PENNWOOD CYBER CHARTER SCHOOL

Cyber Charter School Application for Pennwood Cyber Charter School

Submission Date: October 1, 2023

Submitted By: Marc LeBlond

258 Brentwood Drive, Cogan Station, PA 17728

Phone: 272-236-9694

Email: marc.leblond@trincoll.edu

Table of Contents

Compliance Matrices 5
School Focus 11
Mission, Educational Focus & Essential Characteristics 11
I. SCHOOL DESIGN 12
I.1 Mission Statement 12
I.2 Measurable Goals and Objectives 13
I.3 Educational Program 16
I.4 School Accountability 100
I.5 School Community 120
I.6 Extracurricular Activities (Athletics, Publications and Organizations) 126
I.7 Technology Support 129
II. NEEDS ASSESSMENT 143
II.1 Statement of Need 143
II.2 School Demographics 155
II.3 District Relations/Evidence of Support 159
III. GOVERNANCE 161
III.1 Profile of Founding Coalition 161
III.2 Governance 165
IV. FINANCE AND FACILITY 183
IV.1 Financing 183
IV.2 Facility 190
IV.3 Liability and Insurance 195
IV.4 Child Accounting 196
V. ADMINISTRATION 200
V.1 Recruiting and Marketing Plan 200
V.2 Admissions Policy 201
V.3 Human Resource Information 204
V.4 Code of Conduct 225
V.5 Timetable 242
V.6 Safety 245
V.7 School Health Services 247

APPENDICES 249

A Curriculum
B NCAA Information
C Special Education Procedures, Policies, and Prospective Providers
D English Learner (EL) Information and Alignments
E Certificate of Insurance
F Terms of Use
G Sustainable Support
H Letters of Intent to Superintendents
I Resumes and References of Board of Trustees
J Drexel's Goodwin College Career and College Readiness Modules
K Board Meeting Minutes
L By-laws
M Articles of Incorporation
N Statement of Agreement with Pearson
O Board Letter Regarding Provider Selection
P Preliminary Startup and Operating Budget
Q Pearson Start-Up Grant
R Letter of Intent to Lease
S Board Policies
T Draft Employee Handbook
U Professional Learning Schedule
V Draft School Handbook
W MOU with Drexel University
X Sample 403(b) Plan
Y MOU with Cook Center

Table of Figures

Figure 1. The vision for the unique Pennwood model 13
Figure 2. The Good Schools Model drives optimal learning outcomes based on proven student engagement practices. 14
Figure 3. Pennwood students will have multiple supports to achieve success in employment opportunities and/or college readiness. 19
Figure 4. Pennwood's Career Readiness Program enhances pathways to opportunities for graduates beyond high school, in the job market or in further study. 21
Figure 5. LiveLesson sessions allow teachers to work synchronously and directly with students. 27
Figure 6. Pennwood will ensure that expanded learning time is effective by implementing these research-based practices. 34
Figure 7. Pennwood will offer badges validated through Credly that focus on career competency and challenging, relevant skills. 37
Figure 8. Sample questions from PBL Works for student exploration in the C-Term 41
Figure 9. Key Components of Project-Based Learning 42
Figure 10. Students in a Full-time Pearson Program Show Growth in Important Learning and Life Skills. 44
Figure 11. The curriculum follows a consistent cycle of development and maintenance. 47
Figure 12. The instructional model creates a wrap-around support network for student learning. 67
Figure 13. Student Calendar for 2024-25 94
Figure 14. Teacher Calendar for 2024-25 95
Figure 15. Teacher competencies incorporate Professionalism, Instructional Expertise, Quality Instruction, Student Engagement, and Data-Driven Instruction. This table is one example of a competency, with standards for each level of performance. 104
Figure 16. Pennwood will use multiple methods for measuring student development throughout each school year. 116
Figure 17. The Teacher Homepage enables teachers to easily identify students who may need additional instruction or intervention. 132
Figure 18. Students, Staff, and Parent/Guardians will have access to private, secure WebMail within the EMS. 138
Figure 19. Pennwood's focus on career readiness will prepare students for the anticipated top 15 new jobs in emerging technologies. 146
Figure 20. Over 73,000 families in Pennsylvania have inquired about cyber school options in the past five years. 148
Figure 21. Career Coaches from the ESP will work with School Counselors and students to help them navigate all of aspects of their College and Career preparation journey. 153
Figure 22. Pennwood's college and career program includes a unique Career Portal, enabling students to have the tools and resources they need to be informed when they are ready to enter the workforce or college. 154
Figure 23. Pennwood's Staffing Plan for the five years of the term 166
Figure 24. Organizational Chart for Year 1 (1,800 Students) 167
Figure 25. Organizational Chart for Year 2 (3,000 Students) 168
Figure 26. Organizational Chart for Year 3 (4,500 Students) 169
Figure 27. Organizational Chart for Year 4 (6,200 Students) 170
Figure 28. Organizational Chart for Year 5 (8,200 Students) 171
Figure 29. Pennwood will have access to numerous services and functions through its ESP. 172
Figure 30. Facility Floor Plan 192

Compliance Matrices

Section 1719-A:	Location in Application
1. The identification of the cyber charter applicant.	Fact Sheet
2. The name of the proposed cyber charter school.	Fact Sheet Section III.2
3. The grade or age levels served by the cyber charter school.	Fact Sheet
4. The proposed governance structure of the cyber charter school, including a description and method for the appointment or election of the board of trustees.	Section III Appendix L
5. The mission and (measurable) education goals of the cyber charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational goals. Cyber charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.	Response I.1 Response I.2 Response I.3
6. The admission policy and criteria for evaluating student admission which shall comply with the requirements of section 1723-A (24 P.S. § 17-1723-A).	Response I.4.F Appendix S
7. Procedures which will be used regarding the suspension or expulsion of pupils.	Response V.4.B Appendix S Appendix V
8. Information on the manner in which community groups will be involved in the cyber charter school planning process.	Response I.5
9. The financial plan for the cyber charter school and the provisions which will be made for auditing the school under section 437 of the Public School Code (School Code) (24 P.S. § 4-437).	Response IV.1 Appendix P
10. Procedures which shall be established to review complaints of parents regarding the operation of the cyber charter school.	Response I.5.C
11. A description of and address of the physical facility in which the cyber charter school will be located and the ownership thereof and any lease arrangements.	Fact Sheet Response IV.2 Appendix R
12. Information on the proposed school calendar for the cyber charter school, including the length of the school day and school year consistent with provisions of section 1502 (24 P.S. § 15-1502).	Fact Sheet Response I.3.D
13. The proposed faculty and a professional development plan for the faculty of a cyber charter school.	Response V.3 Appendix U
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the cyber charter school students in extracurricular activities within the school district. Notwithstanding any provision to the contrary, no school district of residence shall prohibit a student of a cyber charter school from participating in any extracurricular activity of that school district of residence: provided, that the student is able to fulfill all of the requirements of participation in such activity and the cyber charter school does not provide the same extracurricular activity.	Response II.3 Response I.6.B
15. A report of criminal history record, pursuant to section 111 of the School Code (24 P.S. §1-111), for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.	Response V.3.F
16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Ch. 63 Subch. C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.	Response V.3.G
17. How the cyber charter school will provide adequate liability and other appropriate insurances for the cyber charter school, its employees and its board of trustees.	Response IV.3 Appendix E

Section 1747-A:	Location in Application
1. The curriculum to be offered and how it meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.	Response I.3 Appendix A
2. The number of courses required for elementary and secondary students.	Response I.3 Appendix A
3. An explanation of the amount of online time required for elementary and secondary students.	Response I.3.A
4. The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.	Response I.3 Response I.4
5. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.	Response I.3
6. The technology, including types of hardware and software, equipment and other materials which will be provided by the cyber charter school to the student.	Response I.7
7. A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.	Response I.3 Response I.4
8. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and Pennsylvania Alternate System of Assessment (PASA), including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.	Response I.4.G Response I.4.H Response I.4.I Response I.4.J
9. The technical support that will be available to students and parents or guardians.	Response I.7
10. The privacy and security measures to ensure the confidentiality of data gathered online.	Response I.7 Response I.4.E
11. The level of anticipated enrollment during each school year of the proposed cyber charter school including expected increases due to the addition of grade levels.	Response II.2
12. The methods to be used to ensure the authenticity of student work and adequate proctoring of examinations.	Response I.7.E
13. The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.	Response I.3.B Response V.4.A & B Appendix C
14. Policies regarding truancy, absences and withdrawal of students, including the manner in which the cyber charter school will monitor attendance consistent with the provisions of section 1715-A (9) (24 P.S. § 17-1715-A(9)).	Response IV.4 Appendix S
15. The types and frequency of communication between the cyber charter school and the students and the manner in which the cyber charter school will communicate with parents and guardians.	Response I.4 Response I.5 Response I.7
16. The addresses of all facilities and offices of the cyber charter school, the ownership thereof and any lease arrangements. If the cyber charter school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h) (24 P.S. § 17-1748-A(h)).	Response IV.2 Appendix R

Section 1743-A(c)(d)	Location in Application
1. Describe how your cyber charter school will make available upon request, either in writing or electronically, the following information to each student's school district of residence:	Response I.4.F
a. A copy of the charter.	Response I.4.F
b. A copy of the cyber charter school application.	Response I.4.F
c. A copy of all annual reports prepared by the cyber charter school.	Response I.4.F
d. A list of all students from that school district enrolled in the cyber charter school.	Response I.4.F
2. Describe how the cyber charter school upon request and prior to the student's first day in the cyber charter school will provide, either in writing or electronically, the following information to the parent or guardian of a student:	Response I.4.F
a. A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.	Response I.4.F
b. A description of the lessons and activities to be offered online and offline.	Response I.4.F
c. The manner in which attendance will be reported and work will be authenticated.	Response I.4.F
d. A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.	Response I.4.F
e. The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.	Response I.4.F
f. The address of the cyber charter school and the name, telephone number and e-mail address of the school administrator and other school personnel.	Response I.4.F
g. A list of any extracurricular activities provided by the cyber charter school.	Response I.4.F
h. The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent of guardian.	Response I.4.F
i. A list of all services that will be provided to the student by the cyber charter school.	Response I.4.F
j. Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.	Response I.4.F
k. Information on:	Response I.4.F
i. The cyber charter school's professional staff, including the number of staff personnel, their education level and experience.	Response I.4.F
ii. The cyber charter school's performance on the PSSA, Keystone Exams, and other standardized test scores.	Response I.4.F
l. Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.	Response I.4.F
m. A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday and term breaks.	Response I.4.F

Section 1748-A	Location in Application
• Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment through the use of the notification form developed by the Department of Education.	Response IV.4
• The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.	Response I.4.F

Section 1745-A. (f) Evaluation Criteria.[1]	
(1) A cyber charter school application submitted under this subdivision shall be evaluated by the department based on the following criteria:	
(i) The demonstrated, sustainable support for the cyber charter school plan by teachers, parents or guardians and students.	Acknowledged and Addressed
(ii) The capability of the cyber charter school applicant, in terms of support and planning, to provide comprehensive learning experiences to students under the charter.	Acknowledged and Addressed
(iii) The extent to which the programs outlined in the application will enable students to meet the academic standards under 22 Pa. Code Ch. 4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.	Acknowledged and Addressed
(iv) The extent to which the application meets the requirements of section 1747-A.	Acknowledged and Addressed
(v) The extent to which the cyber charter school may serve as a model for other public schools.	Acknowledged and Addressed

1 http://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=17A&sctn=45&subsctn=0

CYBER CHARTER SCHOOL APPLICATION FACT SHEET

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

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

Pennwood Cyber Charter School

Proposed Charter School Location

Address: 221 W. Philadelphia Street

City/Town: York Zip Code: 17404

County: York

Intermediate Unit: Lincoln Intermediate Unit #12

Proposed Start Date: August 8, 2024

Federal Employer Identification Number: 92-0269283

Contact Person:

First: Marc Middle: Last: LeBlond

Organization: Pennwood Cyber Charter School

City: Cogan Station State: PA Zip Code: 17728

Telephone: (272) 236-9694 Fax Number: N/A

E-mail: marc.leblond@trincoll.edu

Indicate Number of Representatives per Group

Founding Coalition

Group	Number of Representatives
Parents	395
Teachers	25
Business Partners	1 (Cook Center for Human Connections)
Community Based Organizations	3
Museums	
Higher Education	1 (Drexel University)
Other Group - Identify:	6 state legislators

Grade and Age Ranges

Group	Grade/Age Range
Elementary	Kindergarten – 5th Grade
Secondary	6th Grade – 12th Grade
Age of Kindergarten	Dependent upon local district requirements
Age of Beginners	5 years, 7 months by September 1 pursuant to 24 P.S. § 13-1304
Grades Educated	☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
Kindergarten	● Full Day ○ Half Day

Projected Student Enrollment Year 1-5

Year	Enrollment
1st Year	1,800
2nd Year	3,000
3rd Year	4,500
4th Year	6,200
5th Year	8,200
Total Number of Teachers	89 in 1st year; 413 in 5th year (EL, SPED, SEC, Advisory, Counselors)

Does the cyber charter applicant have an existing retirement system?

● Yes ○ No

Pennwood's Board will submit to PSERS for adoption and approval a 403(b) plan immediately following the approval of the charter. The 403(b) plan will include a minimum employee contribution of 5% and an employer match of 5%. Employees will be eligible to contribute an additional percentage of their salary if they choose. Enclosed with this application is a sample plan from PenServ Plan Services in Appendix X.

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

● Yes ○ No

The proposed facility is 221 W. Philadelphia Street, York, PA 17404. The property owner and Pennwood's Board have entered into a letter of intent to lease the property (see Appendix R). Pending charter authorization, please send communications to Pennwood's Board Counsel: Nicole Snyder, McKenna Snyder, LLC; 350 Eagleview Blvd, Ste 100; Exton, PA 19341.

School Focus

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

Mission, Educational Focus & Essential Characteristics

The mission of Pennwood Cyber Charter School ("Pennwood" or "the School") is to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and career skill development. Pennwood will serve eligible K-12 students throughout the state, including general education students, students with disabilities, at-risk students, students requiring acceleration and enrichment, and English Learners. Students will be provided the following:

Unique Career Readiness & Badging Focus. Pennwood will provide individualized aptitude assessments, career coaching, and internship/mentorships opportunities designed to assist students in building portfolios showcasing their experiences. Through partnerships with Acadeum and Coursera, students will earn high school credit, industry certification, and college credit simultaneously. Pennwood will offer a unique badging program to increase engagement, motivate students, provide career and life skills opportunities, and improve academic outcomes. Badges cover three areas: 1) Career Competency badges, focused on Career Education, 2) Engagement badges, focused on school culture and building responsible citizens, and 3) Skills badges, focused on the National Association of Colleges and Employers (NACE) Career Readiness Standards.

Extended 3-Week Connections Term. Pennwood will require a three-week Connections Term ("C-Term") in March, in addition to the 180 school days. This session will build a school culture focused on the importance of Career Education and Work Standards. Partnering with Drexel's Goodwin College, high school students who are on track for graduation will participate in project-based learning. Students in grades K-8 will participate in a career and college preparation course based on the Pennsylvania Career Education and Work Standards. All students will participate in test preparation during the session. When necessary, students may focus on remediation or credit recovery during this term.

High-quality Curriculum. Pearson-provided curriculum and instruction meet standards at the state and national level while integrating the best materials, texts, and resources available. A partnership with Drexel's Goodwin College will provide students in grades 9-12 exposure to college curriculum.

Exceptional Teachers. Pennwood teachers will be experts in online learning. Though not required by state law, teachers will be PA-certified and trained to excel in online teaching, with enhanced training in career readiness and badging. Students will have opportunities to work 1:1 with teachers for personalized instruction through tutoring, personalized live lessons, and check-in phone calls.

Individualized Learning. Using the Good Schools Model (GSM), teachers identify individual student's interests and learning preferences to encourage personal development, giving each student the best opportunity to succeed. The extended school year supports individualization and focus on key interests.

Easy-to-Use Technology – Laptops, printers, and Internet access will be provided for all students. Through the Pearson Online Classroom (the Education Management System [EMS] and learning platform), parents/guardians and students can access curriculum, review grades, and complete lessons.

Socialization and Community. LiveLesson®, a real-time, interactive web-conferencing tool, allows students to meet regularly in a virtual setting and gives classmates the opportunity to share ideas, compare experiences, and have fun learning together. Students can also participate in online clubs and activities, in-person gatherings, and field trips.

Comprehensive Support Services – Pennwood will provide counseling, English Learner, remediation, test preparation, Credit Recovery courses, Special Populations, enrollment, outreach, and extensive teacher professional development. A partnership with the Cook Center for Human Connection will provide students, families and teachers with additional counseling, mental health support, and professional development.

I. SCHOOL DESIGN

I.1 Mission Statement

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

A. Describe the core philosophy or underlying purpose of the proposed school.

Mission

The mission of Pennwood is to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and practical career skill development.

The Pennwood Board of Trustees (the Board) is proud to have the opportunity to join the Pennsylvania education community, and the Board aims to promote Pennsylvania's core values.

Pennwood as a Model Innovative Public School

Pennwood is a public cyber charter school with a unique model that includes an extended school year and badging program to increase engagement, motivate students, and improve academic outcomes for students throughout the state of Pennsylvania. To provide ties to the community, real-world applications, project-based learning, mental health and wellness support, and career- and college-readiness, Pennwood plans to collaborate with community partners such as Drexel University's Goodwin College, an Education Service Provider (ESP), Pearson Virtual Schools (Pearson), and the Cook Center for Human Connection (Cook Center). While virtual learning will be the delivery method to provide this unique learning opportunity and increase access statewide, virtual learning is the means for delivery, not the focus of the cyber charter school. The following graphic is a visual representation of the vision for the unique Pennwood model. This model incorporates an extended school year, known as the Connections Term (C-Term), a focus on individualization, community-centered principles, and relevancy through project-based learning and badging.

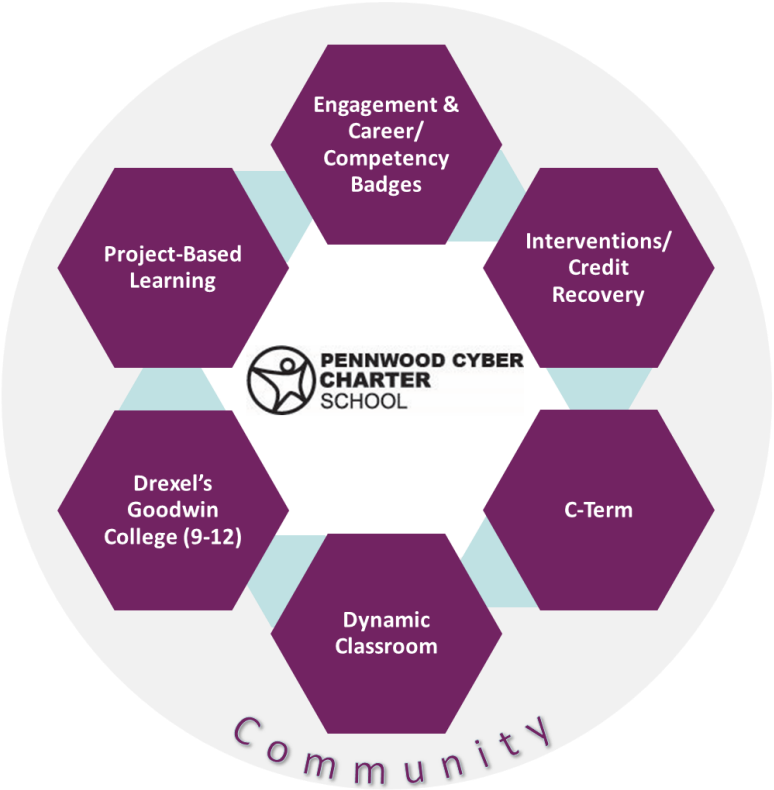


Figure 1. The vision for the unique Pennwood model

B. Describe your overarching vision of the school.

Vision

The vision of Pennwood is to prepare students to become adaptable learners who have the academic, career-readiness, and life skills they need to enter a changing world with confidence.

I.2 Measurable Goals and Objectives

Explanation: Develop clear, measurable goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.

A. Describe the school's measurable academic goals and objectives to promote student learning.

Measurable Academic Goals & Objectives

The Board understands that the academic success of students will be measured by the indicators set forth in the Future Ready PA Index (https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/FRReviewofIndicators.aspx).

Cyber schools supported by Pearson serve the unique needs of a highly mobile student population. In 2021-2022, 39% of high school students had already attended 4 or more schools, 45% of middle school students had attended 3 or more schools, and 39% of elementary students had attended 2 or more

schools. The negative impact of mobility on student performance has been well documented.[2] However, state test performance of students at Pearson-supported schools has been found to be equivalent to their brick-and-mortar counterparts after adjusting for mobility.[3]

For this reason, Pennwood will implement the Good School Model (GSM), a research-based operating model to drive optimal learning outcomes. GSM is constructed on the knowledge that student connections are key to engagement, which in turn results in improved course performance and eventually stronger state accountability metrics. The model is continuously evolving, as Pennwood and 28 other participating schools continue to receive real time data. GSM is designed to adjust quickly based on improved student outcomes.

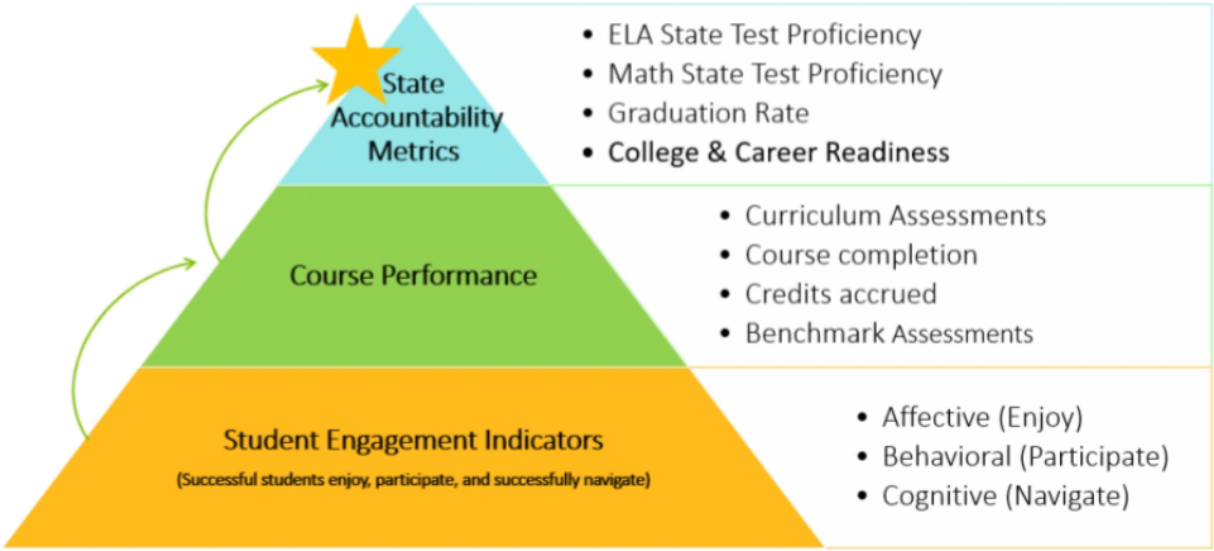


Figure 2. The Good Schools Model drives optimal learning outcomes based on proven student engagement practices.

The GSM serves as the organizational framework for identifying the levers and structural supports that schools need to deliver high quality and individualized learning via the differentiated value proposition. For example, if the model reveals a teacher practice that is likely to facilitate a positive student-teacher relationship, that information is not only provided to all participating schools so they can implement the practice, but the tools and the services are then quickly developed to enable teachers to enact that practice more effectively and efficiently.

The GSM includes practices that have been tested empirically and shown to be effective at improving learner outcomes. Practices are explored through the continuous mining of new and existing learner data and by partnering with individual teachers and schools to set up empirical impact studies.

[2] Source: http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html

[3] Source: Gatti, G. (2018). A comparison study of Pearson-supported full-time schools to matched brick and mortar and virtual schools, examining the types of students who attend K–12 virtual school and the effects on performance of a highly mobile student body. Efficacy & Research Report. London: Pearson.

Schools that have implemented the Pearson model with fidelity have shown significant academic achievement. For the most recently reported results (2021-22), Arizona earned a B, Florida earned a C, Iowa earned "Acceptable" for both Middle and High School, Nevada earned a rating of 4 stars (an equivalent of a B), Texas earned a C, Utah earned a C for both K-8 and High School, and Wisconsin earned a rate of "Meets Expectations." The Board is committed to implementing this program with fidelity and looks forward to being an example of excellence for other virtual providers in Pennsylvania. With this understanding in mind, along with the additional wrap-around services and badging that Pennwood will offer, the Board has developed the following aspirational academic goals to measure progress:

Academic Goals

1. **Academic Proficiency:** Proficiency rates on the Pennsylvania System of School Assessment (PSSA), Pennsylvania Alternative State Assessment (PASA) and the Keystone Exams for Pennwood will be at or above the state's interim targets for proficiency in ELA, Math, and Science. Specifically for the 2024-25 school year, Pennwood's goal for ELA proficiency is 71.5%, the goal for Math proficiency is 57.6%, and the goal for Science proficiency is 74.2%.
2. **Academic Growth:** The school will show an increase in the state proficiency rates in ELA, Math, and Science consistent with the increases specified in the state's long-term goals. Specifically, Pennwood's goal is to increase 1.2 percentage points yearly in ELA, 1.8 percentage points yearly in Math, and 1.1 percentage points yearly in Science.
3. **Graduation Rate:** The four-year adjusted cohort graduation rate (ACGR) will be at or above the state's interim target. Specifically, for the 2024-25 school year, Pennwood's goal for the 4-year ACGR is 88.8%. The state does not have a 5-year ACGR goal although it does report the 5-year graduation rate on the ESSA Report Card. As the 5-year rate should be higher than the 4-year rate, Pennwood's goal is for the 5-year ACGR to be at least 1.3 percentage points higher than the 4-year ACGR for the corresponding cohort.
4. **Career Competency Badge**: 65% of students will earn at least one (1) Career Competency Badge in the first year of the School. This percentage will increase by 5% each year of the initial 5-year charter.
5. **Engagement Badge:** 80% of students will earn at least two (2) Engagement Badges each year.

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

Measurable Non-Academic Goals & Objectives

Mobility has been found to have an adverse impact on student well-being and social and emotional learning skills. However, staff trained in the Pennwood model know it is often the reasons that students decide to move from their brick-and-mortar schools, which is key to understanding how to help their students to be successful. In 2021-2022, for example, 30% of students moved from a brick-and-mortar school to a cyber school for safety reasons, 23% were experiencing bullying in their previous school, and 29% experienced mental and or physical health issues.[4] With this deep understanding of the students served, teachers and staff receive extensive training on developing strong student-teacher relationships – a factor that research has demonstrated is critical to student success and their decision to remain a student beyond that critical first year as well as positive well-being and feelings of support.

[4] Source: Pearson Virtual Schools annual survey results, 2022.

In 2021-2022, 93% of students in a similar cyber model said it was easy to get along with their teachers, 88% of students said that there is an adult at their school they can turn to for support or advice, and 96% said there is an adult at their school who always wants them to do their best.[5] These positive perceptions were found to be significant predictors of achievement gains and students' decisions to re-enroll at their cyber school. Teacher quality, responsiveness, and support were also the top reasons that parents[6] reported being satisfied with cyber schools supported by Pearson.

