chapter contains vocabulary, morphology, grammar usage and mechanics, listening, speaking, reading, and writing lessons. The language arts dominated curriculum also integrates social studies, math, science, and art history lessons clearly labeled throughout the units. WIDA ELP standards and topic examples are abundantly represented in each unit. In addition, the student assessment book provides standard-aligned tests that introduce students to the types of questions found on state exams. See www.pearsonschool.com for a comprehensive list of correlations to state and national standards.

B. All topics covered in the Keystone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated and scaffolded instruction and is further supported by a variety of teaching resources and technology for comprehensive instructional reinforcement.

C. Example topics are systematically presented throughout the units in the Keystone series. See the Table of Contents in the introductory pages to view the structure of the units and variety of content found in each level. The Scope and Sequence found on Teacher's Edition pages 36-39 lists all vocabulary, word study, grammar, and writing structures and modes in each level. See examples found in Keystone A, Unit 5:

- Common Core State Standards in the Teacher's Edition pp. T300, T304, T312, T318, T322, T326: Standards listed throughout the Teacher's Edition that correlate to lessons found on representative pages.
- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The Language of Art p. 374: Readings in every unit cover a variety of content areas and genres.
- What You Will Learn? pp. 300, 318, 332, 350: Prior to each reading chapter, this text box lists content of reading, grammar, and writing lessons.

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YES NO **Accessibility to Grade Level Content**

- D. Is linguistically and developmentally appropriate grade level content present in the materials?
- E. Is grade level content accessible for the targeted levels of language proficiency?
- F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All content in Keystone is linguistically and developmentally appropriate for the targeted grade levels. Keystone content is standard-aligned and includes grade level appropriate WIDA example topics. Repeated exposure to vocabulary and morphology, which is both academic and content oriented, increases student ability to comprehend grade level content. High interest readings of varied genres are supported with appropriate scaffolds, graphics, and practice activities that stimulate learning and develop transferable skills. Linguistic supports are incorporated into each reading chapter along with opportunities to practice language control. In addition, projects and workshops use cumulative skills taught in the unit to develop polished presentations and publications. See the Scope and Sequence located on Teacher's Edition pages 36-39 to view grade level content in each level.

B. In the eight level Keystone series, grade level content is accessible to all targeted levels of language proficiency. Leveled support for differentiated instruction is built into each lesson, making content accessible to all language proficiency levels. Assessments can be customized using ExamView, an electronic test generator, to tailor instruction to individual learners' needs.

C. Keystone presents grade level appropriate content in a structured systematic manner, which allows students to build progressive skills. Grade level content is aligned to the state and national standards. See the Scope and Sequence on Teacher's Edition pages 36-39 to corroborate the careful structuring of the program. See examples in Keystone A, Unit 5:

- Table of Contents Teacher's Edition pp. 22-33: Content is clearly labeled.
- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The Language of Art p. 374: High interest readings of varied genres are found in every unit.
- Writing: Write a Formal E-mail p. 316; Write How-to Instructions p. 330; Write a Plot Summary p. 348; Write a Paragraph That Classifies p. 362; Expository Essay pp. 368-372.
- Grammar: Verbs pp. 314-315; Imperatives pp. 328-329; Reported Speech pp. 346-347; Active Voice and Passive Voice pp. 360-361.

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Sensory supports are present and varied throughout the Pearson Longman Keystone program. All units are strongly supported with a range of dynamic visual supports that introduce the unit themes, enhance the readings, and assist understanding of lessons. Visual supports are specific to content and include maps, photographs, scientific illustrations of processes and cycles, sequence blocks, and pictures of artifacts. Images found within each unit are analyzed and discussed in Visual literacy, activities designed for students to skim the unit images and predict reading content. The end of the unit lesson, Smithsonian American Art Museum: The Language of Art, uses American art and artists to further express the theme and to develop cultural and visual literacy. Extension lessons and Media Literacy and Projects are hands-on, sensory rich activities, such as creating a DNA model, illustrating the setting of a written work through art, recording sounds, or creating a skit with costumes and music. A DVD is available with this curriculum and features background information on the unit themes, and audio CD's are included to model oral reading fluency. A list of available Teaching Resources is included with every lesson in the Teacher's Edition.

B. All sensory supports are relevant to concept attainment and are presented in such a manner that reinforces communication goals for the targeted level. Vocabulary and related concepts are supported throughout the levels with illustrations and photographs. Practice activities are visually supported in a fashion that supports a deeper understanding of instruction and background knowledge. Listening and Speaking Skill notes are included to support practice exercises and model ideal classroom communication. In addition, multisensory Media Literacy and Projects provide the option of differentiated instruction allowing students to apply what they have learned in each unit at their level.