With these factors in mind, the Board has developed the following Non-Academic goals to measure student progress:

1. **Classroom Diagnostic Participation:** 100% of teachers in eligible subject and grade areas will participate in the CDTs by administering assessments at the beginning of the year and thereafter as needed depending on each student's needs and progress (with a minimum of 6 weeks in between).
2. **State Assessment Participation:** 95% of eligible students will participate in the Pennsylvania System of School Assessment (PSSA or PASA) each year.
3. **Keystone (High School) Assessment Participation:** 95% of eligible students will participate in the Keystone Exams in Algebra 1, Biology, and English Literature each year (or an alternate equivalent as outlined in Act 158 of 2018).
4. **Parent Satisfaction:** Pennwood will have an average of 85% positive responses on the questions in the Annual Parent Satisfaction Survey that are directly influenced by the School in year one and will rise to 90% by year five.
5. **Student/Teacher Relationships:** Pennwood will conduct a survey of student-teacher relationships, student self-management skills, and social and emotional well-being in the fall and spring. Of the students who complete both surveys, 90% will either identify growth or high ratings regarding those three key factors each year.
6. **Student Enrollment Retention:** The percentage of students who stay with Pennwood throughout the school year (During School Year Retention) will average 80% across all grade levels each year.

I.3 Educational Program

Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of ALL students that are consistent with the mission of your school.

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas. This description should include an explanation as to how the curriculum complies with the requirements of 22 Pa. Code Chapter 4, as well as the number of courses and the amount of online time required for elementary and secondary students.

Educational Program

The chosen curriculum for the School will comply with 22 Pa. Code Chapter 4 in all the stated areas of Academic Standards and Planning, Curriculum and Instruction, Career and Technical Education,

[5] Source: Pearson Virtual Schools bi-annual Social Emotional Learning survey results; survey is based on the well-being scale developed by the University of Pennsylvania (Duckworth AL, Kautz T, Defnet A, et al. Students Attending School Remotely Suffer Socially, Emotionally, and Academically. Educational Researcher. 2021;50(7):479-482).

[6] Note: Legal guardians are included in the definition of Parents in this application.

Scheduling and Learning Options, Assessment, and School Profiles. In addition, the number of courses is provided in Appendix A, and the online time required for elementary and secondary students is provided in this Section I.3. Pennwood will provide Pennsylvania families with a unique cyber school model that provides focused supports for college and career readiness; a continuum of mental health promotion, prevention, empowerment, and family engagement; a three-week interim term; an innovative skills badging program; and offerings through partnerships with Drexel University's Goodwin College, Acadeum, and Coursera. It will be more than just curriculum and teachers in a cyber environment. It will provide a comprehensive support network that encourages whole child success. The support network includes the Learning Coach, special education teachers, related services providers, counselors, clubs, field trips, college and career programs, graduation planning, Multi-tiered System of Supports (MTSS)/Response to Intervention (RTI) support, and other services that ensure student success.

The following descriptions of the unique core model elements explain how the needs of all students and families will be met through this unique school model:

Personalized Learning: Instruction at Pennwood will be guided by the personalized performance learning (PPL) process that provides for individualized instruction tailored to each student's learning needs. Teachers identify individual students' interests and learning preferences, to encourage personal development, giving each student the best opportunity to succeed.

Students will have opportunities to work 1:1 with teachers for personalized instruction through tutoring, personalized live lessons, and check-in phone calls.

More than just online courses, Pennwood will provide a full-time school experience with a virtual learning community that connects students, teachers, and families through unique technology tools as well as face-to-face interaction. Pennwood will be a whole-school experience for its students with academic, behavioral, emotional, and career support. Students will participate in clubs, activities, and electives, as well as enriching in-person community activities and field trips.

Connections Term: Pennwood will offer a mandatory, interim session, referred to as the C-Term. During this three-week term, students in grades K-12 will earn badges for completing activities aligned to Pennsylvania's Career Education and Work standards. Students will have the opportunity to participate in test preparation at a critical time in March prior to state testing. For students needing additional support, they may work on credit recovery and remediation to get back on track and improve academic outcomes. Career Competency badges will be earned during the C-Term and Engagement Badges are earned throughout the school year.

<u>Career Competency Badges</u>

During the C-Term, students in grades K-8 will focus on the four Pennsylvania Career Readiness Standards[7] and one specific skill (identified by NACE as Career Readiness Competencies and by the Pennsylvania Department of Education in the Anatomy of a Quality Employee):[8]

a. Self-Awareness and Self-Management (PA Standards 13.1 and 13.4)
b. Establish and Maintain Relationships (PA Standards 13.2 and 13.3)
c. Social Problem-Solving Skills (PA Standards 13.2 and 13.3)
d. People Skills
e. Workplace Skills

[7] Source: https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/PA%20CRS%20Introduction.pdf (page 21)
[8] Source: https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/Anatomy%20of%20a%20Quality%20Employee.pdf

f. Applied Knowledge
g. Personal Skills

Upon successful completion of the project or assignment, students will earn a Career Competency Badge. Students will be encouraged to complete additional projects and collect badges for their portfolio. However, the annual focus will foster building community throughout the School.

Activities offered during the C-Term will begin with an overview of the skill and teacher-led discussions on the application of that skill to the workforce. Week two of the three-week session will offer field trips, either school-led or parent-led, to investigate application of the skill in work environments. During the final week of the session, students will complete a culminating project to demonstrate mastery and understanding.

In grades 9-12, eligible students will engage in Drexel University's Goodwin College Readiness Modules. These modules align with Pennwood's commitment to career and college readiness and complement Pennsylvania's Career Readiness Standards. As mentioned in other sections of this application, the modules will be designed to increase employment opportunities and/or college readiness and will be aligned to regional workforce needs to guide students into high-demand careers. The modules will expose students to innovation and problem solving in real-world contexts while decreasing the financial expense and time for completion as Drexel modules are included to students at no cost. There will be no additional fee to the School for this partnership that Pearson has established with Drexel. More information is included on the modules in Appendix J.

Career Competency Badges will result in a final project or successful completion of a Drexel module that will generate a grade in the second semester. For students that utilize this time to focus on credit recovery and/or remediation, students will receive the equivalent grade points as their peers participating in the Career Competency badge. The final grade for the project or student work will be documented on student transcripts with a letter grade, as appropriate per grade level, and will allow continuous monitoring by the teacher of completion and progress through student gradebooks.

<u>Engagement Badges</u>

In addition to the Career Competency Badges, students will be encouraged and celebrated for earning Engagement Badges designed to recognize the importance of participation and engagement in the online learning experience.

1. LiveLesson Participation – awarded at the teacher's discretion by attending a high percentage of LiveLesson sessions, quality interaction during LiveLesson sessions, etc.
2. Perfect Attendance – awarded for logging in and completing the required number of lessons every day for the required 195 days (180 days plus the 15 days of the C-Term).
3. State Assessment Participation – awarded to students in grades 3-11 and in high school for completion of the PSSA and Keystone Exams.
4. Diagnostic Assessment Participation – awarded to students who participate in the Renaissance Star 360 assessment and/or the Classroom Diagnostic Assessments (CDTs).
5. Field Trip Participation – awarded for attending at least two field trips.
6. Club Participation – awarded for participating in at least one club during the school year.

Led by the Director of Specialized Programs and staff committee, the student body and staff will participate in an end-of-year celebration recognizing the Career theme of the school year and students who earned Engagement Badges. Individual student projects will be shared, and engagement badges will be awarded at this time.

Career Readiness Education Program

The Board understands that aligning K12, higher ed. and workforce systems is a critical part of ensuring that young people from all backgrounds have the skills and credentials needed to thrive in the workforce and their communities. With that in mind, Pennwood will implement a program in compliance with 22 Pa. Code Chapter 4.31 designed to increase employment opportunities and/or college readiness for all its students.

Figure 3. Pennwood students will have multiple supports to achieve success in employment opportunities and/or college readiness.

The College and Career Exploration and Readiness offering will be built on the following integrated components:

- Career Exploration and Community Platform: A series of interest and aptitude assessments will connect Pennwood students with exploration opportunities that align with their individual results. These opportunities include Career Communities through which students are exposed to a variety of jobs and experts within their clusters of interest, along with opportunities to identify and pursue individual topics of interest and activity exploration.

- Career Pathways: In addition to the experiential components of the career program, students will have access to a variety of pathways which prepare them to earn industry certifications across several Career Clusters. Based on what are known to be high demand jobs in growing industries, students will initially have access to courses leading to certification in the IT, Business, and Health clusters. Additional pathways may be added as industry data and student interest dictate.
- The Experiential Career Network: Through a series of strategic industry and college partnerships, Pennwood will facilitate mentorships, internships, and project-based learning opportunities that expose students to authentic post-secondary experiences and guide students to informed decisions about their futures beyond high school.
- Career Coaching: Career coaches will work directly with students to help them navigate all of aspects of their College and Career preparation journey, including helping with pathway selection, identifying experiential opportunities most beneficial to students based on their interest and aptitude, and compiling portfolios that will set the students up for immediate success following graduation, whether enrolling in college, a trade school, or entering the job market. The Career Coaches will have additional training to support student success and their career and college goals.
- Tri-Credit Opportunity: Through a unique partnership with Coursera, the global online learning platform, and Acadeum, the largest course sharing network in higher education, learners will have access to tri-credit opportunities — the chance to simultaneously earn high school credit, industry certifications, and college credit. True college and career readiness is all about making meaningful connections to learning/skill building and employment, and this partnership is a "connector" in the truest sense as it will help bring career experiences to students, connecting them to both college and employment opportunities immediately upon graduation and helping them avoid the debt of previous generations.
- Skills Badging: As students in grades 6 through 12 progress through their pathways and participate in experiential components of the program, they will be able to earn badges based on correlation to the National Association of Colleges and Employers (NACE) Career Readiness Competencies through Pearson's Credly badging partnership. Digital badges sit at the heart of a new paradigm for the education industry, allowing students to showcase their (validated) skills, interests and accomplishments to colleges and potential employers.

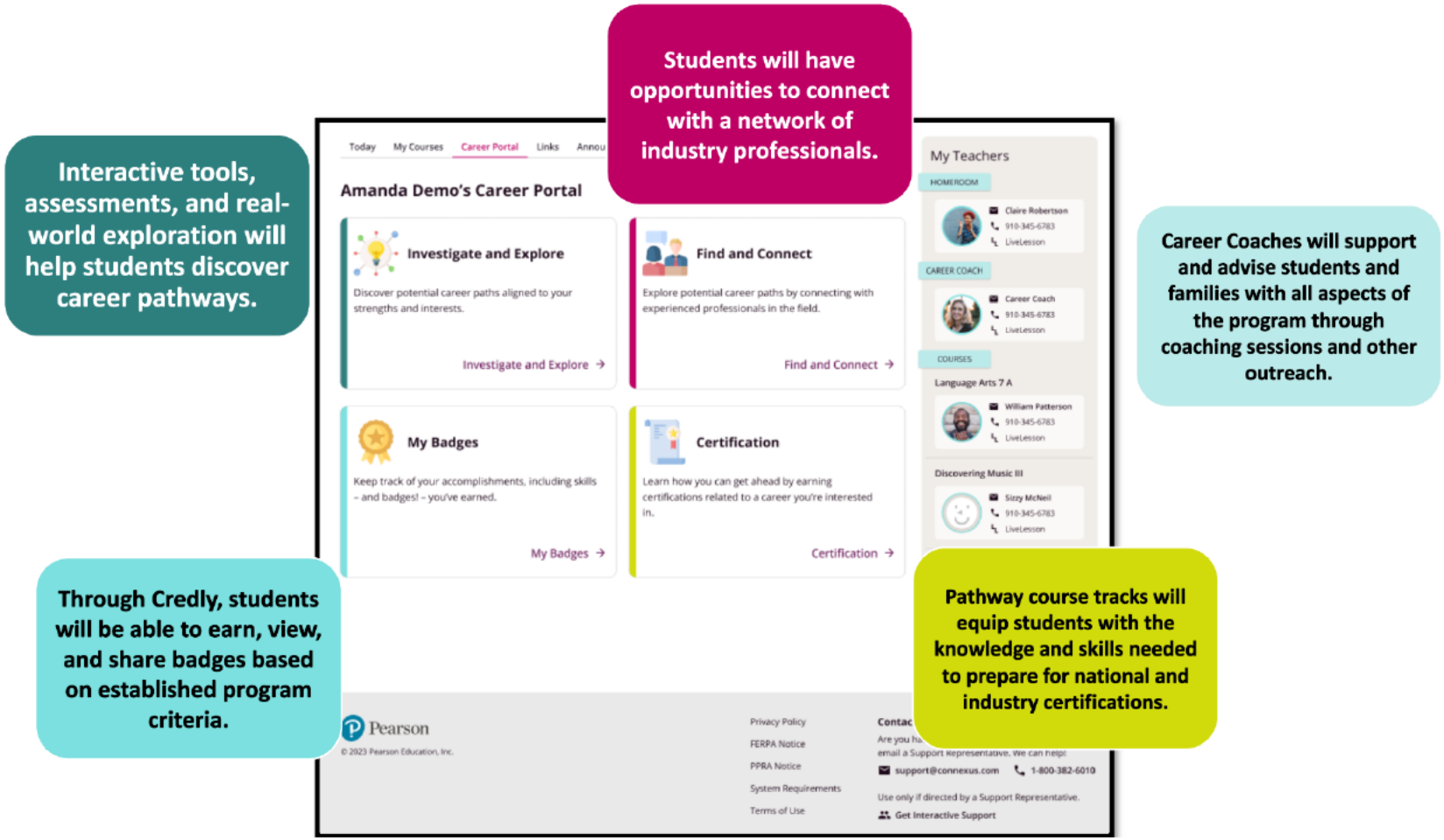


Figure 4. Pennwood's Career Readiness Program enhances pathways to opportunities for graduates beyond high school, in the job market or in further study.

Good Schools Model (GSM)

Based on empirical research done on 28 schools implementing the GSM, students staying enrolled in a Pearson-supported school beyond the first year are 4% more likely to be proficient in math state assessments, and 6% more likely to be proficient in ELA state assessments.[9] Students who report feeling "connected to their school and to their teachers" by October are 50% more likely to stay enrolled.[10] Therefore, the GSM model is designed to build engagement and student retention so that students will ultimately perform better on statewide assessments.

Components of the GSM include but are not limited to:

- Welcome calls and regular communications from teachers – Students who receive at least 5 contacts within the first 10 weeks of school are 22% more likely to stay on track to graduate.
- Small group learning sessions – Students who participate score 8% higher in their math and ELA courses.
- About Me Section of EMS – Students who share their interests in the EMS tool upon enrollment report feeling "significantly more connected" to their school.
- Supplemental Instructional Materials – When teachers add supplemental instructional materials to the new lesson introduction pages, students realized an on-average 10% gain in math scores.
- Orientation Courses – When students feel confident in navigating the EMS, they achieve 15% higher scores in ELA and Math on average. And when Learning Coaches use the onboarding tools and orientation coaching, students achieve on average a 12% higher score in ELA and math.

Pennwood will support students in staying enrolled during the school year and choosing to return for the next school year, leading to improved student outcomes. Dedicated teams will use a variety of evidence-based practices to support students and families. A sample of these evidence-based practices are included below.

- Student retention efforts begin with outreach to students and families prior to the start of the school year by dedicated Engagement Specialists on the enrollment team. This welcome team contacts families to speak with them about the School, answers questions they may have, and helps guide them through the next steps. Research shows that the earlier the student and family are contacted, the higher the likelihood the student will stay enrolled and have a sense of connectedness to the school.[11]
- Students will have an opportunity to complete a brief "About Me" form at enrollment that will allow them to share interests and learning preferences with school staff prior to the start of the year. Teachers report that this information enables them to better personalize the learning experience, and students that complete "About Me" are significantly more likely to feel a sense of belonging and connectedness to their school – both strong predictors of retention.

[9] Source: Pearson Virtual Schools (2022). *PVS Efficacy and Research 2023 Quarterly Insights.* Internal report Pearson Virtual Schools.
[10] Ibid.
[11] Source: Pearson Virtual Schools (2023). *PVS Efficacy and Research 2023 Quarterly Insights.* Internal report Pearson Virtual Schools.

- Teachers and school staff will connect with students and families via early welcome calls to acclimate the whole family to their new School's culture and to provide an opportunity to get to know one another. During this welcome call, teachers will talk to the student and parent or guardian and prepare them for the first day of school and also reference the information the student provided in the About Me form to ensure the student feels known. Research shows that this early connection with a teacher is related to increased feelings of connectedness to the School, retention, and even higher course performance.[12] Students that feel comfortable with their teachers are more likely to ask them for help when stuck.
- Pennwood will offer an annual student orientation course for all students enrolled in the School and their Caretakers to complete together. Research shows that students are more successful when parents and students complete these orientations and engage with the platform.[13] Teachers will closely monitor completion of the courses.
- The School will have a dedicated Enrollment Team Support person that can speak to families about the School, answer questions they may have, and help guide them through the enrollment process. The team can track students that may be at risk of withdrawal using a research-based retention dashboard that, along with other important student information, enables the teams to intervene with appropriate supports.
- To ensure that contacts and onboarding have been successful, students will complete a brief check in at 3-weeks to alert teachers, counselors, and other school staff about students needing additional support. The check-in is derived from the Student Thriving Index[14] developed in partnership with teams from the University of Pennsylvania. School leaders track welcome calls as well as student responses to the check-in. Teachers receive an interactive digital resource outlining evidence-based practices and providing resources to set up students for success.
- Encouraging students to plan for the next school year will begin in early March when Learning Coaches are promoted to complete Intent to Return (ITR) forms. This will allow ample time for engagement specialists to encourage students to return the following school year.

Mental Health Supports

Through partnership with the Cook Center, parents/caregivers, students, and staff will have access to a myriad of mental health services and supports that include:

ParentGuidance.org courses**.** ParentGuidance.org provides access to 50+ direct instruction videos with easy-to-use information and application practices. Courses include: (1) Help with Your Child's Mental Health Development, (2) Help Managing Mental Health Symptoms, (3) Self-Help Courses for Parents, and (4) Featured Courses (child anxiety, depression, bullying, social media, addiction, and suicidality).

Outcomes can include:

- Developing mental health literacy
- Building a strong and trusting parent/child relationship
- Creating a safe and stable home environment
- Improving parent/child communications
- Developing strategies for managing child anxiety, bullying, depression, and addiction

[12] Source: Pearson Virtual Schools (2023). *PVS Efficacy and Research 2023 Quarterly Insights.* Internal report Pearson Virtual Schools.
[13] Source: Ricker, G. Belenky, D., & Koziarski, M. (2021). Are parents logged in? The Importance of parent involvement in K-12 online learning. Journal of Online Learning Research, 7(2), 185-201.
[14] Source: https://www.gettingsmart.com/2021/09/21/well-being-matters-an-index-to-measure-student-thriving/

- Empowering parents/caregivers with techniques and tools
- More families participating in their child's education

Ask-A-Therapist**.** With the Ask-A-Therapist feature, parents and guardians can submit questions anonymously to be answered by licensed therapists. Answers and commentary are posted on the ParentGuidance.org website. Frequently asked questions are available to provide immediate answers and tools.

Transcripts of the information are available in both English and Spanish.

Coaching**.** Coaching is available for parents and caregivers. Coaching uses a research-based and evidence-based model tested in therapeutic centers. Coaching includes weekly 30-minute coaching sessions (phone or video conference) with a trained and qualified coach, a curriculum app, and text messaging for on-demand support (responses within 24 hours). Coaching is available for parents, caregivers, guardians, and district staff.

Parent-reported coaching outcomes and impacts include:

- Feeling supported
- Establishing structure
- Managing emotions
- Reducing anxiety and stress
- Developing accountability
- Understanding strengths
- Conquering unhealthy habits
- Increasing confidence
- Becoming more self-aware
- Developing new perspectives
- Feeling validated
- Having consistency
- Practicing self-care
- Having hope
- Practicing positive behaviors
- Noticing negative thinking
- Feeling motivated
- Learning new techniques
- Improving family relationships
- Feeling comfort
- Improving communications
- Recognizing patterns
- Navigating tough times
- Building a solid foundation
- Using resources
- Reducing reactionary behaviors

Mental Health Series**.** The virtual Mental Health Series are provided for parents, caregivers, and educators (available in English and Spanish). The Mental Health Series addresses the urgent concerns of families, including depression, anxiety, bullying, suicidality, addiction, and trauma. The platform is interactive to engage participants. Participant responses provide important intel on immediate needs, stressors, and concerns.

Each Mental Health Series event topic is selected from licensed therapist courses; topics include the following:

- Your Child's Anxiety
- What Parents Need to Know About Suicide Prevention
- Building Your Child's Confidence
- Helping Your Child Succeed – Three Parenting Styles
- Social Media: Protecting Your Child
- Depression – You're Not Alone
- The ABCs of Substance Use & Vaping
- Understanding Eating Disorders
- Navigating Divorce When Children Are Involved
- Grief – The Healing Process after Loss
- School Avoidance
- Supporting Your Child after Trauma

- De-Escalating Cycles of Conflict
- Why Our Children Self-Harm
- Establishing Healthy Boundaries
- Emotional Regulation - Recognizing What's Wrong
- Emotional Regulation - Interrupting Negative Emotions
- Emotional Regulation - Managing & Replacing Negative Emotions
- Bullying – Stop the Cycle
- Everyday Happiness
- Your Active Child: ADHD
- Talking with Your Child about Pornography
- Effects of Screen Time & Your Child's Mental Health
- Supporting Your Child's Mental Health (Kickoff)
- How to Motivate Your Child
- Supporting Your LGBTQ+ Child
- Compassionate Parenting & Self-Compassion
- Recognizing Child Abuse
- Understanding Gaming Addiction

Outcomes and impact include:

- Destigmatizing mental health
- Providing useable skills and tools
- Receiving answers to mental health questions
- Feeling supported
- Understanding of available resources
- Engaging with district sponsored events
- More families participating in their child's education

Professional development**.** Interactive onsite or virtual professional learning and development includes synchronous and asynchronous learning, lively discussion boards, and breakout sessions. Professional development will be tailored to meet the specific needs and objectives of the partner school.

Benefits include:

- Understanding of mental health challenges
- Awareness of the issues students and families are facing
- Receiving techniques to use in the classroom
- Learning trauma informed practices/stress responses
- Understanding the importance of self-maintenance and managing stress for educators
- Moving learning loss to learning success
- Understanding safe messaging for suicide prevention

Animated Series**.** *My Life is Worth Living* is a series for teens and families focused on teen mental health and wellness produced by Cook Center for Human Connection and Wonder Media. The series tells stories of teen characters who face some of the most difficult issues that young people deal with today: bullying, depression, abuse, discrimination, and trauma. These stories help break down the stigma of talking about mental health and thoughts of suicide.

The animated series also includes downloadable lesson materials for classroom and home support: https://mylifeisworthliving.org/lessons/.

The signed Memorandum of Understanding with Cook Center is included as Appendix Y.

Teachers

The full-time virtual school staff will be Pennsylvania-certified teachers, specially trained in online delivery and personalized instruction. Teachers will work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools providing quality, timely feedback on assignments.

Students benefit from a top-quality, curriculum that meets all Pennsylvania Academic Standards. Effective, Pennsylvania-credentialed teachers are a key part of the program. Teachers are in regular contact with students via email, telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers instruct, motivate, monitor, and evaluate student progress; personalize the curriculum; provide feedback; intervene as needed to ensure student success; lead field trips; and clarify the curriculum for the students. There is a healthy interplay between formative and summative assessment to inform instructional decision-making and additional student support.

Teacher Professional Development

In addition to ongoing professional development to increase effectiveness and quality of teacher pedagogy, customized professional development for school staff is provided, given school-specific needs and the School's career focus, some of which arise from reviewing assessment results.

Counselors

Counselors provide academic, personal, social, and college and career readiness support to students. Counselors will partner with teachers to provide an extra layer of monitoring for the whole student. This will include working directly with students via the phone, email, and LiveLesson sessions. Student academic progress will be tracked daily via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material.

Counselors will partner with the Director of Specialized Programs, who will lead the C-Term, to assist students in identifying Career Engagement projects (see above) that align with the student's career goals.

Student Performance Reporting

Reports provide real-time student performance data on assessments. The reports identify the students' score and the performance against each item. For some courses, objective-level performance data is also provided. Teachers can use this data to determine which students need more help with a concept and provide interventions. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

Curriculum-Based Assessments

Teachers conduct curriculum-based assessments (CBAs), via telephone conversation or through one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to pinpoint strengths and weaknesses in student mastery of concepts and to validate a student's understanding of concepts against the collected formative data within the Education Management System (EMS). CBAs also assist teachers in verifying that students are doing their own work.

A Leading Education Management System (EMS)

The EMS, called Pearson Online Classroom, is the platform for organizing and supporting the entire educational environment for the School. This suite of web-based software delivers assignments and tracks activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. The EMS operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring an unprecedented level of engagement. The EMS is continually updated and improved upon for the success of schools and families. All new releases and updates of the EMS are automatically provided.

Interactive Reviews

As part of the educational program, interactive reviews are provided for additional practice opportunities. These opportunities are embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

Synchronous Contact / LiveLesson® Session

In a cyber charter school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students. A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students using voice-over IP, electronic whiteboard, and shared web surfing. These sessions are also recorded so students can watch on their own schedule. This live support is a direct reflection of formative assessment that indicates to the teacher where additional efforts are needed to help students master the content. Teachers document all synchronous contact with a student within the student's Log in the EMS.

Figure 5. LiveLesson sessions allow teachers to work synchronously and directly with students.

Summative Assessments

Units of online instruction culminate with a summative unit test. Teachers review these results and make decisions to inform instruction and identify additional supports that may be needed to improve learning outcomes for each student.

Personalized Learning Plan with Real-Time Performance Data

This instructional process creates a unique learning experience for each student. The EMS provides teachers with data to inform ongoing progress monitoring and instructional modifications. Teachers use student performance data to create lesson modifications, customize assignments, customize assessments to address students' learning needs, or to provide students with additional practice opportunities.

Graduation Plan

Within the EMS, the Graduation Planning tool assists school staff and families in identifying the student's graduation plan. The Graduation Planning tool tracks graduation requirements tailored to the diploma type, provides the ability to monitor course progression and completion and gives students the opportunity to identify and create post-graduation plans and goals. School staff use this plan to identify courses in which credit recovery may be needed and/or courses where dual enrollment may be appropriate.

Credit Recovery

Credit recovery courses are provided to students who are not on track to graduate on time. To graduate with their original cohort, students must obtain more than the standard number of credits each term. Credit recovery courses are available during the Connections Term and each semester so that immediate action can be taken when a student requires enrollment in a credit recovery course. Counselors and Advisors support and guide students who take credit recovery courses to aid successful completion.

Classroom Diagnostic Tools (CDT)

The Pennsylvania Classroom Diagnostic Tools (CDT) 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. The untimed, computer-adaptive assessments focus on Literacy, Mathematics, or Science and include approximately 48-60 items.

CDTs provides information that is typically not identified through other types of assessments. CDTs focus on individual student growth by identifying strengths and weaknesses, and potential strategies to improve that learning. Benchmark assessments compare student understanding or performance against specific grade-level standards rather than taking a snapshot of student understanding. Combined, these assessments enable teachers to provide high quality, standards-based instruction that is differentiated for the needs of individual learners.

Benchmark Assessments

The School will use Renaissance Star 360 for formative, benchmark assessments to measure student proficiency in reading and math and to obtain a scaled score that can be used to measure academic growth. Renaissance Star 360 is a comprehensive pre-K–12 assessment suite that enables greater student growth as teachers lead students toward mastery of state-specific learning standards for reading, math, and early literacy. The computer-adaptive assessments identify areas of strength and

need in the student's learning profile and measure student growth during the school year to help formulate learning goals and monitor student progress.[15]

State Testing

As a public school, Pennwood will ensure students will participate in required state testing, including summative assessments such as the PSSA for ELA and Math in grades 3-8 and Science in grades 4-8, and the Keystone exam for Literature, Algebra, and Biology.

Student Status/Escalation Process

The School tracks and reports ongoing student progress based on the objective quantitative data generated by the EMS. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" to ensure students continue to gain the full benefits of this educational option and unique school choice.

Learning Coach

Each student will have a Learning Coach, typically a parent or guardian ("Caretaker"), who is encouraged to work in-person with the student. If a Caretaker is not available to act as a Learning Coach, the Caretaker identifies and designates another responsible adult to serve as the Learning Coach.

The main roles of the Learning Coach are to keep students motivated and on track for assignment completion and be an integral touch point for regular communication with the students' teachers. In this proposal, when referencing the Learning Coach role, there are also references to the Caretaker role; though the roles may be filled by the same individual, they are not interchangeable. Language referencing the Caretaker implies responsibilities that are broader than the Learning Coach's.

Curriculum & Content

Pennwood will use the award-winning, high-quality, web-based curriculum and instructional program from Pearson that meets standards at the state and national levels while also integrating the industry-leading materials, texts, and resources available. The curriculum meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment) and will be updated to meet any subsequent standards. The curriculum is aligned with the standards set forth in Appendices A-2 through E. The curriculum supports the School's mission to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and practical career skill development.

The Board believes the School will benefit from the best practices developed from implementing a proven core model of cyber learning over the past 21 years. Not only is the Pearson program accredited by Cognia, formerly AdvancED, but Pearson was named a Tech & Learning Winner: 2021 Best Remote & Blended Learning Tools for Primary (K-6) and Secondary (6-12). Tech & Learning judges deemed Pearson supported schools as a standout for helping students, parents, and teachers succeed in new learning environments. Another recognition came from the American Consortium for Equity in Education in 2021: Melissa Brown, Lead Director of Schools for Pearson's K-12 online school program, won a "Champion of Equity" Award from the organization for her service as a role model for students, and for creating and implementing equity and inclusivity practices.

[15] Source: https://www.renaissance.com/products/assessment/star-360/?int_content=int_web

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. As state standards are modified or changed in the future, Pearson will continue to modify or update the curriculum to meet them. The curriculum provides instruction throughout the lessons in both synchronous and asynchronous sessions. Teachers provide LiveLesson sessions, office hours, small-group interventions, and one-on-one tutoring sessions throughout the week.

Elementary and Middle School Curriculum (Grades K-8)
Students in grades K-5 will be enrolled as elementary school students, and students in grades 6-8 will be enrolled as middle school students. The program of instruction for students in grades K-8 can be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. Pennsylvania-certified teachers will deliver a personalized elementary school and middle school curriculum that will be tailored to best meet the needs of their students.

Below is an overall description of the curriculum with more detail available in Appendix A. However, the exact courses offered at the School will vary each year (with the anticipation of expanding offerings) and depend on the number of students enrolled, the grade levels of enrolled students, the number of staff hired meeting educational, operational, and financial requirements and the priorities of the School.

Although students in a full-time cyber school have flexibility in their daily schedules, elementary and middle school students will take six to nine courses per year. The following lessons will be scheduled on a weekly basis for students in elementary grade levels, K-5. In addition to lessons, students will have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis.

Kindergarten-Grade 5:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3 to 4 lessons per week
- Science, 3 to 4 lessons per week
- Fine Arts, 1 to 2 lessons per week
- Education Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with daily physical activity
- Optional – electives such as Music, Sign Language, Mandarin Chinese, or Spanish

Grades 6-8:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3 to 5 lessons per week
- Science, 4 lessons per week
- Fine Arts, 1 to 2 lessons per week
- Education Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with activities for daily physical activity
- Optional – electives such as Music, Sign Language, and Spanish

The curriculum includes a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using Internet based phone service, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in the online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit later if they missed them or want to refresh themselves on the topics covered.

World language instruction is available for students in grades 3-8. Advanced middle school students (typically grade 8) have the option to take high school level French, German, Spanish, and Sign Language. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to listen to and assess student speech and pronunciation. In addition to World Language courses, eligible middle school students may take high school courses in math, English language arts, social studies, science, and appropriate electives and will earn high school credit pending successful completion of the course.

Pennwood will focus on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement, activities and practices will provide opportunities for the individual to develop an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning.

Music, a popular elective, is offered for different grade and experience levels and is aligned to the National Core Arts Standards as well as to Pennsylvania Academic Standards. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Students will use critical listening skills to analyze music while participating in interactive experiences. This elective will expand the student's knowledge of the foundations of music.

The curriculum also offers a selection of accelerated classes in math, science, and language arts. With individualized lessons, special courses for accelerated learners, and specialized teachers, an environment is created where talents are nurtured, and potential is realized.

High School Curriculum (Grades 9-12)

Pennwood will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice.

Delivered by Pennsylvania-certified teachers, the high school curriculum provides a comprehensive program with multiple levels of academic coursework aligned to Pennsylvania Academic Standards that include Standard, Honors, and Advanced Placement® (AP).

While all levels are designed to meet standards and provide students with a rigorous curriculum, levels enable differentiation based on student needs and college and career goals. Students will work with an academic placement advisor or their school counselor, depending on grade level, to determine the appropriate course level placement that best meets the student's needs. Students entering 10th-12th grades are typically supported in course placement by the school counselor.

The proposed high school curriculum includes a wide variety of electives and intensive world language instruction. Courses will continue to be added as they become available.

The high school program will include both teacher- and student-directed instruction, with feedback and support through asynchronous and synchronous e-learning tools. The high school curriculum incorporates a variety of best-in-class instructional materials, including digital versions of textbooks from major publishers, enhanced multimedia, interactive materials and resources, discussions, and/or communication/conferencing tools. In addition, students have offline assignments, projects, lab experiences, and practice work.

High school courses incorporate graded asynchronous online discussions which are required for all students. These discussions create opportunities for collaboration and interaction among students, increase problem solving skills, and provide opportunities for a "real-world" audience.

For academic and career planning, the high school model also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

An Honors/AP program will also be available for high school students. The program has a history of success, as demonstrated by a national survey of families with students enrolled in honors or AP classes at schools supported by Pearson. In the 2020-21 survey conducted by Shapiro + Raj (an independent market research company), 90% of parents were satisfied with the school's curriculum and 94% give the learning platform a thumbs up.[16]

High school students will have access to college preparatory courses and may choose from Honors courses, College Board–approved online AP courses, and Dual Credit courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

Amount of Online Time Required for Elementary and Secondary Students

Given the balance of modes and media for learning at Pennwood, actual time spent working online for students will vary according to each student's developmental level, learning needs, and learning styles. Students in grades K-5 may spend 15-30% of their school day online; students in grades 6-8 may spend about 50-75% of their school day online; and students in grades 9-12 may spend 75+% or more of their school day online.

Since the majority of the work is done offline for students in grades K-5, including reading books and writing, students will have a flexible schedule. Pennwood will provide 975 hours per year of instruction for students in grades K-5 (due to the additional three weeks of the C-Term). For students in grades K-5, between 15 and 30% of the school day will be centered on interactive online courses.

Students in grades 6-8 will be provided with a prescribed schedule, although students may work with teachers as needed to create more accommodating schedules. About 50-75% of the school day will be centered on interactive online courses. Pennwood will provide 1,170 hours of instruction per year (more details below).

When students move into grades 9-12, they will maintain their prescribed schedule. Again, students may work with teachers to create modified schedules. About 75+% of the school day will be centered on interactive online courses. Although the hours of instruction per week may vary, Pennwood will provide 1,170 hours of instruction per year at the secondary level (see below).

As mentioned previously under the school calendar section, students will attend school for 195 days, for a total of 975 or 1,170 hours annually based on grade level (see required instructional hours below).
Grades K – 5 = 975 hours (25 hours per week, recommended 5 hours per day)
Grades 6 – 12 = 1,170 hours (28 hours per week, recommended 5-6 hours per day)

Extended School Year: C-Term

Research has shown the extended school year model increases academic outcomes for students. A meta-analysis of the literature found that "extending school time can be an effective way to support student learning."[17] In addition, the study found that students most at risk saw the most benefits.

[16] Source: https://www.connectionsacademy.com/about/academic-excellence
[17] Source: Extending the School Day or School Year: A Systematic Review of Research (1985–2009) - Erika A. Patall, Harris Cooper, Ashley Batts Allen, 2010. sagepub.com

The Board is dedicated to serving students in the state to help them on their pathway to success through an extended school year. A key element of the extended school year will be making community connections, hence the name of the three-week school session: Connections Term (C-Term).

The Board recognizes that COVID-19 created unprecedented learning loss and a generation of students who may need additional support. In Pennsylvania, test scores in both English and Math dropped by 3.5% to 11%[18] respectively from the pre-pandemic levels as a result of COVID-19. A 2021 article in *Ed Week* by a Harvard professor identified research supporting the importance of extending the school year and its correlation to increased student performance.[19] The article recognizes the impact of learning loss due to COVID-19 and stresses the importance of effective intervention strategies, such as extending the school year, that increases student outcomes, especially those students who are most at-risk. Pennwood will provide this unique opportunity to extend the school year to help all students move closer to where they would otherwise be had they not endured the pandemic (especially the most vulnerable populations) and then accelerate their learning through unique opportunities to make learning relevant, engaging, and individualized.

Pennwood's instructional plan for the three-week C-Term is firmly based on research and best practices of how students learn. For example, Hill (2021) identified that adding two to six weeks of instruction to the school year results in the same academic results as 36 weeks of high-dosage tutoring. Pennwood plans to add the three-week C-Term to create opportunities for project-based learning for on-track students, as well as test preparation, credit recovery, and remediation options for students who need additional support. Students will have the opportunity to participate in all learning options during the C-term, individualized by their interest, time, and needs.

The Education Trust (2021) in the publication entitled "Strategies to Solve Unfinished Learning"[20] outlined the following features that must be in place to ensure that expanded learning time is effective:

[18] Source: https://www.fox43.com/article/news/local/schools-attempt-to-rectify-pandemic-learning-loss/521-d81fd079-55ae-4a0b-b0cc-8e06573fb629

[19] Source: Hill, H. "Learning Recovery: The Research on Tutoring, Extended School Year, and Other Strategies, Education Week, April 28, 2021.

[20] Source: https://edtrust.org/wp-content/uploads/2014/09/Expanded-Learning-Time-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf

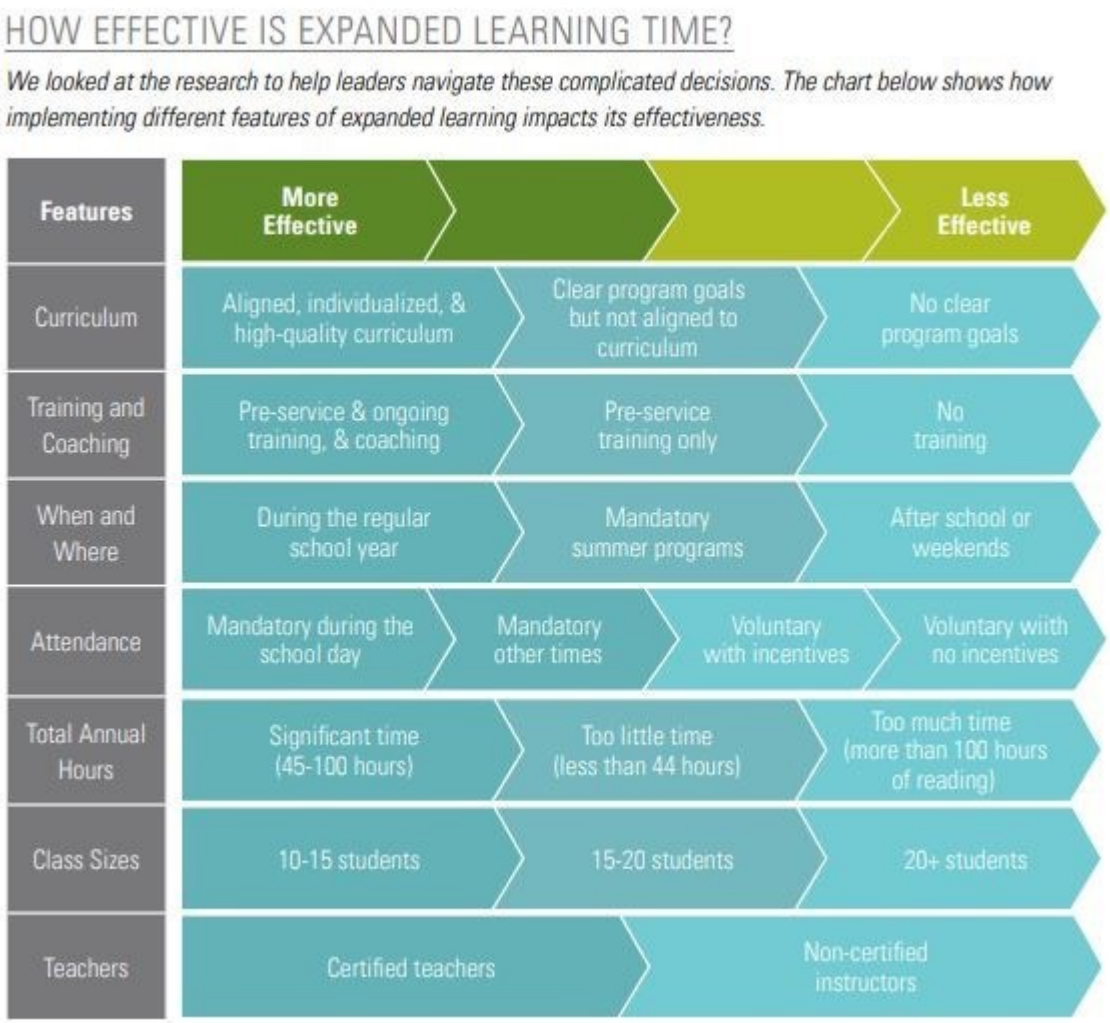


Figure 6. Pennwood will ensure that expanded learning time is effective by implementing these research-based practices.

While the impact of COVID-19 will reverberate for the near future, it is important to realize that expanded learning time will benefit all current and future students of Pennwood. As part of the School design, the Board has ensured the most effective features of expanded learning are implemented. More details can be found in the body of the charter application, but the following are a few highlights:

1. Curriculum – Virtual learning is designed to be individualized and student-centered. The intended curriculum provider, Pearson, has over twenty years of experience in designing online curriculum centered on the student. The School will partner with Pearson to expand their traditional offering during the C-Term. The supplemental offerings will include test preparation, targeted intervention, instructional materials, online tutoring, credit recovery, project-based learning focused on core employability skills, and finally a unique partnership with Drexel University's Goodwin College focused on life-skills to ensure success in career or post-secondary education. Teachers will identify the path(s) for learning and match each student with the appropriate opportunity for their growth journey during the C-Term.
2. Training and Coaching – Additional training will be developed and provided to teachers by the dedicated Director of Specialized Programs focused on the C-Term as well as by Pearson.

3. When and Where – Research demonstrates that the most effective strategy is to utilize expanded learning time during the school year. Pennwood will offer the three-week term during March. The March timeframe was established to maximize project-based learning and targeted intervention on state testing and other learning opportunities. The expanded calendar will be fully explained on Pennwood's publicly accessible website and will be reiterated to students and families during the enrollment process.
4. Attendance – Attendance will be mandatory for students. There will be flexibility in time and place, but a grade will be issued based upon work completed during the C-Term. In addition, the founding board plans to make this an exciting learning experience for students by providing badges for key competencies gained during this time period.
5. Total Annual Hours – The Education Trust outlined that the time allocated for expanded learning needs to range between 45-100 hours to be most effective.[21] The Pennwood plan includes at the high school level 1-2 hours per week of live synchronous lessons by Drexel University faculty, 6 hours per week of teacher-led direct small group instruction, and 15-20 hours per week of independent learning modules which may include credit recovery, test prep, and interventions. In grades K-8, the Pennwood plan includes 10 hours per week of Career Competency curriculum, 10 hours per week of test preparation and remediation where necessary, and 5 hours per week of independent work. In both cases, it will result in more than 75 hours of learning time during the three-week session.
6. Class Sizes – Students will have the opportunity during the C-Term to attend LiveLesson sessions in a whole class format; however, there will be many opportunities for small group and 1:1 interaction. Virtual learning allows for easy identification by teachers to target instruction, based upon student progress and individualized need.
7. Teachers – Highly trained teachers with enthusiasm for expanded learning opportunities will be a key component of the success of the C-Term. This three-week session will provide additional opportunities for teachers to individualize instruction and provide unique opportunities for learning, such as field trips and project-based learning that the traditional semester-based curriculum may not provide. It will be a great enhancement to the traditional curriculum and will be a highlight for students and teachers alike.
8. Administrative Support - There will also be a Specialized Program Assistant Coordinator at each grade band assigned to liaise with the Director of Specialized Programs to ensure each grade level has age-appropriate content during the term. This staff will serve as coaches to other grade level teachers. In addition, each grade level will have a grade level specialist for the C-term and badging opportunities.

Badging

Another key component of Pennwood's instructional model is badging. Badging represents evidence of an academic or professional achievement and has been used for years by the United States military as well as organizations such as both the Boy and Girl Scouts of America. Digital badging, however, not only leverages the visualization of a badge but also the motivation of gamification, such as "leveling up" and encourages progress by achievement of milestones. Pennwood intends to capture this element in its

[21] Source: https://edtrust.org/wp-content/uploads/2014/09/Expanded-Learning-Time-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf

design during its extended year session and to increase engagement during the entire academic year, both with the goal of improving overall academic outcomes and college and career readiness.

According to Harvard Business Publishing, in a blog called "Leading the Way" by Sarah Pakstis,[22] the value of badges is realized by the learner through their ability to map out and individualize the learning journey creating increased self-efficacy, relevance, and motivation. "For organizations and for learners alike, keeping up with the demands of today's complex, demanding, and rapidly evolving workplace means a commitment to lifelong learning... Badges represent the successful completion of a program or course with a verifiable description of the specific knowledge, skills, and criteria required to earn the badge."[23] After completing the work, learners are then able to display the badge they have earned on portfolios or social media networking sites giving learners a way to share their abilities online in a straightforward and verifiable way. By providing a portable digital object issued by a third party, it provides digital evidence of an achievement that is verifiable, consistent, and descriptive.

Why Use Badges?

Digital badges continue to be a growing area of demand for learners at all levels, including elementary, secondary, post-secondary, in addition to professional development and credentialing programs for a variety of career fields. Badges can serve multiple purposes for students:

- Motivation/incentives
- Rewards and recognition
- Positive behavior reinforcement
- Goal-setting and attainment
- Verified skills achievement
- Acquisition of benchmark competencies and skills (provides an alternative way to assess students beyond the traditional summative assessment formats)

Pennwood badges are backed by assessed evidence with criteria that is linked to specific core competencies identified by National Association of Colleges and Employers (NACE) and influenced by Pennsylvania's Career Education and Work Standards (Chapter 4, Title 22). Students are trained to communicate the progress they are making toward mastering the skills they need for their individual learning journey. To provide student scholars with the focus and motivation to continue their learning journey, Pennwood will offer badges validated through Credly that focus on four main types of challenging and relevant skills: Career Awareness, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.

Pennwood will be supported by a leader in digital credentials. Credly[24] has issued over 53 million digital credentials and is the network of choice for 3,000+ certification, assessment, and training providers to issue their credentials.

[22] Source: https://www.harvardbusiness.org/for-organizations-and-learners-the-benefits-of-badging-are-clear/
[23] Ibid.
[24] Digital Credentials (credly.com)

Figure 7. Pennwood will offer badges validated through Credly that focus on career competency and challenging, relevant skills.

Badges earned by students will consist of those awarded by the School and recognized by college and industry partners. Career Competency badges via Credly will be offered in grades K-8; those offered in grades 9-12 will also include badges from higher education partners such as Drexel's Goodwin College program and Credly. Students in grades K-8 will earn Career Competency Badges for Self-Awareness and Self-Management; Establishing and Maintaining Relationships; Problem Solving Skills; People Skills; Workplace Skills; Applied Knowledge and Personal Skills. These badges will be developed in consultation with the Director of Specialized Programs, their support team, and Pearson.

Students at the high school level will earn badges through Pearson's partnership with Drexel's Goodwin College Readiness Modules. Modules will be designed to increase employment opportunities and/or college readiness and will be aligned to regional workforce needs to guide students into high-demand careers. The modules will expose students to innovation and problem solving in real-world contexts while decreasing the financial expense and time for completion for college pathway students as Drexel modules are included to students at no cost. There will be no additional fee to the School for this partnership that Pearson has established with Drexel.

Students in all grades may also earn Engagement Badges throughout the year for Live Lesson Participation, Perfect Attendance; State Assessment Participation; Diagnostic Assessment Participation; Field Trip Participation and Club Participation. Through Engagement badges, Pennwood envisions building a strong and dynamic school culture that connects all students and staff while building global citizens of the future.

Data will be provided to teachers and counselors to track student progress with badging and to make suggestions for the future. All badges earned by a student while attending Pennwood will be collected into a portable "badge portfolio."

Motivation & Badging

Badging is inherently motivational as students complete short learning objectives demonstrating skill, receive a visual recognition of the accomplishment through a badge, and share via LinkedIn (high school

students only) or other social media platforms (high school students only). In addition, learners have autonomy over their learning which creates engagement in the learning process.

There are several studies that document the effects of badging on motivation. A review of 23 research studies showed that digital badges improve student engagement and motivation.[25] In a study examining badging with kindergarteners, teachers stated that "the kids really start to care because they see their success and have control over that.....the digital badge helps kids' motivation to learn beyond what is assigned...digital badges teach more than just memorization; the kids have the responsibility to create their goals and go after them." The researchers concluded that digital badges improved the student experience through authentic learning, increased equity, facilitated growth in learning and validated skill achievement .[26] Another study found that there was a strong correlation between satisfaction, final grades, and the number of badges earned in a web and graphic design course.[27] Pennwood's design for badging is based on research ensuring student motivation and engagement will be high during the three-week C-Term and throughout the school year and at each grade level.

Academics & Badging

Pennwood's focus on improved student academic outcomes includes badging in grades Kindergarten through 12th. While most of the research on badging focuses on secondary and post-secondary education, there are several studies and evidence supporting the use of badging in elementary grades. A 2018 study examined second-graders and their reading performance. The results demonstrated that "the acquisition of digital badges translated to more reading level achievement for the experiential group because badges encourage student independence in learning, allow students to track their progress, eliminate questions about missed work, and garner individual feedback and improvement"[28]. Another study examined honors chemistry students and demonstrated that digital badging resulted in higher academic achievement. Students in the digital badging group scored significantly better on a summative assessment than the non-experimental group.[29] The Board believe strongly that the inclusion of badging and extended school year will improve academic performance by increasing engagement, skills development, learner control, and feedback.

Future Readiness through Drexel University's Goodwin College

Pennwood's vision is "to prepare students to become adaptable learners who have the academic, career-readiness and life skills they need to enter a changing world with confidence." Pennwood recognizes the importance of future-ready skills and is leveraging Pearson's partnership with Drexel University 's Goodwin College to offer Career and College Readiness Modules for students in grades 9-12. Drexel University is a world-class comprehensive R1 research institution and a global leader in experiential education which makes an ideal partner for Pennwood. The Goodwin College of Professional Studies at Drexel lives a mission that dates to the founding of Drexel University and recognizes that success can only come as a result of an educational environment steeped in flexibility, support, and opportunity. The inclusion of the Career and College Readiness Modules in the development of the high school curriculum is a key component of success for Pennwood students.

[25] Source: https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/bjet.12709
[26] Source: https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1271&context=cup_commons_grad_edd
[27] Source: https://www.researchgate.net/publication/317608572_Exploring_Digital_Badges_in_University_Courses_Relationships_between_Quantity_Engagement_and_Performance
[28] Source: The Effects of the Acquisition of Digital Badges on Second Grade Literacy (core.ac.uk) , p. 81
[29] Source: https://www.researchgate.net/publication/341190540_Using_Criteria-Based_Digital_Badging_in_High_School_Chemistry_Unit_to_Improve_Student_Learning

The Goodwin Readiness Modules are opportunities that blend high school and post-secondary coursework to develop readiness and technical skills, pursue high-demand career opportunities and create a pathway to college.

Goodwin Readiness Modules are developed and taught by highly experienced, trained, and credentialed college faculty. All Goodwin Readiness Modules are developed exclusively for students attending high school, are completed entirely online, and include experiential activities. The modules are designed to support individualized student goals by developing a plan in high school to their future pathway after high school.

The benefits of the Goodwin Readiness Modules include, but are not limited to the following:

- Offer rigorous instruction and accelerated learning modules
- Provide academic support services to support student success
- Present students with high touch advisement
- Increase skills to increase employment opportunities and/or college readiness
- Align to regional workforce needs, guiding students into high-demand careers
- Expose students to innovation and problem-solving in real-world contexts
- Decrease financial expense and time to completion for college pathway students

There are four readiness modules:

1. Direct Your Future: Career Readiness & Preparedness: Students will be supported to think of their lives as a journey. Students will be challenged to focus on themselves and the world of work, to learn how to map out and prepare for a successful career path.
2. Power Up Your Power Skills: Preparing students with a combination of power skills that include, but are not limited to, the ability to problem-solve, confidently present/public speak, collaborate, complex and critical thinking and enhanced interpersonal capabilities.
3. Digital Connect: Technology in Action: Innovation of and with technology is fundamental for career and college success. Students will be empowered with the skills to access and organize knowledge, be exposed to digital tools to broaden their perspectives, and enrich their future professional success by developing and employing strategies for understanding and solving problems in ways that leverage technology.
4. Prioritize You: Change, Challenge and Choice: Focusing on identifying and learning strategies related to self-care, coping and wellness. Topics such as self-care, mental and physical wellness, stress and effective coping, loss and grief, and putting change into perspective.

As mentioned above, each of the modules will be taught by Goodwin College faculty and offered to students in grades 9-12. Each virtual session will be one hour in duration, once a week for each module. Pennwood teachers will provide supplemental support to students, and the modules will be facilitated during the C-Term. The modules will be comprised of approximately 50 students in each cohort. Assignment and module work will focus on project-based learning, with projects and learning presented in a scaffolded design resulting in the work building from week to week and culminating into a final project due at the end of the three weeks. This work will result in a grade that will be included in the second semester.

In addition, the partnership will continue throughout the academic year. Early discussions identified several ways to engage over the course of the year, such as a possible residency in the summer quarter

and webinars on topics geared toward students and Learning Coaches. The student/Learning Coach webinars could include topics such as "Understanding Financial Aid," "Preparing Your Child for College or the Workforce," and "Visiting College to Evaluate Fit." Providing an opportunity for a summer residency and touchpoints throughout the year will provide a solid foundation of consistent engagement with Drexel, Pennwood staff, and Pennwood students and families.

Completion of the modules by students will result in certification and/or badging. (See Appendix J for more information on modules for grades 9-12, and Appendix W for the MOU with Drexel). In a research report published by Wiley University Services, 54% of employers said they view micro-credentials as extremely/very important.[30] Completion of the micro-credentials will support student success for the future.

Project-Based Learning

A key component of the C-Term will be Project-Based Learning (PBL). PBL provides an opportunity for students to engage in learning through meaningful and real-world work. PBL Works at the Buck Institute for Education (the Buck Institute) is an industry leader in project-based learning for over 23 years. According to the Buck Institute,[31] students develop content knowledge through "critical thinking, collaboration, creativity, and communication." PBL Works defines PBL as a "teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge."

Critical thinking, collaboration, creativity, and communication are key readiness skills and are a focus at Pennwood. In reviewing the Institute's work, along with the Pennsylvania Career Readiness Standards and NACE recommendations, students will have the ability to receive badges in essential skill areas by engaging and solving an authentic, challenging problem or question. The following are the readiness standards from Pennsylvania Career Readiness, NACE Career Readiness Competencies, and PDE's Anatomy of a Quality Employee) that the C-Term will focus on:

- Self-Awareness and Self-Management (13.1 and 13.4)
- Establish and Maintain Relationships (13.2 and 13.3)
- Social Problem-Solving Skills (13.2 and 13.3)
- People Skills
- Workplace Skills
- Applied Knowledge
- Personal Skills

The table below outlines sample questions from PBL Works that could be explored during the three-week C-Term by grade level.

Grade	Career Readiness Standards	PBL Question
K	People Skills Workplace Skills	What makes someone a community hero?
1	People Skills Workplace Skills Applied Knowledge Personal Skills	How can we take care of the environment?