C. Sensory supports are presented systematically throughout the Keystone eight level series. Supports are integrated into each lesson and are connected contextually. See representative example found in Level A, Unit 6:

- Unit 6 What is your vision of life in the future? pp. 376-377: Unit opener visually introduces theme, Big Question, readings, and unit objectives.
- Preview the Unit: Visual Literacy Teacher's Edition p. T376: Students study unit images and predict reading content.
- Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: References resources.
- Vocabulary pp. 379-381: Images support comprehension of vocabulary.
- Extension p. 389: Students write about possible future events.
- Media Literacy and Projects p. 443: Students choose from multisensory projects to apply unit skills.

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YES NO **Graphic Support**

- D. Are graphic supports present and varied in the materials?
- E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
- F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In every level of Keystone, graphics support lesson content with a variety of graphic material appropriate to the proficiency level. Visual supports are used in all domain instruction. Examples include the use of images to explore unit theme, understand vocabulary, and ascertain complex ideas presented in the readings. The most common graphic support are organizers such as semantic maps, Venn diagrams, and T-charts. These are found throughout the entire series as a useful tool for students to understand concepts and to organize ideas. Graphic organizers are modeled by teachers and systematically used in every prewriting exercise. Writing Workshops demonstrate the writing process with a sample of student writing by modeling processes such as revision. Charts are commonly used throughout the readings to convey information and in practice exercises such as Grammar and Link the Readings. The Workbook supports each lesson in the text and relies heavily on the use of graphic organizers in practice exercises.

B. All graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency level. Graphic organizers are teacher modeled and practiced through multiple use, which include prewriting activities and whole class discussions. Throughout the Teacher's Edition, Visual Literacy expands the meaning of graphics to promote further understanding content. Leveled Support often uses content graphics and graphic organizers to scaffold and extend lessons.

C. Examples of graphic supports presented above in D and E are used systematically throughout the entire Keystone series. In addition, support materials such as the Workbook and Reader's Companion that accompany each level offer structured graphic support for all lessons. See representative examples found in Level A, Unit 6:

- Visual Literacy Teacher's Edition p. T376: Expands student understanding of unit graphics.
- In Your Own Words p. 388: Chart used to organize main idea and details to create a reading summary.
- Writing pp. 392-393, 410-411, 426-427, 440-441: Prewriting activities use graphic organizers.
- Response to Literature p. 407: Student Edition writing activity uses a semantic web; Response to Literature p. T407: Teacher's Edition lesson uses the web to guide a whole class discussion of reading material.
- Learn Key Words, Listening and Speaking: Academic Words, and Word Study pp. 429-431: Uses charts in vocabulary instruction.
- Link the Readings p. 442: Uses a chart to compare and contrast unit readings.
- Writing Workshop pp. 446-452: Student models are used to represent stages of the writing process from prewriting to the final draft.

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YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Every lesson in Keystone has interactive supports that are varied throughout the series. To promote comprehension and expose students to a variety of communication styles, students work in paired, small group, and whole group situations to practice and apply skills, dramatize readings, or discuss background knowledge material. Larger cooperative projects are integrated into the curriculum in lessons, such as Media Literacy and Projects or Listening and Speaking Workshops, where students create, practice, and present as a group. The Internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Interactive native language support is included throughout the Teacher's Edition in the Linguistic Notes and with the CRI icon. These lessons are culturally and linguistically responsive and incorporate the diversity of students' background and culture into the curriculum. The Teacher's Resource Book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonschool.com website contains a student area with games and practice.

B. The interactive supports found in all levels of the Keystone series are relevant to concept attainment for all targeted proficiency levels. Interactive supports described in part A are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

C. Interactive supports are systematically presented and varied throughout the Keystone series. See representative examples found in Level A, Unit 6:

- Research Report p. 446: Students use the Internet, magazines, books, or encyclopedias to gather information on chosen topic.
- Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: The text box lists resources such as the CD-ROM/e-book.
- CRI Teacher's Edition pp. T389, T407, T423, T437: Icon signals interactive lessons that are culturally responsive.
- Linguistic Note Teacher's Edition pp. T380, T396, T414, T430: Provides linguistic support specific to lesson.
- Discussion pp. 389, 407, 423, 437: Paired and small group discussion of reading comprehension questions.
- Dramatic Reading p. 406: Reread, discuss, interpret, memorize, and perform a poem in a group.
- Listening and Speaking Workshop pp. 444-445: Small group brainstorming activity helps students choose a topic to research, prepare, and present a speech to the class.

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Appendix

- I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.
- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
 - IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
 - IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context
- II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.
- IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- IIB. Domains:**
- t **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
 - t **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
 - t **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
 - t **Writing** – engage in written communication in a variety of situations for a variety of audiences
- III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.
- IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
 - IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students' deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – Type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.