[30] Source: Reimagining the Workforce 2021: Closing the Skills Gap Through Education. Wiley.
[31] See https://www.pblworks.org/what-is-pbl

2	Social Problem-Solving Skills Applied Knowledge Personal Skills	How can we make stories come alive?
3	Establish/Maintain Relationships Social Problem-Solving Skills People Skills Workplace Skills Applied Knowledge	How can we as comic book designers build superhero worlds that teach others about math?
4	Self-Awareness/Self-Management Establish/Maintain Relationships Social Problem-Solving Skills People Skills Workplace Skills Applied Knowledge Personal Skills	How can we use data to reduce our families' impact on the environment?
5	Establish/Maintain Relationships Social Problem-Solving Skills People Skills Workplace Skills Applied Knowledge	How can we design a tiny house that meets the needs of families?
6	Self-Awareness/Self-Management Establish/Maintain Relationships Social Problem-Solving Skills People Skills Applied Knowledge Personal Skills	What should we do about cyberbullying?
7	Social Problem-Solving Skills People Skills Workplace Skills Applied Knowledge Personal Skills	How can we as historians uncover and share stories about our community?
8	Self-Awareness/Self-Management Establish/Maintain Relationships Social Problem-Solving Skills People Skills Workplace Skills Applied Knowledge Personal Skills	How can we, as podcast producers, share what our community is doing to work toward the achievement of the UN Sustainable Development Goals?
9-12	Self-Awareness/Self-Management Establish/Maintain Relationships Social Problem-Solving Skills People Skills Workplace Skills Applied Knowledge Personal Skills	See Drexel Modules

Figure 8. Sample questions from PBL Works for student exploration in the C-Term

A challenging question similar to the ones in the above table will be presented to students. Students will have the opportunity to explore a real-world problem, make connections in the community, and allow for student voice and choice. The three-week C-Term will culminate in an interdisciplinary project with opportunities for critique and revision. The following chart outlines the key components of project-based learning according to the Buck Institute that the School plans to implement during the C-Term:

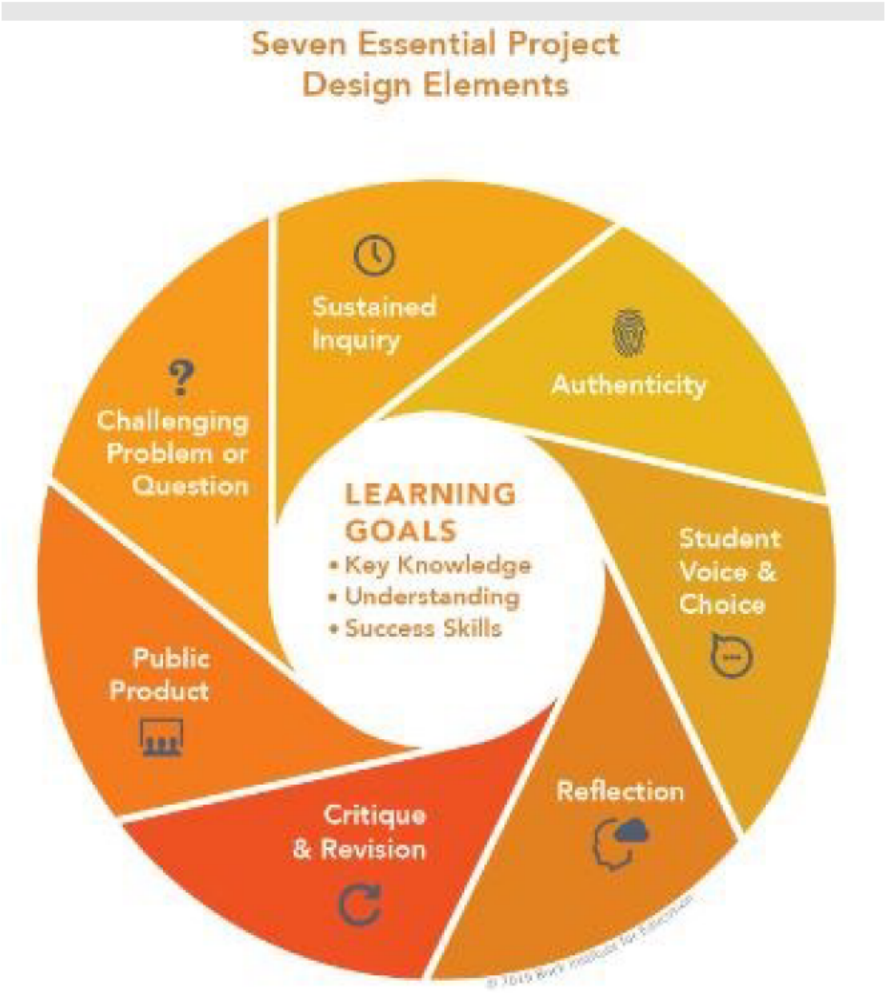


Figure 9. Key Components of Project-Based Learning

Research shows that project-based learning drives higher student engagement and increases academic performance. An analysis by the Buck Institute demonstrated that project-based learning improved social studies and literacy learning in second graders, science achievement in an elementary classroom, and economics knowledge in a high school economics course. The Buck Institute analysis also found that students from lower socio-economic backgrounds demonstrated increased motivation and enhanced social-emotional learning skills after participating in project-based learning. One meta-analysis[32] of the research demonstrated that students engaged in project-based learning in grades 6-12 outperformed students who were engaged in more traditional methods of instruction. Using a project-based learning approach during the C-Term at Pennwood will promote student engagement and provide an innovative opportunity to increase student academic achievement.

Pennwood students will be required to complete the culminating activity of the C-Term. A custom course will be created for the three-week project. The course shell will include a customizable course title by grade level, course description (including badges to be earned), course expectations and goals,

[32] Source: 2015. Jenson, Kimberly J. A meta-analysis of the effects of problem- and project-based learning on academic achievement in grades 6-12 populations. Seattle University ProQuest Dissertations Publishing. https://www.proquest.com/openview/ba1d3a2c3a1c0a5ba73bf664dc252c8e/1?pq-origsite=gscholar&cbl=18750

calendar reminders for each lesson, a course specific and/or project rubric, custom portfolio assessments with Dropbox capabilities, and a course specific gradebook. As discussed in previous sections, the utilization of the course will result in the final grade for the project/course being documented on student transcripts with a letter grade, as appropriate per grade level, and will allow continuous monitoring by the teacher of completion and progress through student gradebooks. As an added feature, the course will allow the School to pause other courses for a pre-determined number of days and/or weeks to allow the sole focus of the student to be given to the C-Term.

Student Well-Being: Developing Skills for Learning and Life

Student well-being is at the heart of the School's approach to teaching. Students at schools that implement the same curricular program learn to build healthy attitudes about themselves and others, develop self-efficacy, establish healthy habits of setting and achieving goals, and experience positive social interactions.

The Board will work to provide a robust school counseling program to serve all students, delivered by certified school counselor(s). The school counseling program will be evaluated annually to identify the changing needs of Pennwood students, adjusting the counseling program to meet those specific needs. The counseling program offers individual, group, and class counseling, as needed, and focuses on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, newsletters, and face-to-face events that will take place throughout the state). The counseling team works to engage students and support both their academic and emotional growth.

Resources are available to teachers that align with research on best practices in online schools as well as research-based recommendations from the Collaborative for Academic, Social, and Emotional Learning. The resources focus on helping students develop Learning to Learn skills (self-management) as well as Skills to Learn that promote college and career readiness (social awareness, relationship skills, and responsible decision-making.). Additionally, the School efforts will include opportunities for students to connect with students and school staff and share interests to create a personalized learning experience and sense of belonging and support at school.

As part of this program, families can opt in to having students complete a brief Back to School Student Survey designed to check in with students about topics that have been shown to have a significant impact on subsequent success and to provide information about students in need of additional support. During the 2021-2022 school year, students attending Pearson supported virtual schools showed fall to spring gains in responsible decision-making, relationship skills, social awareness, and self-management skills related to setting goals and regulating emotions at school, as shown in the chart.

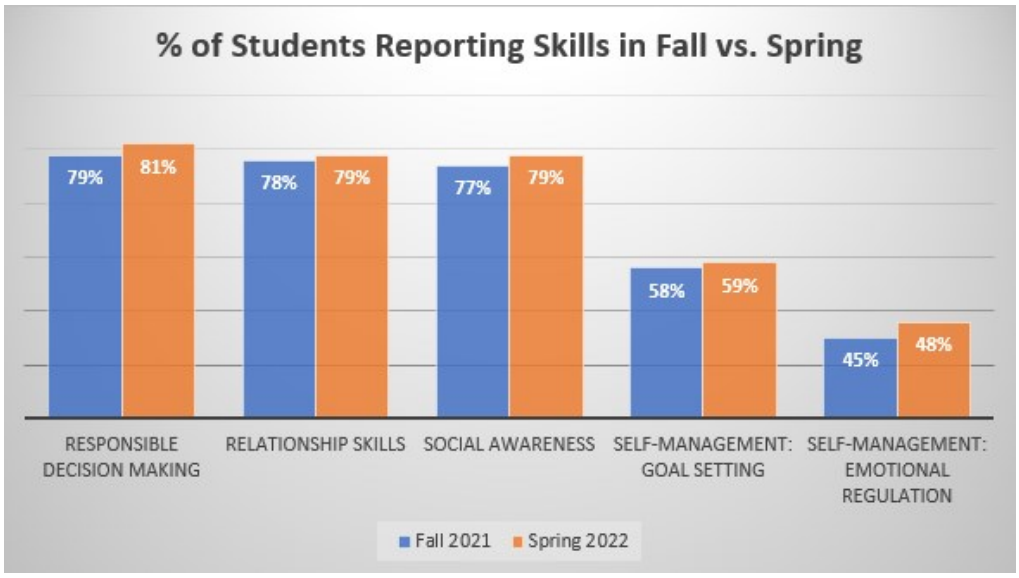


Figure 10. Students in a Full-time Pearson Program Show Growth in Important Learning and Life Skills.

Mental Health and Wellness Support

Through partnership with the Cook Center for Human Connection, Pennwood will support teachers, parents, and students in addressing the mental health needs of students and families with services to prevent suicide, provide mental health and wellness support, and enhance human connections. The services support educators in proactively addressing mental and behavioral health and wellness by establishing a continuum of mental health promotion, prevention, empowerment, and family engagement.

The U.S. Department of Education states in its *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs* guide that "many children and students struggle with mental health challenges that impact their full access to and participation in learning, and these challenges are often misunderstood and can lead to behaviors that are inconsistent with school or program expectations. The COVID-19 global pandemic intensified these challenges, accelerating the need to provide school-based mental health support."[33]

The impacts of the COVID 19 pandemic disruptions on mental health and learning loss are intimately related and experienced by children of all ages, races, and geographies. As schools consider how to address learning loss and help their students catch up academically, greater attention and support to student mental health in and out of school is essential.[34]

The impact of unmet student mental health needs includes the following:

- Increased social, emotional, and behavioral challenges
- Negative impact on learning, grades, and attendance

[33] Source: https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf.

[34] Source: Mental Health and Learning Loss: An Intrinsically Connected Crisis, Thriving in Schools. https://static1.squarespace.com/static/60abe315ea00d73073029aac/t/61b8d24c8603110e08efb1b0/1639502412957/Thriving+in+Schools+Case+Statement.pdf.

- Interruption of access and participation in learning
- Increased suspensions and expulsions
- Potential Increase in death by suicide and suicide attempts

Additional components of this partnership are intentionally designed to support the relationship between students and parents. Building protective factors is proven to reduce risk and create optimal outcomes for all children, youth, and families with generational benefits: "changes in parenting can have an effect not just on children but even on grandchildren." Researchers found that children who had parents who monitored their behavior, were consistent with rules, and were warm and affectionate were more likely to have close relationships with their peers, be more engaged in school, and have better self-esteem.[35]

Graduation and Diploma Requirements

To be eligible to graduate and receive a diploma from Pennwood, a student must meet all the following requirements:

- Complete the 21 credits required by the Pennsylvania Department of Education (PDE) in specific area and subject as outlined herein:
- Be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;
- Earn a minimum of 3 of the credits (or 6 courses) required for graduation at the School, with at least 1.5 credits (or 3 courses) in the semester immediately prior to graduation; and
- Meet any other additional graduation requirements required by the School or state.
- A student may finish school during the school term in which they turn twenty-two (22) years old.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects:

Subject	# of Credits
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Arts or Humanities or Both	2.0
Health and Physical Education	1.0
Additional courses from among those approved for credit toward graduation by the School including approved vocational education courses.	5.0

[35] Source: Oregon State University, Positive parenting can have lasting impact for generations, 2009. https://today.oregonstate.edu/archives/2009/sep/positive-parenting-can-have-lasting-impact-generations#:~:text=The%20researchers%20found%20that%20children,and%20have%20better%20self%2Desteem "https://today.oregonstate.edu/archives/2009/sep/positive-parenting-can-have-lasting-impact-generations#:~:text=The%20researchers%20found%20that%20children,and%20have%20better%20self%2Desteem .

Pennwood uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

Graduation Requirements for Students with Disabilities

More detail regarding graduation options for students with disabilities is detailed in the response to (B) in this section for Students with Disabilities.

Pennwood will meet the requirements of 22 Pa. Code § 4.24, “High school graduation requirements" with regards to (g) Special education students. Students with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program (IEP) team under the Individuals with Disabilities Education Act will be granted and issued a regular high school diploma by Pennwood.

Accreditation and NCAA Eligibility

Within its first three years of operation, Pennwood will apply for accreditation through an accrediting agency recognized by the US Department of Education such as NCA CASI or Middle States Association of Colleges & Schools (MSA). Accreditation is a diagnostic process to stimulate and guide continuous improvement, with a focus on teaching and learning, leadership capacity, and the effective use of resources. Furthermore, Pearson is also accredited by Cognia. Cognia offers accreditation and certification, assessment, professional learning, and improvement services to institutions and other education providers. As a global nonprofit working in over 80 countries, Cognia serves 36,000 institutions, nearly 25 million students, and 5 million educators every day.

In addition, many of the core and elective courses have been approved by the NCAA Eligibility Center for use toward initial eligibility when delivered by Pearson-affiliated teachers using the Pearson Online Classroom EMS platform. A list of these courses can be found here: https://www.connectionsacademy.com/program/accreditation.

This information is also included in Appendix B of this application.

Once the School is open and has its own CEEB code, Pearson will work with the School leadership team to add the School to the Pearson partner school district, which will then allow the School to have the same list of NCAA-approved courses as other schools supported by Pearson. NCAA course approvals ensure student athletes have access to the college-preparatory curriculum they need to achieve both their athletic and academic goals and aspirations.

Content in All Subject Areas – Grades K-12

Appendix A includes course guides for the anticipated course offerings in the 2024-25 school year. Course guides provide detailed information on the curriculum, including course descriptions, unit summaries, lesson objectives, activities, and assessment types. In addition, Appendix A includes a copy of the curriculum including:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides in Section A.2 of Appendix A)
- Course objectives (provided in the unit and lesson objectives within individual Course Guides in Section A.2 of Appendix A)
- Course materials (included as a spreadsheet for the School’s Course Materials in Section A.4 of Appendix A)

- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides in Section A.2 of Appendix A)
- Estimated instructional time (provided in alignment documentation in Section A.5 of Appendix A)
- Alignment documentation in Section A.5 of Appendix A showing evidence of curriculum mapping to demonstrate that planned instruction for each course offering is aligned to:
    - Learning objectives and outcomes
    - Eligible content and assessment anchors that will be measured on the Pennsylvania state assessments
    - Pennsylvania academic standards

Course Development and Revision Model

The Board understands the importance of continually monitoring course content and revising as necessary and has partnered with Pearson, which has over 20 years of experience delivering high quality curriculum throughout Pennsylvania and nationally. However, the Board is dedicated to ensuring that the intended partner will meet Pennsylvania's rigorous standards and will ensure that curriculum continues to be developed and reviewed in the manner explained below.

In order to create quality curriculum, Pearson's Curriculum Development team has developed a rigorous process it follows for the creation of content. The average course has a six-year life cycle, and the following graphic shows the process of course creation and maintenance during this time period.

Objective Taxonomy and Standards Alignment: The Curriculum Frameworks team develops the objective taxonomy by doing an analysis of national and state standards, breaking them down into learning objectives, or discrete concepts and skills, and then looking at where those learning objectives align with each other, where they build on and support each other, and where they are distinct from each other. They then build lessons and assessments to fit those learning objectives.

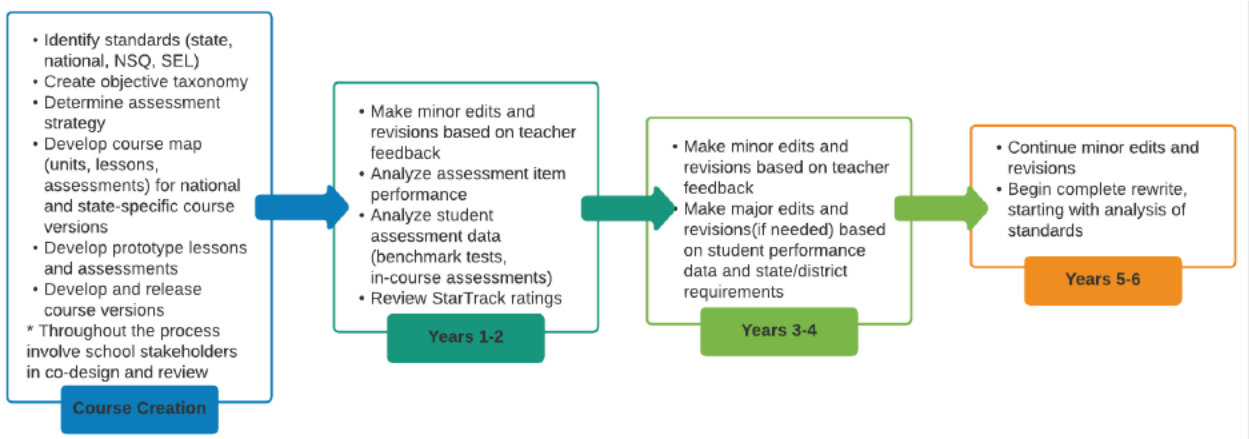


Figure 11. The curriculum follows a consistent cycle of development and maintenance.

Using Language Arts 6 as an example, the Curriculum Frameworks team looks at the most commonly found learning objectives and uses those to build out the scope and sequence and the course map for the base grade 6 Language Arts course. Then, they identify which learning objectives are needed for each state and use those to build out the state-specific scopes and sequences and course maps, removing those learning objectives that were not necessary in order to accommodate those that will have the greatest impact on achievement for students in that state.

The chosen curriculum aligns to the National Standards for Quality Online Courses. These standards may be found at https://www.nsqol.org/the-standards/quality-online-courses/.

To address struggling learners in reading and math, supplemental instructional support programs are provided. These programs include Reading Eggs, Imagine Math, Study Island, Reading Eggs and Math XL. For students who meet criteria for alternate assessment, three solutions from n2y, a third-party product, is provided to support instruction. Specifically, Unique Learning System, one of the solutions from n2y, provides standards-aligned core content lessons for students requiring a modified curriculum and also provides access to functional life skills lessons. Two additional solutions provided through n2y are SymbolStix, a symbol-supported communication tool, and News2You, which is a source for differentiated current events articles.

Scope and Sequence: During the analysis phase, the Curriculum Frameworks and Assessment Design teams create a purposefully structured and logically sequenced framework for the course. This framework is called the scope and sequence, which briefly outlines the standards, a suggested order for teaching content and skills, and a recommended number of lessons for each unit.

Course Map: A course map serves as the blueprint for a course and is heavily influenced by the objective taxonomy and scope and sequence. It provides an overview of the course content and helps in guiding the development of units and lessons in the course. Once the big picture is described, the unit maps provide additional information, including the specific content for each lesson. This may include the following elements:

- Standard alignment to lesson objectives and assessments
- Lesson content
- Essential vocabulary or key words
- Cross-curricular connections tapping into background knowledge and real-world applications
- Activities that allow the student to practice, reinforce, and extend learning
- Extensions and modifications to address different learning modalities
- Online resources that engage the learner
- Assessment maps
- Course and lesson metadata (e.g., lesson days, gradebook weights)

Third-Party Research-Based Curriculum

The research-based[36] curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject area.
- Content is aligned to the Pennsylvania Academic Standards.
- Curriculum is supported by quality, reputable, recently published textbooks, and/or proven instructional resources and materials.
- Content and assessments are accurate and unbiased.
- Content is current, relevant, and provides real-world applications.
- Content is appropriate for the learner (age, ability, background, reading level, style).

[36] American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign http://www.apa.org/ed/governance/bea/learner-centered.pdf

- Instructional design is adaptable and flexible to meet individual needs.
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, business software, online calculator).
- Navigation is intuitive and age appropriate.
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements.
- Lesson introduction is effective, presents lesson objectives, accesses prior knowledge, sets expectations, and motivates students.
- Background information prepares students to access new content, skills, and strategies.
- Curriculum includes opportunities for developing problem-solving and critical thinking skills, real-world applications, collaboration, and independent study, and developing oral and written communication skills.
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers.
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

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

Meeting the Educational Needs of Students with Disabilities & Special Education Programs

Pennwood will comply with the Individuals with Disabilities Education Act (IDEA), Section 504, and the Family Education Rights and Privacy (FERPA), the Americans with Disabilities Act (ADA), and 22 Pa. Code Chapter 711. The School will provide a free and appropriate public education to children with disabilities, as identified under such Acts and policies. These supports include, but are not limited to, identifying, evaluating children with disabilities, and planning individualized education programs that meet each student's unique needs, in accordance with state and federal requirements. Pennwood special education leaders and intervention specialists will work closely with the general education curriculum teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment (LRE) according to each student's Individualized Education Plan (IEP).

Any eligible student in Pennsylvania can attend Pennwood. The School does not discriminate in its admissions policies or practices based on geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or test scores.

Services for students with disabilities (according to students' needs) will include, but will not be limited to:

- Direct special education intervention support for a student, as outlined within their IEP, which may be provided via small group or individual LiveLesson sessions, and/or one-on-one sessions

over the telephone or as otherwise appropriate based upon each student's needs as determined by the IEP team.

- Direct related service support (e.g., speech-language, occupational or physical therapy, etc.) provided virtually, face-to-face, home-based, at community sites, or therapist offices. The location of service is determined based on student needs and appropriateness of the location for the service.
- Ongoing progress monitoring including frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent, and teacher through their respective home pages.
- Regular progress reporting to parents at least as frequently as general education progress reporting.
- Ongoing support and guidance from special education staff to the general education teachers to provide appropriate accommodations and modifications, as per a student's IEP, to the general education curriculum.
- Careful logging in EMS of every conversation, contact (by phone, email message, LiveLesson session, or other means) and consultation with the student and/or parent as well as general education teachers.
- Specific tracking and reporting for providers of direct/related services, with scrutiny by the special education staff of any missed appointments or incomplete services.
- Conducting triennial evaluations, or every two years for students with Intellectual Disabilities, or more frequently as appropriate. Conducting IEP team meetings, including the parents, for all new students to adopt or amend the IEP, or conduct an Annual Review. Prior Written Notice detailing the decisions of the IEP team are provided to parents along with Parental Rights at least once annually and at appropriate instances when IEP revisions are made.

Pennwood will ensure the delivery of special education and related services. Schools supported by Pearson have demonstrated success with special populations and EL populations nationally. Pearson will assist the School in providing these services and has extensive experience providing Special Education services to existing cyber schools in Pennsylvania and throughout the US. The School's Director of Special Education will review the student's documentation (IEP and Evaluation Report), if available during the enrollment process, and recommend course placement in collaboration with the School Counselor.

After enrollment, Pennwood staff and administrators will convene an IEP team meeting, which will include the student's parent(s) or guardian(s) and other appropriate IEP team participants, to adopt or amend the student's IEP as necessary. Pennwood will provide special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP for the student in accordance with the requirements of the IDEA. Qualified special education staff with appropriate licenses and training will work closely with general education teachers, paraprofessionals, and related service providers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the LRE according to their IEPs.

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 will be available to help parents to better understand the Notice document. *The Parents' Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parents will also receive the Parents' 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.

Surrogate Parent

As part of the IEP process, Pennwood will recognize a qualified adult must participate as the "parent" (34 CFR 300.30) for the student. A surrogate parent is someone who acts on the child's behalf in matters relating to the identification, evaluation, educational placement, and provision of FAPE to the child. Pennwood will provide a surrogate parent as outlined by 34 CFR § 300.519. A surrogate will be appointed and trained on how to participate and make decisions on the child's behalf in the following situations as directed and limited by applicable state and federal laws and regulations: 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 without an adult who is able to act as an IDEA Parent.

Pennwood will have a method in place to secure a surrogate when needed. When it is determined that a student is in need of a surrogate parent, the surrogate will be appointed within 30 calendar days. 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; or persons with a potential conflict of interest.

Identifying Students and Child Find

As a public cyber charter school in Pennsylvania, Pennwood will be bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, "Charter School and Cyber Charter School Services and Programs for Children with Disabilities," as well as the requirements of the IDEA, Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). Child Find is the process of locating, evaluating, and identifying children (birth – 22 years) with disabilities who may be in need of special education and related services. Pennwood will follow federal and state law in identifying children who may need these services. If a parent shares a concern or makes any Child Find requests during the enrollment process, those concerns will be addressed immediately upon enrollment. If, after enrollment, Pennwood is made aware of a child who may require additional supports, the School's special education staff will contact the parents of the child to discuss the next steps in the evaluation and identification process. This process is provided at no cost to the family.

To identify students entering or already enrolled without prior special education identification, the Pennwood CEO and general and special education staff will conduct Child Find exercises to identify, locate and evaluate students who are in need of special education services by conducting regular reviews of teacher observations, implementing systematic screenings, analyzing assessment results, and data. Parents will also provide input and may initiate a Child Find request at any time while their students are enrolled at Pennwood. Additionally, Pennwood will engage in public awareness activities to ensure parents are informed about available special education services and how to request those services.

The Director of Special Education or school designee will serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to staff and support to the School's Student Support Team (SST), maintaining a deep understanding of and participation in the Multi-tiered System of Supports (MTSS)/Response to Intervention (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.

Students may be referred for special education evaluation by their parents, teachers, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review data from universal screeners to identify struggling students. Identified students will be referred to the SST. The SST will consult with the parents and address struggling students' needs through the MTSS process. With parental consent, the teacher will implement and document tiered interventions to address the student's greatest area(s) of need as well as and the response to interventions. The student's responses to MTSS efforts are used as one very important data metric in the determination of special education eligibility. Interventions will not be used to delay or deny a parent-requested special education evaluation.

Pennwood will comply with all state and federal policies regarding enrollment of special education students. After submitting the initial application to the School, all families are asked if their child has had an IEP within the last three years and if that IEP is currently active. The families can choose if they would like to disclose if the student has an IEP. A decision not to disclose the student's IEP status will not delay the student's enrollment. The IEP is reviewed to determine the level of each student's need and to consider the types of services required.

Provision of IEP-specified accommodations and modifications will be documented in each student's account in the EMS. Special education and related services will be delivered virtually with exceptions made to best address each student's individual needs. Decisions about the location of services will be made by the IEP team. To the maximum extent appropriate, students with disabilities will be educated with their peers; alternative placements or removal of children with disabilities from the general educational environment will only occur if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily as determined by the IEP Team. Decisions will be made in conformity with the LRE provisions described in federal regulations and guidance. In selecting the LRE, the IEP team will consider any potential harmful effect on the child or on the quality of services that they need.

Students with disabilities will not be removed from education in age-appropriate regular virtual classrooms solely because of needed modifications in the general education curriculum. Students with disabilities will have the opportunity to participate in non-academic and extra-curricular clubs and activities to the same extent as all other students. Extracurricular clubs and activities will also serve as venues to develop social skills for students with learning differences.

Pennwood will provide students with equal access to the education program and instructional materials as outlined in 22 Pa. Code § 711.45. Students with disabilities will receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support. A continuum of placements will also be available to meet the needs of students with disabilities for special education and related services. Additionally, the continuum is aligned with state and federal guidelines. Consultative support will be provided to general education teachers to provide modifications and accommodations to the general education curriculum. The EMS provides teachers with immediate access to students' accommodations and modifications. On the teacher homepage and in the grade book, a yellow triangle appears next to each student requiring accommodations and modifications. When teachers hover over this yellow triangle, a pop-up window appears listing all accommodations and modifications. This triangle is available for students with IEPs, students with Section 504 plans, and English Learners (EL).

Special education instruction is provided in small group and one-on-one LiveLesson sessions. Services (when/where/how) and goals are determined by the IEP team. The individualized focus of an online school, along with the small group or one-on-one learning environment, often has a positive impact on students' ability to participate in the general education environment. At least annually, and at each IEP team meeting, IEP teams will consider supplementary aids and services, accommodations, and Extended School Year (ESY) while ensuring the student is educated with nondisabled peers, to the maximum extent possible (LRE), and making expected gains on IEP goals. ESY services will be offered in addition to Pennwood's extended three-week C-Term and will be offered in accordance with federal and state special education regulations.

Assistive Technology (AT) will also be provided according to student needs and evaluation data as determined by the IEP team. Support may include collaboration with support staff, provision of speech-to-text, and text-to-speech. Pennwood will facilitate the provision of text-to-speech and speech-to-text software, screen readers, magnification software, etc., for students with disabilities. In addition, supports for hearing impaired students include closed captioning or American Sign Language during LiveLesson sessions.

Progress Monitoring and Identifying Struggling Students

Intervention Indicators are displayed in the EMS on the Teacher Homepage, to facilitate a teacher's identification of students who may need additional instruction or intervention in math, reading, or both.

These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions.

In addition, at both the section and individual student levels, Student Performance Reports can be generated to identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

Data can also be used to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as needed to determine how students are progressing regarding each of the skills and standards for that subject and grade.

Students who are working below grade level based on performance on mandated assessments also benefit from intervention programs that focus on building proficiency in reading and math skills.

Parents will be notified in the fall if their students qualify for these programs and their cooperation is secured for a series of intensive LiveLesson sessions with the student and their teacher focusing on areas needing improvement. The student will continue in the general education curriculum while receiving intervention as the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next mandated assessment.

The school counseling team will have an established system for early identification of students who are behind in earning high school credits, or those who are off track for graduation. Once students are identified, School Counselors will work with these students to create a graduation recovery plan to identify strategies to successfully earn credits and get back on track to graduate with their cohort. School Counselors will work with students and families individually to identify and develop an effective plan to meet the needs of each student.

Multi-tiered System of Support including Response to Intervention

Pennwood will have a Student Support Team (SST) that utilizes a multi-tiered system of support including the Response to Intervention (RTI) Framework, which ensures individual students receive the academic and behavioral support they need. Students who need support beyond the core curriculum with differentiation (Tier I) receive targeted intervention via the supplemental instructional programs in Tier II, and Tier III. Students' responses to interventions are monitored, and adjustments to the type and intensity of support are made as needed. This RTI process is facilitated by data from the EMS to help identify students' instructional needs that may require intervention. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

The following paragraphs describe the School's plan to implement tiered instruction and intervention.

<u>Tier I</u>

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. Tier I includes core reading and math curriculum aligned with the Pennsylvania Academic Standards as well as state mandates on attendance and other behavioral engagement requirements. In addition to core coursework and behavioral expectations, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year.

All students will have access to the core curriculum; work through their lessons; engage with interactive content such as videos, virtual labs, and manipulatives; engage with teachers and school staff; and demonstrate their understanding through formative assessments such as quizzes, curriculum-based assessments (CBAs), portfolios, quick checks, unit tests to assess skills and standards, and through daily behavioral practices of lesson completion and attendance.

Teachers will use a variety of resources and strategies for instruction and behavior to enhance and extend learning through differentiated and personalized instruction. These instructional tools also allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement. Differentiation involves thoughtful planning for the following: instructional design used to deliver content to students; lesson content used to support and extend concepts and skills; instructional practice used to provide targeted instruction and actively engage students; assessment used to evaluate student learning; insightful best-practice for engaging in an online classroom, and instructional and behavioral activities to meet the needs of individual and small groups of students. When Tier I differentiation strategies fail to produce adequate progress, Tier II intervention is considered.

Tier II

Areas where students struggle at the Tier I level and require Tier II support may include phonological awareness, phonics, reading fluency, reading comprehension, math fluency, math computation and reasoning, writing, and behavior. Tier II begins after a general education teacher has attempted a variety of instructional and behavioral supports and differentiation strategies over a four-week period and has documentation showing that the student is not yet responding successfully with strong performance in the identified area of weakness.

Tier II instructional and behavioral support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of use that defines the intervention as Tier II. Tier II intervention is explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring noting student performance in the EMS is a critical part of the implementation of this tier.

Teachers may elect to assign students a web-based supplemental instructional support program as part of Tier II intervention. These programs provide students with additional instruction and practice in the foundational skills needed to be successful with grade level work and expectations for engagement.

Supplemental programs provide teachers with reports for progress monitoring that can be uploaded to the EMS to ensure all student performance data is in one place. Tier II instructional support will be provided two to three times a week for 20–30 minutes per session. Teachers will use the student's log to document student performance and response to the instructional intervention every two weeks.

Tier III

Tier III includes the most intensive and frequent level of instructional and behavioral support and is the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction using LiveLesson sessions as well as implements other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students participating in the Tier III level of intervention will receive targeted instruction that is live and teacher driven for four to five days a week in order to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic or behavioral need. Teachers will use the student's log to document student performance and response to the intervention every week.

Supporting Student Engagement during Interventions

Learning Coaches, usually a parent, guardian, or responsible adult, have varying levels of skill and previous involvement in their child's education. Pennwood will provide programs and resources to support Learning Coaches to ensure they are effective educational partners. Learning Coaches will be given access to a Learning Coach Orientation course that explains how the program works, demonstrates how to use EMS, and recommends best practices for supporting their students' learning. Further, all Learning Coaches will have access to Learning Coach Central, a website designed specifically for Learning Coaches. Learning Coach Central provides Learning Coaches with access to resources designed to help them navigate the EMS and support them in working with and motivating their students.

Students in grades K-5 will be assigned to a homeroom teacher, and students in grades 6-12 will be assigned an advisory teacher as soon as they are enrolled. (The homeroom teacher is a regular core teacher, and the advisory teacher is a counselor or secondary teacher.) This teacher will work closely with the students and the Learning Coaches to acclimate them to the online learning experience.

Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. The first step will be the placement process, where students who need additional support are provided with the curriculum materials and teaching resources appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

Teachers will ensure that all students receive the necessary level of support throughout the learning process. Beginning with identified essential skills and standards based on the Pennsylvania Academic Standards, teachers easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

Throughout the school year, synchronous webinars are offered several times a month to support Learning Coaches throughout the onboarding process as well as in working with their students. Sample webinar topics have included:

- Helping Your Student Become College and Career Ready
- Supporting Students with Learning Differences
- Embracing Struggle Through a Growth Mindset
- Nurturing Student Motivation and Engagement
- Socialization in Virtual School
- Supporting Your Student with Math
- Practices of Effective Learning Coaches
- Academic Honesty in Virtual Education

The school will provide Learning Coaches with the support and tools to ensure they are successful partners in their child's education and learning. If a Learning Coach or a student is not meeting expectations after the customary support is provided (e.g., attendance is not being recorded, the student is not doing their work, or is not being successful), then the teachers of the student will intervene and schedule a conference with the parent and Learning Coach (in instances where the Learning Coach is different from the parent). Clear attendance parameters will be communicated to all stakeholders. Pennwood's goal is for all students to be successful in an online learning environment, and the School will work with the families to find the option that best meets their unique family needs.

In addition to the direct support from the homeroom teacher, the Manager of Engagement and Student Engagement Specialists will ensure students are meeting the state's Compulsory Attendance requirements and actively engaged throughout the school year.

Ensuring Retention of Special Education Students

Student retention begins with outreach to families via early welcome calls to acclimate the whole family to the virtual learning environment. During this welcome call, teachers will talk to the student and parent or guardian and prepare them for the first day of school.

Pennwood will offer an annual student orientation course for all students enrolled in the School. Additionally, the School will notify all students and their parents/guardians in a timely manner that they can participate in the student orientation. Assigning orientation courses to both students and parents/guardians promotes retention and early engagement. Data shows that if parents and students complete these orientations, the students are more successful in a cyber learning environment. Teachers closely monitor completion of the courses.

Pennwood will also offer back-to-school LiveLesson (synchronous online) sessions. These sessions provide a chance for teachers to introduce themselves and explain the expectations of their class to the students and parents. These sessions will be recorded and posted to message boards for students who enroll late.

In addition, Special Education students will be assigned a case manager. The case manager will conduct frequent contacts via phone, WebMail, or other methods agreed upon by the student and parent. The purpose of frequent contacts is to confirm that students are on track with their learning plan, address any concerns including technical issues, and schedule an IEP Team meeting, as needed, to determine next steps to ensure the student continues to make progress.

Student Services Staff

Pennwood plans to contract with Pearson, an Educational Services Provider (ESP), through the Statement of Agreement, for consultation on the development and implementation of a special education program that will govern the manner in which special education services are provided and which shall be in compliance with federal and state special education regulations and statutes. The ESP has extensive experience in working with states on ensuring students with disabilities are well-served in a virtual environment. The agreement between the Board and ESP will ensure that the School operates in compliance with all Pennsylvania and federal regulations, as well as ensure data is being collected, stored, and updated in a manner that meets all compliance expectations.

The Pennwood CEO, an employee of the Board, will manage teachers as they teach students and consult regularly with Learning Coaches, ensuring that each student — including those with exceptionalities — successfully completes their instructional program. The CEO is responsible for overall school operation working with parents, students, staff, and teachers. The CEO, whose primary responsibility will be administering the instructional program, will have an administrative credential and be certified according to applicable law.

<u>Director of Special Education Role</u>

The Director of Special Education will work collaboratively with the CEO. The Director will manage all of the site-based, school operations. Additionally, the Director will work closely with the enrollment, technical support, materials management, fulfillment, finance, human resources, payroll, and facilities management functions. The Director will help the CEO with implementation of the instructional program, including managing staff members. The Director will manage an Assistant Director of Special Education and Special Education teachers.

The Director of Special Education will oversee all aspects of the special education program at the School, ensuring compliance with all state and federal rules and regulations. The Director Special Education provides leadership and guidance to Special Education Teachers in all areas of special education, including alternative education, related services, and assistive technology. The Director of Special Education will monitor compliance items related to IEPs using the EMS and other data reporting tools and will build capacity in Special Education Teachers to develop and maintain a robust specially designed instructional program.

Other Staff Roles

Certified Special Education Teachers, who will also implement IEP case management tasks, will teach and manage instructional programs for students with learning or cognitive disabilities. Special Education Teachers will consult regularly with Learning Coaches and students to ensure that each student successfully completes their instructional program. Special Education Teachers will participate in all steps of the IEP process. They will work closely with other teachers and district/state professionals to ensure that the School's special education program is successful and in compliance with federal and state regulations.

Certified teachers will teach students in grades K-12 and support the instructional programs. They will consult regularly with Learning Coaches to ensure that each student successfully completes their instructional program. Pennwood will use Pennsylvania-certificated teachers for all core subjects as well as certificated teachers for elective courses. Teachers will be trained to provide classroom modifications and accommodations and are expected to be active participants in IEP and Section 504 planning and reviews.

The Director of Counseling will work with the leadership team to ensure that each student successfully completes their instructional program. The Director, working with the Assistant Manager of Counseling, Advisory Teachers and Counselors will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, social/emotional needs, and crisis intervention.

The School Counselors and Advisory Teachers will assist students and Learning Coaches with course selection and scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The School Counselors and Advisory Teachers will become experts on course and credit requirements as well as establishing counseling processes.

A Coordinator for Section 504 of the Rehabilitation Act, or Section 504 Coordinator, will be assigned, in conjunction with the 504 team, to support all students with a Section 504 plan. This position may be an added role to a teacher who is qualified to complete Section 504 tasks. The Section 504 Coordinator may also coordinate SAT tasks. The role of the Section 504 Coordinator is to facilitate initial evaluations for Section 504 plan, to monitor and implement individual students' Section 504 plan, which will include but will not be limited to scheduling meetings, checking the progress of students as 504 accommodations are implemented, and informing all teachers of students' accommodations.

Most of the related services, such as occupational therapy, physical therapy, and psychological services, will be provided online and will be contracted with professionals that are qualified to provide related services in the state of Pennsylvania.

Pennwood will offer Live Speech™, a program that provides full- and part-time Speech Language Pathologists online. In cases where a student is not making progress with online speech services, the IEP team can determine if face-to-face services are more appropriate. In those cases, a services provider located near the student's home will be contracted to provide services in a mutually agreed upon location.

Pennwood will utilize physical space for providing services to special education students as needed and determined by the local IEP team. The school plans to use locally available locations, such as libraries, hotel conference rooms, or similar places to provide such services. Services can also be provided at home. The local IEP team will discuss and decide on a case-by-case basis. In addition, the School will also have an administrative facility where students can meet with teachers as needed and, in a manner, consistent with Department guidelines relating to cyber charter schools' use of physical facilities.

Number and Type of Special Education Programs

Accelerated and Enrichment Opportunities

Students that require accelerated and enrichment learning opportunities are a diverse subsection of the general student body and thereby require additional educational opportunities for the fulfillment of their exceptional potentials. Although Pennwood is not required to provide gifted services under 22 Pa. Code § 16, it will offer a comprehensive education program, which recognizes students who require accelerated and enriched learning and their unique needs. The school will challenge the student, provide expanded learning opportunities, and support the student's affective needs.

Utilizing a multiple criteria approach, students will be identified through both quantitative and qualitative measures of performance.

The identification process can begin during the enrollment process. The parent has the option to indicate their interest in accelerated learning opportunities and provide supporting documentation. If documentation is provided during enrollment, the student is placed in classes accordingly. Screening for students once they are enrolled will involve a multi-level approach to identifying who exhibits exceptional performance or potential. Indicators such as parent recommendation, exceptional test scores, classroom performance, and teacher recommendations will be used to determine student course placement. At least one of the following will be used for screening:

- Recommendation by parent, Learning Coach, or teacher;
- Anecdotal notes that indicate exceptional performance or potential;
- Gifted Individualized Education Plan or recommendation from the student's prior school;
- School and district administered assessments;
- Classroom performance and student portfolios;
- Nationally normed aptitude and achievement data (e.g., Advanced performance on the PSSA);
- Benchmark tests; and
- Placement test results.

An essential part of the screening process will be nominations. These nominations will be completed at any point of the year, with predesignated testing and evaluation windows determining admittance and processing of nominations. Once submitted, the nomination will then be evaluated by a staff member who will collect evidence before then considering the student for formal evaluation.

At least three of the following are used for referral for formal evaluation:

- Completed nomination by either the parent and/or Learning Coach or teacher of the student,
- School and district administered assessments,
- Classroom performance and student portfolios that exhibit above grade-level performance,
- Nationally normed aptitude and achievement data,
- Placement test results, and/or
- Patterns of growth or upward trajectories over time based on formal and informal data.

Upon referral, students will undergo a formal evaluation process. Pennwood will use both quantitative and qualitative evidence to determine whether accelerated coursework and enrichment activities are in the best interest of the student. The following criteria will also be used to justify access to additional programs:

- Nationally normed and validated achievement tests that demonstrate a year or more above grade level achievement for the normed age group;
- Observed or measured demonstration of rapid acquisition of new knowledge;

- Work portfolios that demonstrate achievement, performance, or expertise in one or more academic areas;
- Observed or measured demonstrations of exceptional leadership ability, creative thinking, foreign language aptitude, communication skills or technology expertise;
- Placement test results; and
- Completed nominations by either the parent or Learning Coach or teacher of the student.

Furthermore, in recognition of the importance of equal access to education programming, all formal evaluations will consider possible confounding variables in the evaluation such as English as a second language, disabilities as defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, and/or socio/cultural factors that may influence performance. Once identified, a personalized learning plan will be developed for each identified student. The personalized learning plan will be developed by a team of members including one or both of the student's parents, the Learning Coach, the student if the parent chooses to have the student participate, the guidance counselor, one or more of the student's current teachers, and other individuals that may contribute to the formulation of the personalized learning plan. Clear communication of the purpose, time, location, and individuals expected to attend will be provided to all members of the team.

In review of the students' interests and needs for acceleration, a plan may contain the following:

- Statement of the student's present levels of educational performance,
- Statement of annual goals and short-term learning outcomes,
- Statement of the specially designed instruction and support services to be provided to the student,
- Projected dates for initiation,
- Anticipated frequency of interventions,
- Objective criteria and process for determining progress,

All teachers who work with the student will be notified of the student's educational needs and goals and will be provided guidance in reaching those goals.

Students identified as requiring accelerated and enrichment learning opportunities will be enrolled in curriculum that is attuned to the specific needs of the child. In grades 3-8, students will have the opportunity to enroll in Accelerated courses in math, science, and English Language Arts. These courses will allow students greater opportunities to interact with the teacher and other students, explore grade-level content, participate in extension projects, investigations, and activities that integrate skills and promote higher- level thinking, and to participate in individualized activities. Students will also be able to choose from a wide variety of electives and club activities to supplement learning in core subjects. Pennwood will also offer an exclusive online version of Junior Great Books® where students will enjoy age-appropriate works and participate in online literary inquiry discussions with other high-ability students.

Identified high school students requiring accelerated and enrichment learning opportunities will also have access to rigorous college preparatory curriculum and will be able to choose from dozens of Honors courses and 13 Advanced Placement® (AP) courses. Honors courses will offer advanced students' opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Furthermore, AP courses will allow students to engage in college-level investigation of subjects with the opportunity to earn college credit by achieving high scores on AP exams.

Along with the provision of advanced courses, Pennwood will offer a level of flexibility that will make it possible to provide each and every student a course load that is attuned to their particular strengths and interests. During the enrollment and placement process, students seeking enrichment and accelerated placements may be placed in different curriculum levels for different subjects. For example, a sixth grader with a high aptitude in math could be placed in an eighth-grade math course, while continuing to take sixth grade level courses in other subjects. This level of flexibility will allow Pennwood to provide an impressive level of personalization for the accelerated student.

In recognition of the fact that high-quality staff is essential to a strong education program, Pennwood will provide professional learning on accelerated programming to all teachers, counselors, and administrators. These courses will cover topics ranging from affective education to student identification and will ensure that the staff is well versed in the needs of every student.

Academically or intellectually gifted students will thrive at Pennwood. The ability for customization and individual programming and pacing in grade 3-9 and the Honors/AP program for high school students, along with a flexible placement system will ensure students are provided the services required for the realization of their exceptional potentials. Furthermore, teachers will work closely with Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level.

Number and Type of Related Services

Pennwood will ensure that the delivery of related services includes but is not limited to:

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

Related services will be equally accessible to all students in Pennsylvania, whether attending face-to-face or virtually. As determined by the IEP team, the student may receive these services in a cyber setting and/or face-to-face. Services will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and medical offices. As mentioned in prior sections, decisions as to the location of service delivery will be made during the IEP team meeting with input from the parents of the student.

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

relevant information on contractors that the ESP has utilized during 2021-22 in support of public cyber schools is provided. As evidenced in Appendix C, Pennwood will provide related services by engaging intermediate units, private businesses, agencies, hospitals, adult service providers, and any other acceptable providers. For each provider serving enrolled students, Pennwood will maintain copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

Assistive Technology

Assistive Technology (AT) may also be provided according to students' needs and evaluation data. Support may include collaboration with support staff, provision of speech-to-text, and text-to-speech. Pennwood will facilitate the provision of text-to-speech and speech-to-text software, screen readers, magnification software, etc., for students with disabilities. In addition, supports for hearing impaired students include closed captioning or American Sign Language during LiveLesson sessions.

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 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 and accuracy 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.

State Testing

All students will be expected to participate in appropriate grade level state testing assessments. Students with an IEP in grades 3-8 will take the Pennsylvania System of School Assessment (PSSA) with accommodations (outlined in the Pennsylvania Accommodations Guidelines) to be determined by the IEP team. For students in high school with an IEP, Keystone Exams in the areas of Algebra 1, Literature, and Biology will be administered with allowable accommodations to be determined by the IEP team. The IEP Team may determine some students are eligible to take the Pennsylvania Alternate System of Assessment (PASA) in grades 3-8 and 11, rather than the PSSA or Keystone Exams. These will typically be students with significant intellectual disabilities who have met the six eligibility criteria. Allowable exceptions will be considered for students identified as English Learners for all required state testing assessments. All teachers and administrators administering state assessments will be thoroughly trained in test security, roles, responsibilities, chain of custody of the testing materials, and penalties of violations.

Students unable to exhibit proficiency on the Keystones exams will participate in school-led supplemental instructional services in their academic area of need. If the student is still unable to pass the Keystone Exam, they may complete a Project Based Assessment (PBA) that corresponds with the content of the specific Keystone Exam module. Determining eligibility for the PBA will be based on the PDE Keystone Guidelines.

C. Describe how your school will meet the needs of English Learners in accordance with 22 Pa. Code § 4.26. Provide a description of the program design, how the school will comply with all state regulations and procedures related to the education of English Learners, and the curricular materials and other resources that will be used to implement the program.

English Learners (EL) Program Design

In accordance with 22 Pa. Code § 4.26, Pennwood will provide a program for every student whose first language is not English for the purpose of facilitating the student's achievement of English proficiency and academic standards.

As part of the language instruction educational program (LIEP), a licensed ESL Teacher will implement the Sheltered Instruction Observation Protocol (SIOP®) as the framework for language acquisition lesson designed for direct instruction to ELs. The goal of the LIEP is to ensure that students whose native language is not English are able to develop and attain English proficiency and achieve academically. Teachers will participate in professional development sessions to increase their knowledge of practice and implementation of this instructional model. The SIOP® framework will ensure that teachers design lessons to make grade level content accessible for ELs while developing their academic language skills in content area classes. English Learners will be provided with additional supplementary instructional support software and progress monitoring throughout the school year. The school will also have access to a TESOL-certified EL expert who will support the School and its efforts to identify and educate EL students in the virtual environment. There will be a teacher at the School who will be designated the ESL Lead and will work closely with the EL expert.

Pennwood will designate one of the certified ESL teachers as the ESL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELs. The ESL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELs via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELs for academic progress using state-specific criteria, and comply with state and federal law pertaining to ELs. Pennwood staff will have access to Pearson's EL experts who will support the School and its efforts to identify and educate English Learners.

<u>Identifying English Learners</u>

Pennwood will follow state procedures and will use required criteria and procedures to identify ELs. Incoming families will complete the Home Language Survey (HLS) that includes questions such as those below and will be retained in the student's record.

- Is a language other than English spoken in the child's home?
- Does your child communicate in a language other than English?
- What is the language that your child first learned to speak?

If the HLS indicates a response to any questions that a language other than English is used, the student will be considered as a potential English learner until the English proficiency assessment is completed. Every student who answered "yes" to one of the HLS questions will also have cumulative records reviewed to determine any prior EL instruction and services. Additionally, a family interview will be completed by Pennwood. In order to identify if a student qualifies as an EL, the School will use a screener: Kindergarten W-APT and WIDA Screener (Online or Paper) for grades 1-12 to assist in the identification of students who may be ELs. Pennwood will notify parents/guardians of the initial screening results and program placement decisions within 30 days of the beginning of the

school year or within two weeks if the student enrolls during the school year. If there is a delay in assessing the student, this will be documented in the student's file to include the reason for the delay, evidence that the student is accorded the programming required for ELs pending the delay, and a specific timetable for completing the assessment. This documentation will be mailed to the parents in the language they understand. A copy will be retained in the student's files.

Pennwood will consider at least two of the following criteria in addition to the language assessment scores to develop a plan for each EL, often called the Individualized Language Plan (ILP):

- Extent and nature of prior educational or academic experience, social experience, and/or a student interview;
- Recommendations and observations by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and native language according to local, state or national criterion-referenced standards;
- Grades from the current or previous years; or
- Other assessment results.

Any determinations by the EL Committee (recommended participants are the ESL Lead Teacher, parent and general education teacher—preferably the Language Arts teacher) will be contained in a written evaluation with a narrative description of the basis for the decision and will be placed in the ILP. The ILP will be implemented to address the student's English language needs and will be maintained in the student's file.

Each student identified as EL will be further assessed in academic areas to aid the student's teachers in developing an appropriate instructional program. Pennwood will take previous experiences into account in planning and providing appropriate instruction to such students. Students with an EL classification will be placed in the appropriate English Language Arts course and core subject area courses based on their assigned grade level.

Any teacher, administrator, parent, or parent's designee may request a review of the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The ESL Lead will make initial recommendations for appropriate accommodations in the student's programming to address problems identified and will document such accommodations in the student's ILP. Pennwood will also inform parents of the right to opt out of EL services. Although parents may choose for their student not to participate in the language programs, Pennwood will still be required to ensure that the students' language and academic needs are being met. The school will have the ESL Lead explain to the parent, in a language parents understand:

- The range of language programs and services that the child could receive, the methodology Pennwood plans to employ to address the student's educational needs and the qualifications of teachers and any others who would be employed in teaching the student;
- The benefits likely to be gained by being enrolled in an EL program and receiving services;
- Pennwood will not require students to be assigned to programs specifically designated for ELs, or schools containing such programs, in order to receive EL services; and
- All students who qualify for but opt out of EL services must still participate in the annual EL assessment until they meet the state-required exit criteria.

Ensuring English Learners Have Equitable Access

Once identified as an EL, a student will receive support based on English proficiency via LiveLesson sessions by a certified EL teacher. Instruction will be aligned to standards grounded on scientific research for English acquisition in reading, writing, listening, and speaking.

Pennwood will designate an ESL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all EL students. The ESL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to EL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited EL students for academic progress using state-specific criteria, and comply with state and federal law pertaining to EL students.

Pennwood staff will have access to Pearson's EL experts who will support the School and its efforts to identify and educate EL students. All EL students will participate in the state's annual language proficiency assessment, ACCESS for ELs®. The English proficiency annual assessment takes place in spring. The ESL teacher will coordinate in-person testing of EL students at various locations across the state within the established timeframe for Pennsylvania. These annual test results will help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests will be administered to EL students as required by law.

Communicating with English Learners' Families

Pennwood will provide parent notifications both in English and in the parent's preferred language. Pennwood will continue to notify parents/guardians of the assessment results annually and continued participation in or exit from the EL program.

Monitoring and Evaluating the Progress and Success of EL Students

When a student demonstrates proficiency, a school-based team consisting of the ESL Lead Teacher, student's content teachers, and the parent/guardian will decide whether the student continues to require EL instruction. Multiple factors are considered, including current ACCESS for ELs®, or other state-required annual assessment testing results, academic performance, state test results, teacher feedback, and parental input. Pennwood will follow the state procedures for reclassifying EL students.

If the team determines that the student meets criteria for reclassification, is English proficient and can successfully perform in classes without significant language support, they will be reclassified as Former ELs (FELs) and moved to the monitoring stage. The school will actively monitor EL students for academic progress using state-specific criteria for two years after exiting the program and will monitor students for an additional two years after the active monitoring phase.

If additional supports are provided as deemed necessary as a result of struggling academically related to language barriers, a Former EL student may be re-designated as an active EL student. Re-designated students will be re-enrolled in the LIEP. Pennwood will closely monitor the re-designated student's progress. For example, for re-designated elementary grade students, the School's EL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the EL team pays particular attention to the list of students who are in "escalation" status. Re-designated students must meet state criteria to be reclassified as a FEL student, and once reclassified, will begin the monitoring process after the second reclassification.

Curricular Resources & Materials

Pennwood will utilize the third edition of Pearson's New Cornerstone and New Keystone as the basis for its EL instructional curriculum. Pennwood has also selected NorthStar Reading and Writing, Fifth Edition, and NorthStar Listening and Speaking, Fifth Edition, as the identified EL curriculum for secondary students ages 15-22. Once identified as an EL, a student will receive support based on English proficiency via LiveLesson sessions by a certified ESL teacher. Instruction will be aligned to standards based on scientific research for English acquisition in reading, writing, listening, and speaking.

Mondly will be utilized as an additional tool to support EL students with acquiring the English language. Mondly is a digital, gamified language learning application that can be used at any time on any device. Mondly is based on the inductive method: learn by doing, context and example, and extrapolate to rules. Unlike deductive learning, where learners are given a set of rules they will need to apply, inductive learning is a discovery process where students discover rules by themselves by looking at examples.

More information on New Cornerstone, New Keystone, NorthStar Reading and Writing, NorthStar Listening and Speaking, and Mondly is provided in Appendix D: English Learner (EL) Information and Alignments.

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

Teaching Methods

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. Through the chosen instructional model, Pennwood will develop students who are self-motivated, competent, lifelong learners. The instructional model focuses on student-centered learning and incorporates key facets, including multiple sources of guidance and support, and teaching methods to foster student motivation.

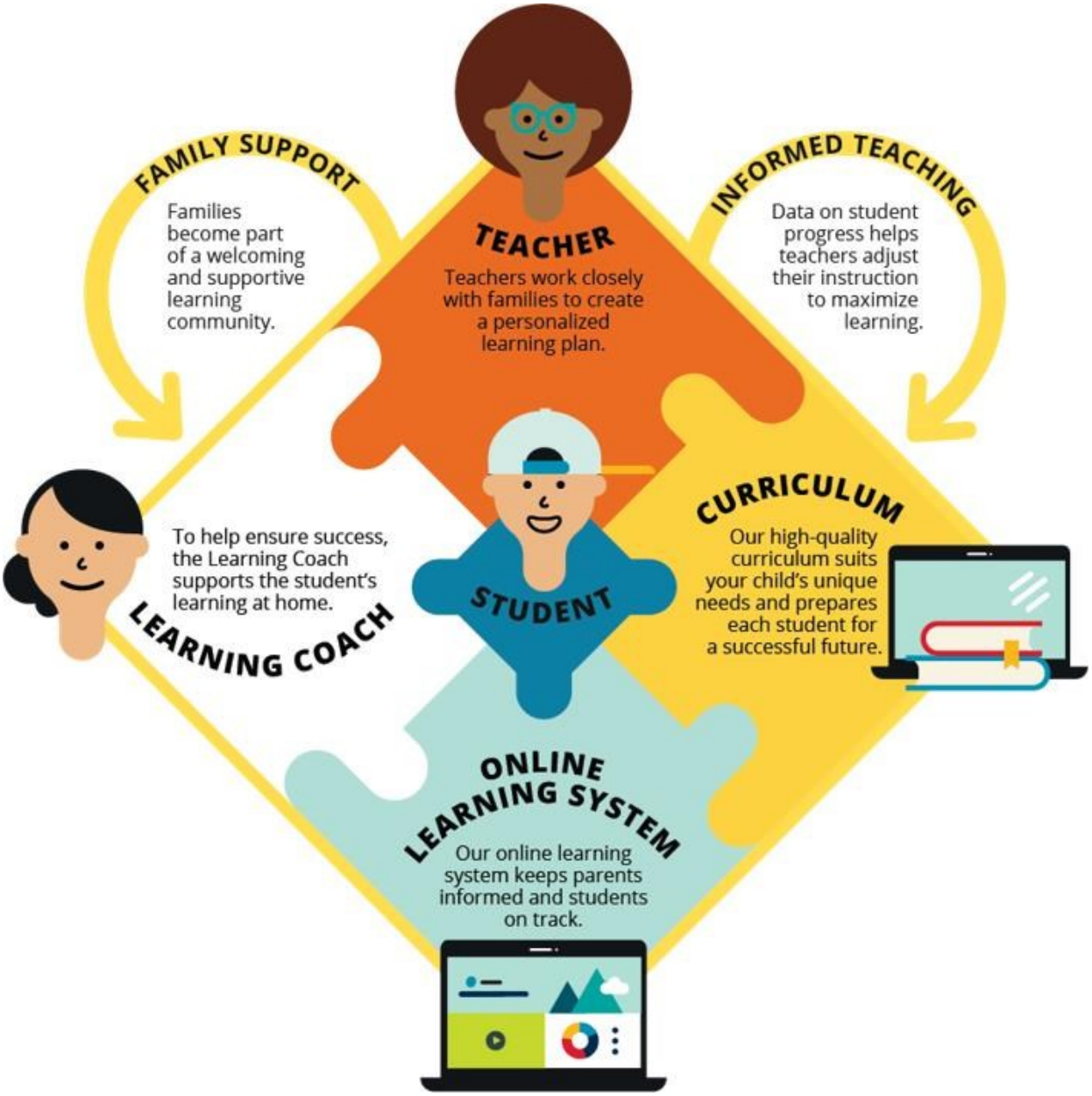


Figure 12. The instructional model creates a wrap-around support network for student learning.

Multiple Sources of Guidance and Support: The instructional model relies on the support of certified teachers, supportive Learning Coaches, and a high quality, standards-aligned curriculum. Each student will have a staff of experts, including Pennsylvania-certified teachers, working together to leverage the School's myriad of resources — technological, instructional, and interpersonal — for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

Certified Teachers – Students benefit from committed educators and involved parents who provide total support. Each student will have one or more certified Pennsylvania teachers depending on grade level, specially trained in teaching in an online environment, the Pearson curriculum, and specific instructional methods.
Students will be taught by a certified teacher with expertise in a particular grade level or content area.

Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance.
Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact — via telephone, LiveLesson session, and email — with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per week. Teachers view the students' attendance, participation, and performance on a daily basis via the EMS teacher's dashboard on their home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in cyber schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

Counselors – Students in middle school and high school will be assigned a counselor who provides an extra layer of monitoring for the whole student. Teachers will work directly with students via the phone, email, and LiveLesson sessions. Student academic progress will be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material.

Advisory Teachers – Secondary students in grades 6-12 are assigned advisory teachers upon enrollment.

These certified teachers will work closely with the students and the Learning Coaches to acclimate them to the online learning experience. They will observe all aspects of a student's success: their grades, their attendance, and their engagement in course work. If a student is struggling in a course, the advisory teacher will work with the subject-specific teacher to make sure the student gets the support they need.

Supportive Learning Coaches – Each student has a Learning Coach (a parent, extended family member, or trusted adult designated by the parent/guardian) who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' Pennsylvania-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

A High Quality, Standards-Aligned Curriculum – The Pearson curriculum is aligned to the Pennsylvania Academic Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

Student Motivation: Teachers are trained to apply the following three engagement strategies to their instruction to create a motivational online learning environment: make instruction fun and engaging, provide a safe way to respond, and help students succeed.

The school will employ a multi-tiered instruction model so that every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

Pennwood will utilize a proven program, which provides a full-time, online asynchronous model that uses synchronous support. In synchronous learning, students and teachers work together at the same time in the same virtual place via LiveLesson rooms. Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. The school will incorporate synchronous instruction in its lessons for the following reasons:

Students will be able to:

- Demonstrate their knowledge and practice their communication skills
- Ask questions to deepen their understanding
- Build relationships with their teacher and fellow classmates

Teachers will be able to:

- Engage students in discussions, problem solving, and group projects
- Focus class time on bridging skills gaps
- Build more personal relationships with students

In the asynchronous element of the model, students work at their own pace and place, completing coursework within defined time limits. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions at home;
- Reviewing course materials online or offline;
- Completing lessons and course assessments; and
- Collaborating with other students via secure message and discussion boards.

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace and place at a time best suited for them;
- Work at their own academic level within a specific time frame (which may vary by course), moving as quickly or slowly through course content as needed;
- Review challenging content as needed; and
- Explore supplemental resources that may be unavailable in the traditional classroom.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows Pennwood to create a more personalized learning experience that supports different learning preferences. Together, these two approaches provide teachers and students with the best of real-time and any-time learning.

How Pedagogy Will Enhance Student Learning

The centerpiece of instruction at Pennwood l will be the Personalized Performance Learning (PPL) process, which provides for individualized instruction tailored to the learning needs of each student. The PPL is an extensive process that will start at the beginning of the school year by the Pennsylvania-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PPL process builds from a combination of assessment data using the Pennsylvania Classroom Diagnostic Tools (CDTs), Renaissance STAR assessments, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the process as well. All daily lessons will be provided to students and families online. Learning Coach guides will be provided for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online.

Throughout the year, teachers monitor students' progress through the PPL process. Teachers adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

This process includes:

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process or provided by the prior school will be used to select courses based on state requirements and each student's individual learning needs.
- **Regular Communication.** At the start of school, Learning Coaches and teachers establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate frequently with students and Learning Coaches (as appropriate). Students are encouraged to contact their teachers as often as they wish or find necessary.
- **Review of Student Background and Interests**. Teachers meet with parents/guardians and/or Learning Coaches as well as students to discuss students' strengths, interests, learning preferences and previous school performance data during Welcome Calls.
- **Universal Screening.** The Pennsylvania Classroom Diagnostic Tools (CDT) 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. The untimed, computer-adaptive assessments focus on Literacy, Mathematics, or Science and include approximately 48-60 items.
- **Student Engagement and Performance.** In addition to universal screening tools, teachers regularly review student performance and engagement data including lesson pacing, course performance, and curriculum-based assessments to ensure that students are achieving success in their courses and can meet the demands of the online learning environment. Students who are not able to remain on track with student engagement and performance metrics may be identified as in need of interventions to support their individualized needs. For additional oversight and to ensure that truancy mitigation needs are in place, students may be assigned a Student Engagement Specialist who will work with the family to identify barriers. Should it be deemed necessary, the Student Engagement Specialist will conduct a School Attendance Improvement Conference (SAIC) and implement a School Attendance Improvement Plan (SAIP). If necessary, the Student Engagement Specialist, in consultation with the Manager of Engagement may determine a referral to a local agency, or even the District Magistrate is necessary in accordance with applicable state law and the Board approved Truancy Elimination Policy.
- **Performance Testing.** Students in grades 1-11 will take the Renaissance Star tests for both English Language Arts/Reading and Math. Star Reading transforms assessment data into action steps for educators, giving teachers helpful insights and tools to strengthen classroom instruction. Star Math tracks progress over time—throughout the school year and from grade to grade—as students respond to instruction and intervention. These tests identify areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. These assessments align with state standards as well as the curriculum and will be given to students in the fall, winter, and spring.

- **Setting Goals**. Goal setting is based on the information gathered in the initial process and some initial student work samples. Teachers and students work together to set goals and to accomplish these during the school year. Learning Coaches participate in goal setting discussions as well.
- **Schedule Modifications and Electives.** Once the school year starts, teachers help personalize the learning schedule. For students in grades K-8, teachers inquire about the student's daily routines and make adjustments to the student's online learning schedule. They also add an elective course when students are ready to handle the additional challenge.
- **Differentiated Leveled Courses**. As part of a student's PPL process, teachers or Academic Placement Advisors may recommend that students in grades 3-8 take Standard level courses, and that students needing higher level work have access to Accelerated mathematics, English Language Arts, and science courses. For grades 9-12, students can take Standard level courses or for those students needing a higher level of challenge, they may take Honors or Advanced Placement® courses.

The EMS places at each teacher's fingertips all assessment data available for students, e.g., state test scores, Renaissance Star assessment data, participation and performance metrics, and any IEP information.

Another way to differentiate instruction is enabled through Intervention Indicators. Intervention Indicators are displayed in the EMS to facilitate a teacher's identification of students who may need additional instruction or intervention in math, reading, or both. Additionally, teachers can run performance reports through the EMS, as described previously. This method accomplishes the following:

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

School Staff

The School's staff will be comprised of Pennsylvania-credentialed teachers. Teachers will work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools and quality timely feedback on assignments. Teachers will be specially trained in Internet-based instruction and will hold certifications and credentials in Pennsylvania for the subjects they teach.

Students will benefit from this expertise as the teacher will offer a variety of synchronous support via LiveLesson Sessions, Curriculum-Based Assessments, Teacher Time Sessions, Literacy Sessions (K-2), and Targeted Small Group Intervention Sessions.

School staff will include Special Education and English Learner instructors. Special Education teachers will teach students with learning or cognitive disabilities as well as providing IEP supports for Students with behavioral, social and emotional disabilities, and manage instructional programs for students with learning or cognitive disabilities and behavioral, social and emotional disabilities. They will consult regularly with Learning Coaches and students and other members of the IEP Team to ensure that each student successfully completes their instructional program. Special Education teachers will participate in all steps of the IEP process. They will work closely with other teachers and state educational professionals to ensure that the School's special education program is successful and operating in compliance with federal and state regulations. The Special Education teacher will utilize technology to deliver online instruction and teach students. Qualifications include a degree in Special Education or related education field; valid Special Education credential in Pennsylvania; experience in policy (IDEA) and/or administration with Special Education; strong technology skills; excellent communication skills, both oral and written; and willingness to travel on occasion for outreach and state testing events (may require occasional overnight travel).

The School will provide high quality student support services for special education and Section 504 students. A Coordinator for Section 504 of the Rehabilitation Act, or Section 504 Coordinator, will be assigned to support all students with a Section 504 plan. The Section 504 Coordinator may also coordinate SAT tasks. The role of the Section 504 Coordinator is to coordinate with the Special Education and regular education teams to monitor and implement individual students' Section 504 plan, which will include but will not be limited to scheduling meetings, checking the progress of students as Section 504 accommodations and eligible modifications are implemented, and informing all teachers of students' accommodations and eligible modifications.

The School will employ a Director of Special Education and an Assistant Director of Special Education, in the first year, who will work closely together to develop and implement Special Education services. The Assistant Director of Special Education will support students with a Section 504 plan in the first year, and then a dedicated Section 504 Coordinator will be hired as the student population increases.

The Director of Special Education and the Assistant Director of Special Education will be responsible for reviewing the student's documentation (IEP and Evaluation Report), if available during the enrollment process, and recommend course placement. After enrollment, school staff will coordinate to convene an IEP team meeting with the student's parent(s) or guardian(s), to adopt or amend the student's IEP to reflect the virtual environment.

The Special Education Teachers will work closely with the School's regular education teachers to ensure that every student receives accommodations, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment (LRE) according to their respective agreed upon IEPs. Provision of IEP-specified accommodations will be documented in each student's account in the EMS. Decisions about the location of services will be made by the IEP team.

ESL teachers will maintain student files, screen new students for eligibility of EL services, provide instructional consultation to Learning Coaches, provide direct instruction to EL students via LiveLesson sessions and phone calls, coordinate instructional planning and evaluation with the core content teachers to provide meaningful access to instruction in all content areas, conduct progress monitoring throughout the school year, create and implement targeted interventions based on data from progress monitoring, administer the annual EL assessment, monitor exited EL students for academic progress using state-specific criteria for two years, and stay current on state legislation pertaining to EL students. Qualifications include being qualified to teach English Learners (appropriate to grade level responsibilities) in Pennsylvania; ESOL endorsement or certification required; experience directly teaching English Learners; bilingual preferred; strong technology skills; excellent communication skills,

both oral and written; willingness to travel for school-based meetings, trainings, outreach and state testing events; ability to work remotely; and ability to work some occasional evening hours, as needed to support some families.

Every student will be assigned a credentialed school counselor who provides an extra layer of monitoring that focuses on the whole child. This educator, in collaboration with the Learning Coach, develops graduation plans for each student, and closely tracks the student's overall academic progress. Counselors work with students via the phone, email, and LiveLesson sessions. Other parameters of student success, such as attendance and participation, are also tracked regularly. The student's school counselor provides support in academic, personal social, and college and career readiness.

E. Describe the two-year teacher induction program, providing a description of goals, objectives, competencies, alignment to state requirements, mentor selection, and induction activities to include the state-mandated trainings required by 22 Pa. Code § 49.16). How does the program align to inductees' needs? How will mentors be chosen during the first year of operation? Please include a copy of the induction program calendar.

Teacher Induction Program

During the 2024-2025 school year, Pennwood will identify an Induction Coordinator (more than likely an Assistant Principal) and form a Council to develop an induction program for new teachers and education specialists in accordance with the requirements established by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code. The Council will:

- Develop the goals and competencies for the induction program,
- Determine how the needs of new teachers will be assessed,
- Define the role of new teacher mentors and the process for selecting mentors,
- Identify monthly activities/topics to support new teachers,
- Identify how teacher participation and program completion will be documented, and
- Define the metrics that will be used to monitor and evaluate the induction program.

The Pennwood Teacher Induction Council will submit their induction plan for state approval prior to August 1, 2025.

Given that all teachers will be new to Pennwood, and some may be new to online instruction, the Board uses the term *Teacher Induction Council* to include both induction and ongoing professional development. The work of the School's Induction/Professional Development Committee and the report submitted to the state prior to August of 2025 will include all components as outlined in 22 Pa. Code, Section 49.17. This plan will be updated and provided to the Department for review every three years. Additionally, once the School's website is formally established upon charter approval and staff members are hired, the work of this committee will be made available on the School's publicly accessible website for a minimum of 28 days prior to submission.

How the Program Aligns to Inductees' Needs

Key to the success of any professional development plan will be the analysis of teacher and student needs. Therefore, within their first year of planning, the Induction/Professional Development Committee will be charged with reviewing and assessing the needs of teachers as identified during early professional development opportunities and PLCs.

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

Twice each month, Pennwood will provide a "Boots on the Ground" onboarding training; this two-day, live onboarding sessions will walk new teachers through how to use the learning tools and platforms as well as key School Year Cycle tasks and creating engaging LiveLesson sessions. The School will also utilize the Teacher Orientation trainings as resources for onboarding. Pennwood will have a dedicated professional Learning facilitator from the ESP who supports in developing school- and state-specific onboarding plans in direct collaboration with the School.

How Mentors Will Be Chosen During Year 1

In the first year, mentors will consist of teachers who have experience teaching in a virtual environment and those with experience in the EMS. The School will identify key trainers/mentors and ensure that they will be able to mentor and train others for effective best practices.

Please see Professional Learning and Training Appendix U for the induction program calendar as well as details on year-round professional development provided for all Pennwood staff members, subject to further enhancement and refinement.

F. Describe the professional development program, providing a description of goals, objectives, competencies, alignment to state requirements and professional development activities required by 22 Pa. Code § 49.17. How does the program align to the needs of the educators and students? Please include a copy of the professional development calendar.

Professional Development Program

Pennwood has a robust plan for training and professional development for teachers. In accordance with 22 Pa. Code § 49.17, Pennwood's teacher induction plan and three-year professional development plan will be reviewed annually and updated and shared with the public on the School's website for inspection and comment every three years. Following the public comment period, the plan will be updated as necessary and approved by the Board and the School's Professional Development Committee. Once approved by those entities, the plan will be submitted to the Secretary of Education for approval.

Pennwood's Professional Development Committee will be comprised of teachers and administrators who have been selected by their peers. Like the process for adding a parent-representative to the Board, the Board will, during the School's first operational semester, seek a parent volunteer to assist with the work of this committee. Additionally, the Board will seek to add community and post-secondary partners to this committee as the School matures and relationships grow.

The plan will meet the continuing professional development requirements of section 1205.1 and 1205.2(c) specifically designed to improve teacher knowledge of the academic standards and assessments.

Training is integrated into the program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. The professional development team will focus on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive professional development model in consultation with the Board and school leadership team. Educators will be provided with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, the CEO will identify specific professional development needs in alignment with school goals that will be addressed.

Please see Professional Learning and Training **Appendix U** for the details on year-round professional development provided for all Pennwood staff members, subject to further enhancement and refinement. These professional development opportunities include numerous sessions that require the use of state assessment data analysis. Teachers and administrators will be given a thorough

understanding of how student assessment data can be used to support student success in a cyber environment. Armed with this understanding, teachers will participate in monthly Professional Learning Communities (PLC) meetings as described in Section I.4 School Accountability. In these meetings, teachers will review the progress of students using prior state assessment data and performance on state-aligned assessments offered in the course. During PLCs, teachers will work together across grade levels and subject areas to identify areas of needed improvement in the curriculum and the pedagogy. These decisions will be based on student performance and assessments of needs. Further, in Section I.4, it is outlined that the School will conduct Monthly School Data Training sessions to process data, and to review student outcomes and lessons learned from improvement initiatives.

While student results on the Pennsylvania System of School Assessments (PSSA) are important to the School, teachers and administrators will weigh student performance on those assessments along with performance on more regularly available aligned assessments such as the Classroom Diagnostic Tools (CDTs), Renaissance 360, and classroom lesson assessments.

Unique to Pennwood, the School will also provide professional development specific to career readiness, badging and life skills. The Director of Specialized Programs will create specific professional development opportunities each year that are tailored to each year's unique competency focus that will then be disseminated in a teach the teacher model to all educational staff.

The Pennwood professional development model is grounded in a **teacher competency model** that links development and training of teachers to evaluation of learning and performance. The teacher competency model is broken into four areas: Strategic Skills, Efficacy, Operating Skills, and Individual Excellence. Observation of teacher performance uses an aligned observation tool. Teachers also self-assess their growth on these competencies and share with their supervisors as part of the evaluation cycle of determining growth goals, performance indicators, and evidence of competency.

Professional development and training activities for teachers include measures of understanding and application for the content provided. After each activity, teachers respond to a series of questions where they document their understanding and plans for integration of new learning. They maintain these learning reflections in their professional ePortfolio, which is available for reference and discussion with their Professional Learning Communities and in coaching or supervisory situations.

Professional goals are set by teachers, with performance indicators, and documented on a quarterly basis. This process includes a demonstration of learning/application that goes into the ePortfolio. Learning from participation in Professional Learning Communities is part of this process.

School Counselors will participate in continuous professional development aligned to the American School Counselor Association National Model, equipping them with the knowledge, skills, and resources, to promote student success in the global community. The Lead Counselor will participate in monthly professional development as part of a Professional Learning Community to collaborate and enhance programmatic offerings, supporting the development and delivery of a comprehensive guidance and counseling plan. All School Counselors have access to monthly professional development on different Counseling Theories, ethics, and Best Practices for application within the virtual setting. In addition to biweekly training related to school year cycle tasks, counselors participate in mandated child abuse reporting training and suicide prevention. Specific communities of practice are also available for K-8 School Counselors and School Social Workers as well.

Training Content

Teachers will benefit from ongoing and effective professional growth. The training begins with an initial teacher orientation and several days of face-to-face pre-service training. Teachers will build a strong foundation for teaching in the online environment with student success as a focus. Professional Learning Communities (PLC), nationally facilitated professional learning sessions, and weekly updates will keep teachers up to date and on the road to being experts in online learning. Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive monthly professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pennwood teachers will take part in ongoing professional development activities throughout the year.

Teachers will participate in synchronous and asynchronous professional learning on topics such as:

- The Dynamic Classroom, The Dynamic Classroom Instructional Model, and the role of the Dynamic Classroom Teacher,
- Implementing specific research-based instructional strategies,
- Using effective teaching practices and communication skills for an online environment,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

The CEO will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, student needs, national initiatives in education, and research-based best practices. Professional learning sessions will include an evaluation survey to elicit teacher and administrator feedback. Professional learning will be:

- Intensive – Participants will identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants will collaboratively discuss strategies that can be implemented with students.
- Ongoing – New instructional strategies and the latest learning science research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- Connected to Practice – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in an online environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available daily. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. The School will receive multiple levels of support from Pearson to implement professional development that meets the needs of the teachers and the School.

Teachers will be instructed on how to modify a course through new teacher orientation. Intensive training to teachers and other School staff prior to and throughout the school year will be provided. At the beginning of the year, training sessions focus on the "how to" — the basic tools and skills that teachers need to know and understand to teach in an online environment, navigate the EMS (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Before the start of each school year, all teachers will complete the Teacher Orientation Course: Foundations of Instruction. This course will be delivered through the EMS, and contains lessons, assessments, and links to online tutorials. This introductory course supports teachers in transitioning from a brick-and-mortar school to an online school and covers curriculum, assessment, personalizing instruction, school year events, grading, communication, and essential tools in the EMS to monitor and support student learning. Upon successful completion of these courses and assessments, teachers will be ready to begin instruction. Teachers are expected to earn a grade of 80% or higher in this course.

Systemic Professional Development Model

Teachers at Pennwood will receive operational training and professional learning throughout the school year. In addition, several days prior to the start of the school year will focus on pre-planning, school improvement planning, recognizing and identifying specific needs prior to the start of school. and goal setting for teachers and students. During these meetings, school leadership and teachers discuss expectations, processes, policies, and procedures, and conduct trainings. Throughout the year, the CEO will schedule additional time for staff members to meet face-to-face and virtually to collaborate in Professional Learning Communities/Communities of Practice (PLCs). PLCs are data-driven teams focused on student learning outcomes through continuous collaboration and capacity building. In addition, each month, there will be a variety of trainings, touch base sessions, and ad hoc meetings conducted virtually or face-to-face to discuss items based on the school year cycle. For example, there will be trainings prior to state testing, trainings regarding transitions at the semester change, and meetings to discuss student data and student needs.

A variety of synchronous and asynchronous professional learning opportunities will be available to teachers throughout the school year to build effective virtual teaching strategies, stay current in industry trends, and collaborate with colleagues. The systematic approach to professional learning supports the School's Core Standards for Facilitating Student Learning and provides teachers with research based best practices for effective teaching within a virtual environment, including personalizing learning for students, implementing instructional practices aligned to learning science research, and identifying effective online teaching practices designed to increase student achievement.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional development sessions, Pennwood will implement school-based Professional Learning Communities. This allows for true application of new strategies and resources as teachers personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, observations, and site-visits will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Additional Professional Learning Resources

During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, student needs, and other priorities as identified by the CEO and leadership team at the School. In addition, these resources will be available to all school staff to support their professional learning.

- Teacher Orientation: Teacher Orientation is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components have accompanying on-line tutorial segments that visually demonstrate each process.
- Teacher Central: Teacher Central is a website that is easy to navigate and serves as a one stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- Weekly Newsletters: All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and the EMS, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities. Additional training in health and safety areas may be included as needed to comply with the School's health and safety policies and/or with state law.
- The Dynamic Classroom Course for Educators: This online resource will allow teachers to understand the connection between the curriculum and best practices that the Dynamic Classroom Teacher uses to bring the asynchronous curriculum to life. It will provide teacher examples to illustrate the instructional practices linked to the curriculum.

Additional Training for Special Education Teachers

Training is provided throughout the year for special education teachers. Extensive training will be provided for the entire school leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities including how to implement the Child Find practices in the online environment. General education and special education teachers will be trained on how to meet the students of individual special education services in the online environment.

Professional Development Calendar

Analysis of State Assessment Data and Ways to Improve Instructional Strategies Based on the Data

Among the professional development opportunities outlined, the following will require use of state assessment data analysis. The chart below directly explains how data will be incorporated into these opportunities.

Date	Topic and Description
August 2024	Power BI® for Beginners: How do staff login and access Power BI? How do staff locate reports within Power BI? How do users navigate Power BI? How do users export the data? Session Length: 60 Minutes Targeted Audience: All School Roles

	Power BI: Enrolled Student Snapshot: Learn how to more efficiently determine which students need your attention using the new Enrolled Student Snapshot report. Session Length: 60 Minutes Targeted Audience: All Educator Roles *In these two sessions, teachers will learn how to access and analyze student data. This information will be used to determine how to structure lessons for the class and for the individual students to ensure they are meeting expectations for the grade and subject.*
September 2024	School Year Cycle – Escalation: In this session, you'll learn how to determine when a student's metrics indicate they are approaching alarm. You will learn which metrics to analyze, how to monitor and how to intervene when necessary, and follow-up with Approaching Alarm and Alarm issues. Session Length: 60 Minutes Targeted Audience: All Educator Roles, including Teacher Managers and Leadership Teams *In this session, teachers and administrators will be reviewing current academic data including, level of participation and attendance, as well as performance on assessment which are aligned to PA state standards. Teachers and administrators will use this information to provide individualized interventions and supports.*
October 2024	Best Practices for Creating Custom Assessments: In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment. Session Length: 60 Minutes Targeted Audience: Teachers *Again, based on the current progress of students, both on previous state assessment, Renaissance 360 formative assessments and the results of projects and assessments within the course, teachers will learn which students should have custom assessments and how to customize.*

November 2024	School Year Cycle – Ensuring Students Finish the Semester Successfully: This session will focus on how to monitor your students' academic progress, how to use the School Year Cycle Calendar in Power BI to locate key end dates and discuss with families throughout the semester. Session Length: 60 Minutes Targeted Audience: Teachers, Teacher Managers and Administrative roles. *In this session, teachers will access all data within the PowerBI system to review student progress and provide individualized interventions to help facilitate a successful completion of the first semester.*
February 2025**	Best Practices for Creating Custom Assessments: In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment. Session Length: 60 Minutes Targeted Audience: Teachers *Again, based on the current progress of students, both on previous state assessment, Renaissance 360 formative assessments and the results of projects and assessments within the course, teachers will learn which students should have custom assessments and how to customize.*
March 2025**	School Year Cycle – Monitoring Plans for Next Year: In this session, we will identify key dates, roles, and responsibilities in the Monitor Plans for Next Year (ITR) process, familiarize ourselves with a family's options and tasks to Prepare for Next Year, support families in completing their decisions and submitting required documentation and complete all required teacher tasks. Session Length: 60 Minutes Targeted Audience: Teachers Perhaps one of the most exciting times of the year, during this training, teachers will learn how to assist a student as they prepare for moving on. Again, using the data available in PowerBI to analyze student performance on state assessment, Renaissance 360 formative assessments and classroom performance, teachers will work with students to build their plans for the upcoming school year.

April 2025**	Withdrawal Tasks Communities of Practice: This will be a time for collaboration among school withdrawal representatives, school leaders, and your support team. Some of the topics that can be discussed are helpful reports, changes that affect withdrawal processes, document updates, and withdrawal feedback that will assist the School in better serving families. Session Length: 60 Minutes Targeted Audience: School Administration Teams, Registrars and Counselors *During this training, the School Administrators, Registrars and Counselors will carefully analyze the aggregate data of students who have left Pennwood Academy throughout the school year. Feedback from parents and students about how the School met their academic expectations in relation to student performance will be reviewed in order to implement program changes for future years.*

*** The spring 2025 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.*

With the above list of professional development opportunities, teachers and administrators will be given a thorough understanding of how student assessment data can be used to support student success in a cyber environment.

Armed with this understanding, teachers will participate in monthly Professional Learning Communities (PLC) meetings as described in Section I.4 School Accountability, of the Application. In these meetings, teachers will review the progress of students using prior state assessment data and performance on state-aligned assessments offered in the course. During PLCs, teachers will work together across grade levels and subject areas to identify areas of needed improvement in the curriculum and the pedagogy. These decisions will be based on student performance and assessments of needs.

Further, in Section I.4 of the Application, the Board explains that the School will conduct Monthly School Data Training sessions to process data, and to review student outcomes and lessons learned from improvement initiatives.

While student results on the Pennsylvania System of School Assessments (PSSA) are important to the School, teachers and administrators will weigh student performance on those assessments along with performance on more regularly available aligned assessments such as the Classroom Diagnostic Tools (CDTs), Renaissance 360, and classroom lesson assessments.

Research and Best Practices of the Professional Development Plan

The professional development model described in this application, which will be made available to Pennwood staff and administrators, has won a Tech and Learning Award of Excellence, which recognizes the best educational application or service designed to support PK-12 or postsecondary education institution in the professional development of faculty and administrative staff.

The model was also awarded a Silver Award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning

programming, including program content delivery, integration of technology, presentation, and impact on participant learning.

Pennwood further commits to use the National Standards for Quality Online Teaching and the Pearson Core Standards for Facilitating Student Learning as guides as they pinpoint the unique needs of Pennwood students. Many of these details are not available until baseline student data is available. At that time, the Board, in consultation with the CEO, will seek additional professional development opportunities to meet the needs of the School's specific group of teachers and learners.

2024-2025 Professional Learning Sessions and Schedule

All teachers will have access to a Professional Learning Hub that includes a variety of synchronous and asynchronous professional learning opportunities to access and participate in throughout the school year. Teachers can self-select asynchronous assets to read/view and synchronous sessions to attend. Teachers are encouraged to participate monthly in professional learning by selecting a learning opportunity from the list of sessions. Additional professional learning is also offered throughout the school year.

The Professional Learning Hub provides content on various topics to support teachers in areas such as: student engagement, exceptional learners, instruction, multi-tiered system of support, to name a few. Below is a list of some of the professional learning opportunities available in the Professional Learning Program for the 2024-2025 school year, which are anticipated to also be available for the 2025-26 school year.

2024-2025 Sessions for New Staff* (Also the Induction Program Calendar)

Date	Topic and Description
August 2024	**Power BI® for Beginners:** How do staff login and access Power BI? How do staff locate reports within Power BI? How do users navigate Power BI? How do users export the data? Session Length: 60 Minutes Targeted Audience: All School Roles **Power BI: Enrolled Student Snapshot:** Learn how to more efficiently determine which students need your attention using the new Enrolled Student Snapshot report. Session Length: 60 Minutes Targeted Audience: All Educator Roles **LiveLesson with Zoom – Session 1:** Wondering how to provide quality instruction virtually? Come and get excited about Zoom settings and room management! All staff using Zoom as their LiveLesson platform are invited to this session devoted to the following objectives: Set Zoom meeting settings for the Personal Meeting Room and Operate my Zoom room to facilitate a LiveLesson session. Session Length: 60 Minutes Targeted Audience: Teachers

	LiveLesson with Zoom – Session 2: Can groupwork be done virtually? Of course!!! Come see how to set up and use Breakout Rooms in Zoom. All staff using Zoom as their LiveLesson platform are invited to this session devoted to the following objectives: Recognize what Breakout Rooms are and how they function, set up Breakout Rooms with different activities, start and end breakout sessions, and communicate with participants in Breakout Rooms. Session Length: 60 Minutes Targeted Audience: Teachers **Boots on the Ground:** Each 2-day session, offered Wednesday & Thursday from 12-2pm EST, will support teachers with a successful onboarding experience. (Offered bi-weekly through November; then, offered monthly) Session Length: Two Day, 120 Minutes; offered Bi-Weekly Targeted Audience: All School Roles **School Year Cycle – Welcome Calls:** Attend this session to learn about the purpose of a Welcome Call, how to prepare for and conduct a successful one, and how to complete the necessary tasks after the call. Session Length: 60 Minutes Targeted Audience: All Teacher Roles, School Counselors, and Homeroom Teachers **School Year Cycle – Curriculum Based Assessments (CBA):** Attendees will learn what a CBA is and more about its purpose. They will also how to conduct and document CBAs to ensure students are learning. Session Length: 60 Minutes Targeted Audience: Teachers and Teacher Managers **Connections Term – Session 1 – What does it mean?:** In this session, the Director of Specialized Programs will provide an overview about the School's unique three-week Connections Term. Teachers will learn how to incorporate the School's annual Career Competency theme into their lessons. Teachers will learn more about the Engagement Badges and will receive information to be shared with families during Welcome Calls about the importance of the School's career competencies and badging focus. Session Length: 60 Minutes Targeted Audience: Teachers
September 2024	**Online Classroom – Teacher Customization:** The Lesson Introduction Page is a feature that allows the course section teacher(s) to add a customized slide to the start of a lesson in their students' courses. Come learn how and when to best use this feature compared to the Lesson Note! Leave this session with templates & resources to use in your own course. Session Length: 60 Minutes

	Targeted Audience: Teachers **School Year Cycle – Escalation:** In this session, you'll learn how to determine when a student's metrics indicate they are approaching alarm. You will learn which metrics to analyze, how to monitor and how to intervene when necessary, and follow up with Approaching Alarm and Alarm issues. Session Length: 60 Minutes Targeted Audience: All Educator Roles, including Teacher Managers and Leadership Teams
October 2024	**Best Practices for Creating Custom Assessments:** In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment. Session Length: 60 Minutes Targeted Audience: Teachers **Counseling – Supporting Seniors and Post-Graduation Tasks:** Get prepared to support those December graduates during this session. Session Length: 60 Minutes Targeted Audience: School Counselors
November 2024	**School Year Cycle – Ensuring Students Finish the Semester Successfully:** This session will focus on how to monitor your students' academic progress, how to use the School Year Cycle Calendar in Power BI to locate key end dates and discuss with families throughout the semester. Session Length: 60 Minutes Targeted Audience: Teachers, Teacher Managers and Administrative roles. **Counseling: End of Semester 1 Tasks:** Learn more about how to complete all required semester 1 tasks during this session. Session Length: 60 Minutes Targeted Audience: School Counselors
December 2024	**School Year Cycle – Setting Section Stages to Complete at Midyear:** You will learn what causes the Section Stage alert icon to turn red, identify the effects of setting a section stage to Complete, review a student's Grade Book and grade assessments prior to setting the stage to Complete. Session Length: 60 Minutes Targeted Audience: Teachers

January 2025**	**Counseling – Returning Student Course Selection:** Join us if you are new (or returning) and need a refresher on how the Returning Student Course Selection process works! Session Length: 60 Minutes Targeted Audience: School Counselors **School Year Cycle – Welcome Calls:** Attend this session to learn about the purpose of a Welcome Call, how to prepare for and conduct a successful one, and how to complete the necessary tasks after the call. Session Length: 60 Minutes Targeted Audience: All Educator Roles, School Counselors and Homeroom Teachers **School Year Cycle – Curriculum Based Assessments:** Attendees will learn what a CBA is and more about its purpose. They will also learn how to conduct and document CBAs to ensure students are learning. Session Length: 60 Minutes Targeted Audience: Teachers **Pearson Online Classroom – Teacher Customization:** The Lesson Introduction Page is a feature that allows the course section teacher(s) to add a customized slide to the start of a lesson in their students' courses. Come learn how and when to best use this feature compared to the Lesson Note! Leave this session with templates & resources to use in your own course. Session Length: 60 Minutes Targeted Audience: Teachers **School Year Cycle – Escalation:** In this session, you'll learn how to determine which metrics indicate that a student is approaching alarm. You will learn how to monitor those metrics, and how to intervene when necessary. Session Length: 60 Minutes Targeted Audience: All Educator Roles, including Teacher Managers and Leadership Teams **Connections Term – Session 2: (K-8 Teachers):** Specialized program assistant coordinators will work with grade level teachers to be trained on content to be delivered during the Connections Term. These coordinators will work with staff to identify students in need of remediation, and build targeted supports for each students' unique needs. Session Length: 120 Minutes Targeted Audience: Teachers

	Connections Term – Session 2 (9-12 Teachers): Teachers will work with the Director of Specialized Programs to support students participating in the Drexel program. Student data will be reviewed to build remediation and credit recovery student groups. Session Length: 120 Minutes Targeted Audience: High School Teacher Roles
February 2025**	**Best Practices for Creating Custom Assessments:** In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment. Session Length: 60 Minutes Targeted Audience: Teachers **Counseling – Fall Semester Review**: This session will encourage reflection on the fall semester and how programs and processes should be improved for the spring. Session Length: 60 Minutes Targeted Audience: Counselors **Counseling – Spring Semester Success:** Building on the Fall Semester Review session, let's brainstorm ways to make sure the spring goes smoothly! Session Length: 60 Minutes Targeted Audience: Counselors
March 2025**	**School Year Cycle – Monitoring Plans for Next Year:** In this session, we will identify key dates, roles, and responsibilities in the Monitor Plans for Next Year (ITR) process, familiarize ourselves with a family's options and tasks to Prepare for Next Year, support families in completing their decisions and submitting required documentation and complete all required teacher tasks. Session Length: 60 Minutes Targeted Audience: Teachers **Counseling – K-8 Collaboration:** Join this session to have virtual coffee with your counseling consultants! Come with questions and ideas to help your fellow counselors. Session Length: 60 Minutes Targeted Audience: Counselors
April 2025**	**School Year Cycle – K-7 Student End of Year Tasks:** Join this session to understand and use common End-of-Year (EOY) acronyms, identify due dates for tasks associated with the end of the school year, identify and complete key tasks in each student's End-of-Year Tasks (Grades K-7) Data View, discuss some less common placement scenarios.

	Session Length: 60 Minutes Targeted Audience: Teachers, School Administration Teams, Registrars and Counselors **Withdrawal Tasks Communities of Practice:** This will be a time for collaboration among school withdrawal representatives, school leaders, and your support team. Some of the topics that can be discussed are helpful reports, changes that affect withdrawal processes, document updates, and withdrawal feedback that will assist the School in better serving families. Session Length: 60 Minutes Targeted Audience: School Administration Teams, Registrars and Counselors **Counseling – Transitioning to Next Year:** Come to this session to learn best practices about how counselors can successfully transition into the next school year. Session Length: 60 Minutes Targeted Audience: Counselors
May 2025**	**School Year Cycle – Setting Section Stages to Complete at End of Year:** **Counseling – End of Year Processes:** This session will help you understand all tasks that need to be done at the end of the school year for your students. Session Length: 60 Minutes Targeted Audience: School Administration Teams, Registrars and Counselors

**All staff are welcome to these sessions, but the targeted audience are new staff members.*
*** The spring 2025 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.*

2024-2025 Sessions for All Staff

Date and Topic	Topic and Description
August 2024	**LiveLesson with Adobe Connect and Zoom – Dynamic Classroom Activities:** Need help filling your virtual instruction toolbox? You are in the right place! All staff are encouraged to join this working PL session focused on the following objectives: collaborate with peers about virtual instruction, discover how to set up a LiveLesson session for a particular activity, and fill your virtual instruction toolbox with easy-to-implement activities. Session Length: 60 Minutes Targeted Audience: Teachers

September 2024	**Kindergarten Literacy – Keys to Success:** This session is designed to provide kindergarten teachers a quick overview of how the brain learns to read, followed by ideas for instruction aligned to the new kindergarten language arts course. Participants in this session will leave with ideas for their live lessons and information they can share with Learning Coaches via the Lesson Introduction Page. Session Length: 60 Minutes Targeted Audience: Kindergarten Teachers **Science of Reading and Dyslexia:** This session is open to anyone K-12 that is interested in learning about the science of reading, how the brain learns to read, signs and symptoms of dyslexia, and how best to support students in the reading process. Session Length: 60 Minutes Targeted Audience: Teachers **Supporting English Learners in General Education, Special Education, and Counseling:** How can I best support the EL students in my course? This session will provide insight and resources for non-EL teachers. Session Length: 60 Minutes Targeted Audience: School Administration Teams, Registrars and Counselors **The Science of Reading for Elementary Teachers (3 Part Series):** In these sessions, participants will experience what it is like to have dyslexia, learn the many characteristics, and begin to understand how the brain learns to read. Then, participants will review how the brain learns to read, how to identify students who are struggling with phonological awareness, and participate in practice activities/lessons that can be utilized in LiveLesson sessions. Lastly, participants will learn how to identify students struggling with decoding and syllabication, and participate in practice activities/lessons that can be utilized in LiveLesson sessions. Session Length: 60 Minutes Targeted Audience: Teachers
October 2024	**Supporting Anxious Teachers:** Do you get anxious or worried when it comes to facing difficult conversations? Do you or someone you know struggle with stress and anxiety? Join us for this session where we will explore strategies for managing anxiety and for being more confident when it comes to dealing with conflict. Session Length: 60 Minutes Targeted Audience: Teachers, Teacher Managers

	Video Options for Student Engagement: This session will help you identify topics you could create videos for in your courses, explore the pros and cons of a variety of video creation tools and websites you can use in your online classroom, determine how to share your videos with students, and employ best practices for creating and sharing videos. Session Length: 60 Minutes Targeted Audience: Teachers **Teacher Hacks:** There are little tricks out there that simplify the work we do every day. Some of them were designed to be support tools, yet others are a series of steps someone discovered to make life a little less challenging. Don't let virtual teaching get you down. Find a way to accomplish the task better and faster. Session Length: 60 Minutes Targeted Audience: Teachers **Make Your Mark – Virtual Educator Conference:** This conference is for teachers by teachers. Session Length: Annual, 3-day Virtual conference Targeted Audience: Teachers
November 2024	**The Science of Reading for Secondary Teachers (3 Part Series):** In the first session, participants will review how the brain processes language, signs and symptoms of dyslexia in older students, the importance of phonemic awareness, phonics and fluency in older students and how to support these areas. In the second session, participants will review the use of syllables and morphemes and how to support the reading and writing needs of older students with instruction in these areas. In the last session, participants will review how to support vocabulary and comprehension needs via use of structured language, text structure and visualization techniques in older students. Session Length: 60 Minutes Targeted Audience: Teachers **LiveLesson Planning – Beyond the Content:** Discover the best ways to plan LiveLesson sessions that are beneficial to all students, no matter what lesson they are on in your course. Let's go beyond the content and captivate our learners! LiveLesson is your time to shine as an educator. Session Length: 60 Minutes Targeted Audience: Teachers
December 2024	**Mindfulness Open Sessions:** Please feel free stop by to relax, color in some virtual coloring books, or even bounce ideas off other teachers and counselors for a nice 5-minute break in your day. Session Length: 60 Minutes

	Targeted Audience: Teachers, Counselors
January 2025*	**Positive Behavior Intervention Support in a Virtual School:** Join this professional development opportunity to learn how you could start a structured PBIS program. Attendees will see examples of grade band behavior expectations as well as a way to use the learning management system to help track PBIS points. Session Length: 60 Minutes Targeted Audience: Teachers, Counselors **Cultivating Student Self Leadership:** In this interactive session, we will explore how to develop student self-leaders in the virtual classroom. You will come away with tools and resources for empowering your students to have a developed sense of who they are, what they can do and where they are going along with an awareness of their ability to influence others while controlling their own emotions and behavior. Session Length: 60 Minutes Targeted Audience: Teachers, Counselors
February 2025*	**Mindfulness:** In our fast-paced world, we are hard-pressed to find time to stop and notice the things that are going on right in this moment. Please join us as we discuss mindfulness, how it impacts students and learning, and receive tools on how you too can practice mindfulness in your virtual classroom, and your everyday life. Session Length: 60 Minutes Targeted Audience: Teachers, Counselors **LiveLesson with Adobe Connect and Zoom - Dynamic Classroom Activities:** Need help filling your virtual instruction toolbox? You are in the right place! All staff are encouraged to join this working PL session focused on the following objectives: collaborate with peers about virtual instruction, discover how to set up a LiveLesson session for a particular activity, and fill your virtual instruction toolbox with easy-to-implement activities. Session Length: 60 Minutes Targeted Audience: Teachers
March 2025*	**Supporting Anxious and Depressed Students:** Recent studies show that over 30% of the population is experiencing symptoms of anxiety, which can directly impact student success. In this interactive session, discover how to identify anxious students and explore simple strategies for empowering those students both inside and outside of the virtual classroom. Session Length: 60 Minutes

	Targeted Audience: Teachers, Counselors **Trauma Informed Practices in the Virtual Environment:** Trauma-informed education and practices start with an understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students who may be experiencing trauma. These practices can also help all students build coping skills and self-efficacy—which are helpful whether they've experienced trauma or not. Session Length: 60 Minutes Targeted Audience: Teachers, Counselors **Creating a Virtual Classroom Among Schools:** In this session, you'll learn how to identify how classroom relationships promote student success, how to recognize practices that create a strong classroom community, discuss some tools that may help foster virtual communities. Session Length: 60 Minutes Targeted Audience: Teachers
April 2025*	**Future Focus (Grades 9-12) – Success as a First Generation College/Trade School Student:** This session will help you understand how you can support students who may be the first generation in their family to go to college or trade school. Session Length: 60 Minutes Targeted Audience: High School Teachers, Counselors **Diversity, Equity, and Inclusion – Ensuring Inclusivity with All Populations:** Creating an inclusive school means ensuring students from all backgrounds—regardless of socioeconomic status, ethnicity, race, gender, disability, household income, or ZIP code—have equal access to education and services. In this interactive session, we will explore how inclusive strategies contribute to an inclusive learning environment in which all students feel equally valued. Session Length: 60 Minutes Targeted Audience: Teachers, Counselors, Leadership Teams

**The spring 2025 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.*

Training Provider
The proposed Professional Development Model has been recognized for the high quality and excellence of its professional learning opportunities. The model has won a Tech & Learning Award of Excellence and was also recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff. This award recognizes the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

The Professional Development Model has also been recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning.

Teacher professional development is critically important in ensuring that the staff is optimally effective at teaching in an online environment and addressing the Pennsylvania Academic Standards in their daily instructional practice. Pennwood will use the National Standards for Quality Online Teaching and the Pearson Core Standards for Facilitating Student Learning as guides for pinpointing necessary teacher skills and professional development requirements.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9) (24 P.S. § 17-1715-A(9)).

School Calendar

Pennwood will exceed the requirements of Section 1715-A(9), *"A charter school shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level. Nothing in this clause shall preclude the use of computer and satellite linkages for delivering instruction to students."*

Students will complete 195 instructional days. This will include the traditional 180-day calendar, and an additional 15-day term outlined in previous sections as the C-Term. This interim session will be mandatory for all students. During this term, on-track students in grades K-12 will earn Career Competency Badges for completing activities aligned to Pennsylvania's Career Education and Work standards. Students in grades K-8 who are behind academically, will receive remediation in English Language Arts and Math. Students in grades 9-12, who are behind in credits based on their cohort, will be offered credit recovery courses. All students, who are on-track academically, will also receive test preparation coursework designed to prepare students for the upcoming PSSA and Keystone exams. The Board will approve the school calendar annually. In keeping with Pennsylvania school calendar regulations, the School will not be kept open on Sundays, Memorial Day, Juneteenth, Fourth of July, Thanksgiving, the first of January, Martin Luther King Jr Day, Christmas, or Saturdays. In some instances, Monday may be the designated observance of a holiday.

Please note that the sample student and teacher schedules will include badging components as part of the educational program.

2024-2025

August '24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '25

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Calendar of Events

8/8	First Day of School (Students)
9/2	Labor Day
10/14	Columbus Day
11/11	Veteran's Day
11/27-11/29	Thanksgiving Break
12/18	First Semester End Date
12/19	Staff Work Day
12/20-1/3	Winter Break
1/6	Second Semester Start Date
1/20	Martin Luther King, Jr. Day
2/17	President's Day
3/3-3/21	Connections Term
3/31-4/4	Spring Break
5/26	Memorial Day
6/12	Last Day of School (Students)

Legend	
	No School
	Staff Work Day
	Semester Start/End Dates
Semester Dates	
S1	08/01/24 - 12/18/24 89 **Days**
S2	01/06/25 - 06/12/25 106 **Days**
Total School Days: 195	

Pennwood Cyber Charter School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Total Student Days: 195

Event	School Status	Date
First Day of School	School and Office Open	August 8,2024
Labor Day	School and Office Closed	September 2, 2024
Columbus Day	School Closed/Office Open	October 14, 2024
Veterans' Day	School and Office Closed	November 11, 2024
Thanksgiving Break	School and Office Closed	November 27-29, 2024
First Semester End Date	NA	December 18, 2024
Winter Break	Staff Work Day	December 19, 2024
	School and Office Closed	December 20, 2024-January 1, 2025
	School Closed/Office Open	January 2-3, 2025
Second Semester Start Date	NA	January 6, 2025
Martin Luther King, Jr. Day	School and Office Closed	January 20, 2025
Presidents' Day	School and Office Closed	February 17, 2025
Connections Term	School and Office Open	March 3-21, 2025
Spring Break	School and Office Closed	March 31, 2025 - April 2, 2025
	School Closed/Office Open	April 3-4, 2025
Memorial Day	School and Office Closed	May 26, 2025
Last Day of School	School and Office Open	June 12, 2025

School Closed - Additional Administrator/12 Month Employee Days: *November 11, 2024; November 27, 2024; December 20, 2024; February 17, 2024; March 31, 2025; April 1, 2025, April 2, 2025*

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty

Figure 13. Student Calendar for 2024-25

Teacher Calendar		
Pennwood Cyber Charter School		
Total Student Days: 195		
Event	**School Status**	**Date**
First Day of School (Teachers)	Staff Work Day	August 1, 2024
First Day of School (Students)	School and Office Open	August 8, 2024
Labor Day	School and Office Closed	September 2, 2024
Columbus Day	School Closed/Office Open	October 14, 2024
Veterans' Day	School and Office Closed	November 11, 2024
Thanksgiving Break	School and Office Closed	November 27-29, 2024
First Semester End Date	NA	December 18, 2024
First Semester Sections Close	NA	December 19, 2024
Winter Break	Staff Work Day	December 19, 2024
	School and Office Closed	December 20, 2024-January 1, 2025
	School Closed/Office Open	January 2-3, 2025
Second Semester Start Date	NA	January 6, 2025
Second Semester Sections Open	NA	January 6, 2025
Martin Luther King, Jr. Day	School and Office Closed	January 20, 2025
Presidents' Day	School and Office Closed	February 17, 2025
Connections Term	School and Office Open	March 3-21, 2025
Spring Break	School and Office Closed	March 31, 2025 - April 2, 2025
	School Closed/Office Open	April 3-4, 2025
Memorial Day	School and Office Closed	May 26, 2025
Last Day of School (Students)	School and Office Open	June 12, 2025
Juneteenth	School and Office Closed	June 19, 2025
Last Day of School (Teachers)	Staff Work Day	June 27, 2025
School Closed - Additional Administrator/12 Month Employee Days: *November 11, 2024; November 27, 2024; December 20, 2024; February 17, 2025; March 31, 2025; April 1, 2025; April 2, 2025*		
School Status Legend:		
School Closed/Office Open = Students and Teachers are not in school but Admin are on duty		
School and Office Closed = No one is in school		
School and Office Open = Everyone is in school		
Staff Work Day = Students are not in school but Admin and Teachers are on duty		

Figure 14. Teacher Calendar for 2024-25

Hours of School Operation

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

The length of the school day will be as follows:

Students will attend school for 195 days, for a total of 975 or 1,170 hours annually based on grade level (see required instructional hours below).
Grades K – 5 = 975 hours (25 hours per week, recommended 5 hours per day)
Grades 6 – 12 = 1,170 hours (28 hours per week, recommended 5-6 hours per day)

Note: Students are responsible for mastering all material, which may require additional time.

Sample Student and Teacher Schedules

Sample Student Schedule for an Elementary School Student

9/3/2022

Mon, 29	Tue, 30	Wed, 31	Thu, 1	Fri, 2
Art 2 - What Can You Do with a Line?	Language Arts 2 A - I See It Differently: Speak/Listen	Language Arts 2 A - I See It Differently: Fluency	Language Arts 2 A - I See It Differently: Synthesize	Educational Technology and Online Learning 2 - Diagraphs sh and th (2)
Language Arts 2 A - I See It Differently: Comprehension	Math 2 A - Make a 10 to Add	Math 2 A - Addition Fact Patterns	Math 2 A - Count on and Count Back to Subtract	Language Arts 2 A - Knowing What's Important: Genre
Math 2 A - Doubles and Near Doubles	Science 2 A - Plants Make New Plants	Physical Education 2 - Introduction to Physical Education 2	Science 2 A - How Plants Are Alike and Different	Math 2 A - Think Addition to Subtract
Social Studies 2 A - We Are Good Citizens Day 1	Social Studies 2 A - We Are Good Citizens Day 2	Social Studies 2 A - Reading Skills: Draw Conclusions		Science 2 A - Unit Review
				Social Studies 2 A - Our Rights as Citizens Day 1

Sample Student Schedule for a Middle School Student

Mon, 12	Tue, 13	Wed, 14	Thu, 15	Fri, 16
Language Arts 6 A - Attention to Detail	Educational Technology and Online Learning 7 - File Management and Organization	Language Arts 6 A - Identifying Central Ideas	Educational Technology and Online Learning 7 - Computer Troubleshooting	Language Arts 6 A - Author's Purpose
Language Arts 6 B - Portfolio: Argument Essay II	Language Arts 6 A - Explicit Details and Inferences	Language Arts 6 B - Argumentative Essay: Apply	Language Arts 6 A - Effective Summaries	Language Arts 6 B - Argumentative Essay Unit Test
Math 7 B - Solutions to Real-World Inequality Problems	Language Arts 6 B - Portfolio: Argument Essay III	Math 7 A - Applications of Subtracting Rational Numbers	Language Arts 6 B - Argumentative Essay Review	Math 7 A - Add & Subtract Rational Numbers Apply
Science 6 A - Eclipses	Math 7 A - Subtract Fractions & Decimals	Math 7 B - Inequality Problems Discussion	Math 7 A - Opposites Make Zero	Math 7 B - Inequalities Review
Science 6 B - Air Masses	Math 7 B - Inequality Problems Discussion	Science 6 A - Not Enough Hours	Math 7 B - Inequalities Apply	
Social Studies 7 A - Civics, Politics, and Government (2)	Science 6 A - Reason for the Seasons	Science 6 B - Predicting Weather	Science 6 A - Asteroid Impact Portfolio 1	
Social Studies 7 B - Economic Decision Making (2)	Science 6 B - Air Mass Interactions	Social Studies 7 A - Constitutions and Government (2)	Science 6 B - Many Things Affect Weather	
	Social Studies 7 A - Constitutions and Government (2)	Social Studies 7 B - Distributing Goods and Services (2)	Social Studies 7 A - American Political Identity (2)	
	Social Studies 7 B - Distributing Goods and Services (2)		Social Studies 7 B - Incentives (2)	

Sample Schedule for a High School Student

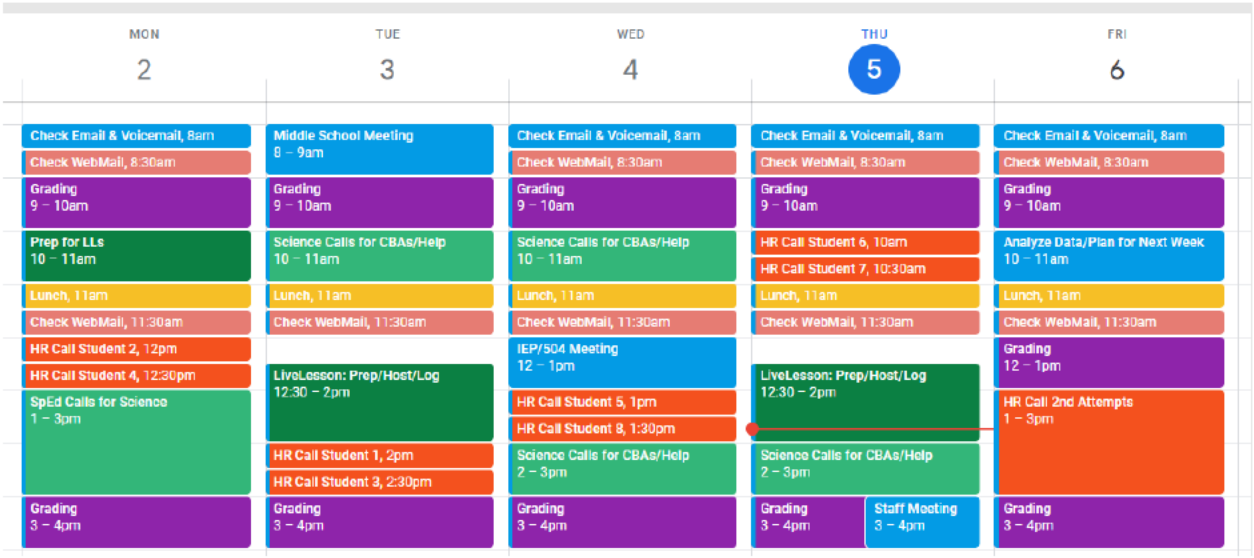
25 MONDAY	26 TUESDAY	27 WEDNESDAY	28 THURSDAY	29 FRIDAY
Biology A - Homeo...	Biology A - Cell Wo...	Biology A - Photos...	Biology A - Photos...	Biology A - Photos...
English 10 A - Adve...	English 10 A - Adve...	English 10 A - Adve...	English 10 A - Adve...	English 10 A - Adve...
Honors Geometry ...	Honors Geometry ...	Honors Geometry ...	Honors Geometry ...	Honors Geometry ...
Modern World His...	Modern World His...	Modern World His...	Modern World His...	Modern World His...
Psychology A - Goa...	Psychology A - Res...	Spanish II A - Los v...	Psychology A - Dat...	Spanish II A - Los a...
Spanish II A - Mi día	Spanish II A - Los v...		Spanish II A - Los a...	

Sample One-Week Staff Schedules for Teachers and Other Staff

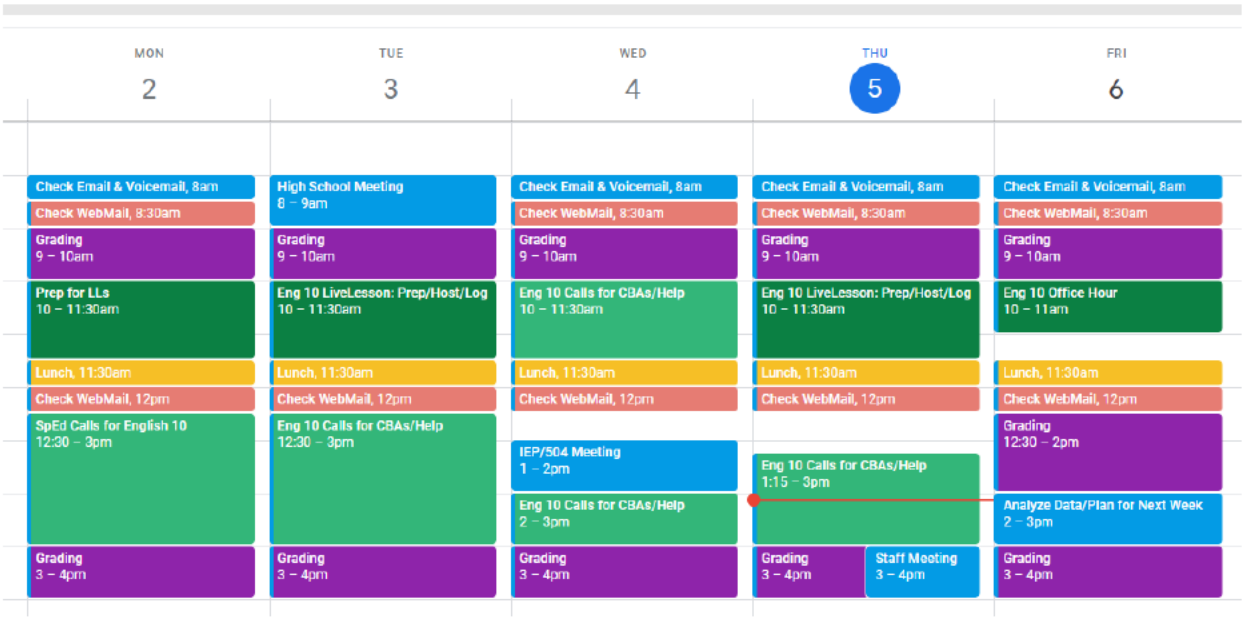
Sample Elementary Teacher Schedule

MON 2	TUE 3	WED 4	THU 5	FRI 6
WebMail/Return Calls 8 – 8:45am	WebMail/Return Calls 8 – 9am	WebMail/Return Calls 8 – 9am	WebMail/Return Calls 8 – 9am	WebMail/Return Calls 8 – 9am
Accountability Radar, 8:45	LiveLesson: Morning Meet	LiveLesson: Morning Meet	LiveLesson: Morning Meet	LiveLesson: Morning Meet
Grading 9:15 – 10am	Call Currence, 9:30am	Call Le Mar, 9:30am	Call Emmahri, 9:30am	Call Maribeth, 9:30am
Elementary Team Meeting 10 – 11am	LiveLesson Math, 10am	LiveLesson Math, 10am	LiveLesson Math, 10am	LiveLesson Math, 10am
	Call Kobe, 10:30am	Call Amos, 10:30am	Call Lucas, 10:30am	Call Olivia, 10:30am
Call Parker Training, 11am	LiveLesson: Language Art	LiveLesson: Language Art	LiveLesson: Language Art	LiveLesson: Language Art
Call Lou, 11:30am	WebMail/Return Calls, 11:	WebMail/Return Calls, 11:	WebMail/Return Calls, 11:	WebMail/Return Calls, 11:
LiveLesson Prep 12:30 – 1:30pm	Grading 12:30 – 2pm	Grading 12:30 – 2pm	Grading 12:30 – 2pm	Grading 12:30 – 2pm
Call Amara, 1:30pm				
WebMail, 2pm	WebMail, 2pm	WebMail, 2pm	WebMail, 2pm	WebMail, 2pm
LiveLesson: Gifted and Tal 2:30 – 3:30pm	LiveLesson: Social Studies	IEP Meeting: Meaghan D 2:30 – 3:30pm	All Staff meeting 2:30 – 3:30pm	LiveLesson: Office Hours,
	MTSS Meeting 3 – 4pm			LiveLesson: Science, 3pm
WebMail, 3:30pm		WebMail, 3:30pm	WebMail, 3:30pm	WebMail, 3:30pm

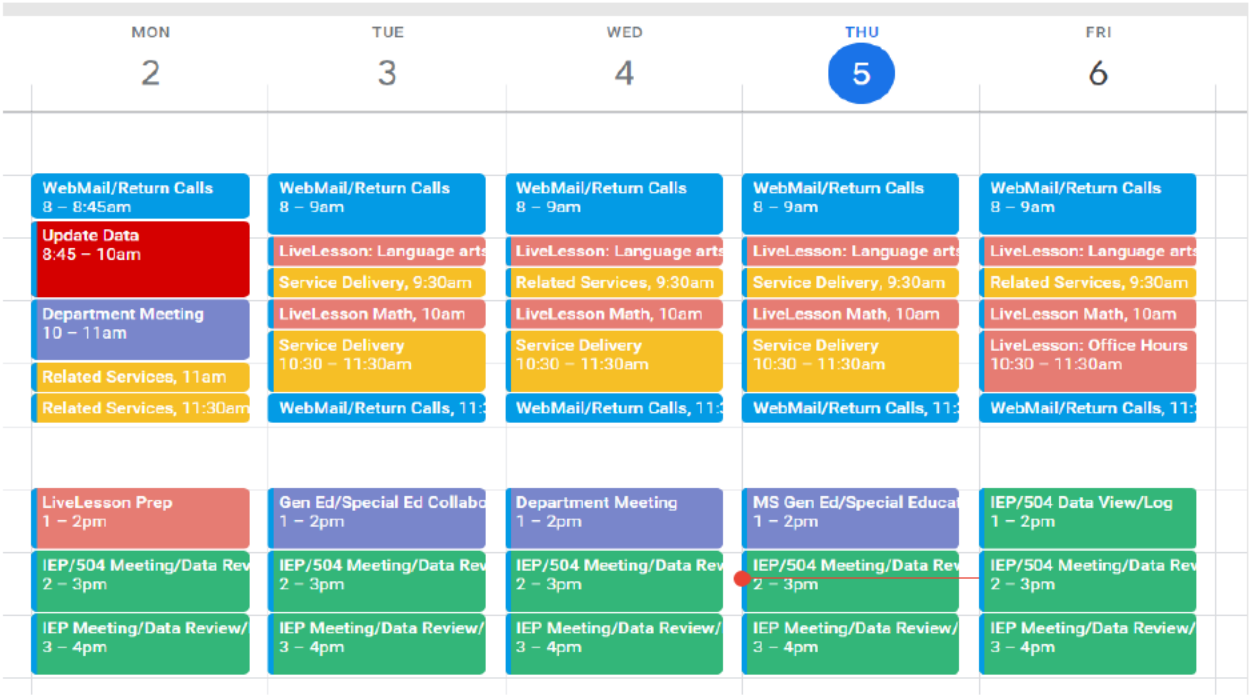
Sample Middle School Teacher Schedule



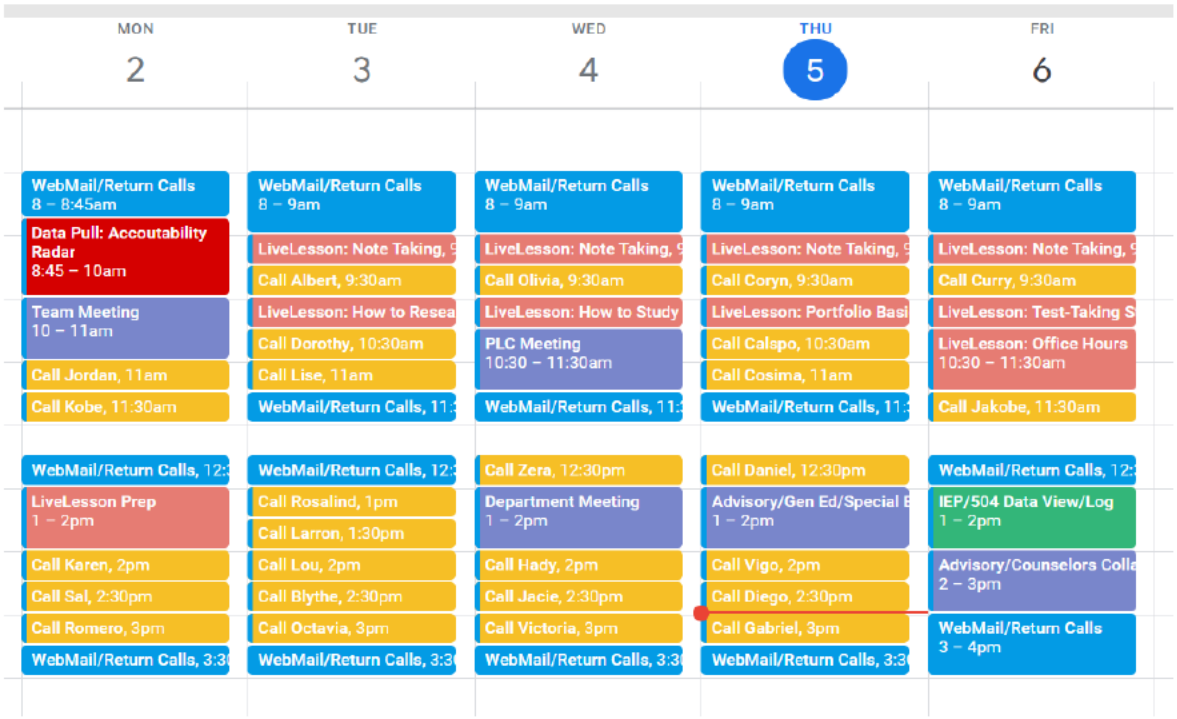
Sample High School Teacher Schedule



Sample Special Education Teacher Schedule



Sample Advisory Teacher Schedule



I.4 School Accountability

Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA) or the PA Alternate School Assessment (PASA), and Keystone Exams; the ACCESS for English Language Learners and Alternate ACCESS; and an analysis of assessment results to improve student performance.

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

Methods of Self-Assessment or Evaluation

As a public school and aligned with its mission outlined in previous sections, Pennwood will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the School as a whole. Students will participate in state proficiency tests (PSSA, PASA, and Keystone Exams) depending upon grade level and course enrollment. The School will set up in-person, proctored exam locations for state testing in multiple locations throughout Pennsylvania. Results of these assessments are reported through the PDE. In addition, state assessment data is logged in the EMS to complete a data snapshot of student academic performance. The Board and school leadership will also include the results of the state-mandated testing in the evaluation of the School's overall performance.

All EL students will participate in the state's annual language proficiency assessment, ACCESS for ELs®. The English proficiency annual assessment takes place in spring. The ESL teacher will coordinate in-person testing of EL students at various locations across the state within the established timeframe for Pennsylvania. These annual test results will help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests will be administered to EL students as required by law.

In addition to these state tests, school-based "formative" or "benchmark" assessments and course-based assessments are used and teachers are responsible for implementing them within the School's assessment policies and practices. The School will use Renaissance Star 360 for formative, benchmark assessments to measure student proficiency in reading and math and to obtain a scaled score that can be used to measure academic growth. Renaissance Star 360 is a comprehensive pre-K–12 assessment suite that enables greater student growth as teachers lead students toward mastery of state-specific learning standards for reading, math, and early literacy. The School will also use the Pennsylvania Classroom Diagnostic Tools (CDT), which are online assessments designed to provide teachers with valuable diagnostic information to guide and differentiate instruction. Teachers will administer the Renaissance Star benchmark assessments three times each year. Teachers will also administer the CDT at the beginning of the year and then as needed.

Teachers are primarily responsible for administering assessments. The School's administration oversees the assessment program and will work with education specialists to evaluate and make recommendations for changes. The Board will ultimately be responsible for ensuring that the School is fulfilling the expectations and obligations under Pennsylvania charter school law, the charter, and Board-approved school policy.

Periodic Progress Reports and External Evaluations: The School will account for its progress against its student performance measures to all stakeholders, including parents/guardians, the PDE, and greater community partners periodically.

Annual Goal Report: At least once annually, the School will account for its progress against student performance measures (to include formative assessments and state-required summative assessments) to the Board for presentation at a public board meeting.

Ongoing Communication with Learning Coaches: Communication with parents and Learning Coaches will be frequent and purposeful throughout the school year. Teachers will communicate students' formative and summative progress to Learning Coaches and parents. This communication will keep parents "in the loop" with current school happenings and will help Pennwood grow and improve from parent feedback.

Continuous School Improvement: All of this takes place within a school culture of continuous improvement driven by high expectations for all stakeholders, from students to the School leadership team. With student performance as the ultimate measure of success, the School will engage in ongoing review and revisions of policies, processes, and systems, with improvements based on evidence analyzed and lessons learned. This is facilitated by a school year cycle of events focused on improving learner outcomes, including weekly school-based data reviews and SMART goal-focused teacher Professional Learning Community (PLC) meetings focused on key processes from Welcome Calls to regular Curriculum-Based Assessments. Monthly School Data Training sessions and PLCs will be used to process data, review student outcomes, and share and discuss best practices. Periodic after-action reviews will focus on outcomes and lessons learned from major improvement initiatives, such as on-boarding of new families at the beginning of the school year and the winter school leadership intervention identification and assignment campaigns. At quarterly and annual meetings, school leadership will be provided opportunities to reflect and share progress on Quarterly Metrics, School Goals, and School Improvement Plans – reviewing results, efforts related to those results, and ways to improve those continuous improvement processes and tools themselves. Assessment data is the main focus of this work, however numerous other data types from multiple data sources will also be used.

The Education Management System (EMS)

The Pearson Online Classroom platform is the EMS and facilitates this self-assessment and continuous improvement in support of helping to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming and practical career skill development. A rich curriculum and system of assessments deployed by expert teachers will be facilitated by the EMS. The EMS will store all needed data about students, their attendance, and their performance. This data will be accessible to appropriate school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. Commonly used platform tools such as the Issue Aware (IA) ticketing system ensures high levels of accountability, transparency, stakeholder involvement, and communication. The EMS provides a myriad of tools for continual capture and strategic analysis of data about student learning. Data will be used for formal reporting to various stakeholders on the students' and the School's instructional progress.

Learning Coaches, teachers, and students will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect of assessments will be the detailed feedback that will be provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. Pennwood will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

The Board and school leadership will continually assess the performance of the ESP through review of monthly reports from Board meetings, review of yearly academic progress data (School Performance

Profile, Future Ready PA Index, PSSAs, PVAAS, Keystone Exam scores, graduation rate), review of compliance-related information (e.g., cyclical monitoring, Annual Report submission, etc.), independent annual audits, strategic planning through Board retreats, and an annual ESP assessment tool/survey administered through an independent third party, among other assessment methods.

B. Describe how teachers and administrators will be evaluated. Describe the school's standards for teacher and staff performance.

Teacher Standards and Evaluation

Staff Evaluation Process

Pennwood will apply effective performance evaluation practices that were built on applicable frameworks and national experience in the area of virtual education. The School will leverage its ESP's Performance Evaluation System, which will be customed for Pennwood. The Performance Evaluation System encourages school staff to put forth their best effort, focusing all staff on the School's main goals, rewarding, and retaining staff based on outcomes/results, and providing continuous feedback for development.

Evaluation Process for Teachers

Teachers will be evaluated using the Classroom Teacher Effectiveness Evaluation System pursuant to Act 13 of 2020, to ensure compliance with ESSA and Pennsylvania's Consolidated State Plan. The professional competencies will align with the core standards for teaching and may vary by type of teaching position (e.g., Special Education). Competencies will be reviewed with teachers and will be available to teachers for viewing and comment throughout the school year.

Teachers receive a formal mid-year review commencing in December, and a formal end-of-year review commencing in May. These reviews are conducted by the teacher's manager, a role which is filled by the director-level position for each group of staff as shown in the organization charts in Section III.2 Governance. Teachers also receive periodic feedback both formally and informally from their manager throughout the school year, via the Human Resources Information System's Performance Management module. Teachers can document their own achievements in the Performance Management module for consideration during their evaluation. Competencies for teachers will be evaluated in the context of the School's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency. Teachers will be evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. The outcome of a staff member's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. Pennwood staff will be evaluated based on the following rating scale: distinguished, proficient, needs improvement, or failing. The evaluation will incorporate student achievement metrics and may include the following: parent feedback, supervisor observations, assessment results, school assessment results, and/or student participation/completion.

Administrator Standards and Evaluation

Evaluation Process for School Administrators

School administrators will be evaluated based on competencies along with state-required metrics on student performance and growth as required by state and/or federal law. The professional competencies will align with the administrative position; for the CEO, these are focused on:

Achievement Focus, Instructional Efficacy, Problem Solving/ Strategic Change Management, Culture/Relationship Building, and Managing/Developing People. The CEO will receive a formal mid-year review commencing in December, and a formal end-of-year review commencing in May. The ESP's role in the CEO review is as an observer who then presents findings and recommendations to the Board. The Board then signs off on the CEO evaluation.

Other administrators will receive a formal mid-year review commencing in December, and a formal end-of-year review commencing in May. Reviews for other members of the administrative team are completed by their managers at the School (CEO, Directors, Principals, etc.). The professional competencies will align with the administrative position; for the Principals, these are focused on: Achievement Focus, Instructional Efficacy, Problem Solving/ Strategic Change Management, Culture/Relationship Building, and Managing/Developing People.

Competencies will be evaluated in the context of the School's goals, which evaluate student growth and achievement metrics. Observations of a staff member's proficiency within each competency are also evaluated using various methods including parent, school, and community feedback; observations of lessons and interactions; and review of relevant documentation and data, including student growth data. The school administrator and CEO competencies may include school development and leadership, team development and leadership, student achievement/data management, and personal development and professional skills. Additional competencies may be assigned based on position, responsibilities, and job level. School administrators and the CEO will be evaluated based on the following rating scale: distinguished, proficient, needs improvement, or failing. School administrators and the CEO will receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies.

Standards for Performance

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

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

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

- **School Development and Leadership**: school culture, creating a commonly owned vision and plan for success, high performing leadership team;
- **Team Development and Leadership**: school team formation, staff performance management, staff satisfaction and retention;

- **Student Achievement/Data Management**: instructional leader, internal/external data to effectively drive student achievement; and
- **Personal Development and Professional Skills** - leadership development of self, judgment and problem solving, knowledge and implementation of key policies and regulations, and an environment of trust which includes clear communication, relationship building and expectations, community relations.

Meeting these competencies may be demonstrated through:

- Parent surveys, rating the responsiveness, effectiveness, and instructional expertise of the School as a whole;
- Aggregate performance of enrolled students based on a value-added improvement model as documented through data captured by the EMS; and
- An annual performance plan detailing their strategies to achieve measurable school goals.

The figure below provides an example of the types of competencies that may be reviewed during a teacher's evaluation. Pennwood would incorporate any statutory changes to its internal Teacher Evaluation system if enacted by the Pennsylvania General Assembly.

Element	Failing	Needs Improvement	Proficient	Distinguished
Conducts regular, effective Live Lesson Sessions	Is often unprepared with no clear goal for LiveLesson sessions. Students are generally disengaged. Sessions primarily consist of lecture or powerpoint format with no innovation or group work.	Conducts regular LiveLesson sessions but the sessions are ineffectual and provide no clarity or gap content to the curriculum. Students are generally uninvolved and disengaged. Teacher may occasionally use LiveLesson tools.	LiveLesson sessions are held regularly with a clear focus and plan for addressing curriculum gaps or areas of the curriculum that need clarity. Teacher uses many different LiveLesson tools and strategies to maintain a high level of student engagement.	Proficient PLUS.. the teacher develops expertise in the LiveLesson tools and serves as a mentor to peers. The teacher serves as an expert for the school.

Figure 15. Teacher competencies incorporate Professionalism, Instructional Expertise, Quality Instruction, Student Engagement, and Data-Driven Instruction. This table is one example of a competency, with standards for each level of performance.

C. Describe how the school will be accountable to the parents of the children attending your school.

Accountability to Parents

The Board strongly believes in having a parent voice and perspective consistently considered and intends to ensure that parent voices are represented, including potentially serving as a board member. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll. Parent board members benefit from intensive board training geared toward making them optimally effective representatives of parent interests. During its first academic year, Pennwood will seek a parent representative by reaching out to the Pennwood community and encouraging parents and guardians to indicate their interest in serving on the Board during the first semester. Parent board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action. In addition, there are multiple ways for parents to be involved in education. In the cyber learning model, parents often act as the Learning Coach and

are therefore directly involved in their child's education. Thus, at Pennwood, parents will be closely involved in their child's education in partnership with their child's teacher.

Communication with parents and Learning Coaches will be frequent and purposeful throughout the school year. Teachers will communicate students' formative and summative progress to Learning Coaches. Communication will serve three main objectives: 1) to help the teacher monitor the student's progress, 2) to engage parents in the life of the School with current school happenings and their child's performance, and 3) to help the School grow and improve from parent feedback.

The school will regularly distribute information through school newsletters, the EMS home page, and "Must Read" email messages to ensure parents are informed. Communication will continually make students and best practices stronger and more effective. All communication between teachers and parents or students will be documented in the log section of the EMS, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals. A communication provided through Learning Coach Support portal is also sent monthly to Learning Coaches and Caretakers via email message. The school will also use its website to communicate relevant, up-to-date information to parents, students, and the community.

Families are key in supporting the mission of Pennwood. Through formal and informal channels from field trips, course ratings, surveys and more, families will have avenues to provide feedback and input. This ensures that the School is on a cycle of continuous school improvement and that all stakeholders are valued. Families may participate in Pennwood in many ways, including:

- **Public Comment**: Parents may make public comments at board meetings.
- **Closed Facebook Groups**: Led by parents, families can join a closed Facebook Group in their region in order to plan events among themselves, get advice from other families and generally create comradery among the parents.
- **Parent Engagement Program**: A nationwide advocacy organization, Club Connections, brings together parents of students attending schools using the same curricular program across the country and encourages members to engage with other families interested in online education in their local communities.
- **Field Trips**: Parents may attend and participate in field trips with their student(s) and may also suggest potential field trip locations to school administrators.
- **StarTrack and Course Ratings**: Parent input is gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box, inviting ratings on a five-star scale and an opportunity to provide text feedback.
- **Learning Coach Support**: Learning Coaches, most often parents, are provided ongoing support and opportunities to interact with other Learning Coaches during synchronous online webinars. Successful onboarding and continued support contribute to the success of the Learning Coach and student. Programs provided by Learning Coach Support are designed to make this process easier and give Learning Coaches the skills and resources needed to better support their students.
- **Regular Interactions with Pennwood Teachers, Counselors, and Other Support Staff**: Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. Pennwood will promote and support the significant role of parents by providing training for parents and multiple avenues for communication. Learning Coaches will complete an online orientation designed to

familiarize them with the important role they play in supporting their student as a learner. The Learning Coach Support team offers various resources and programs for Learning Coaches including:

- **Learning Coach Central** – This website accessed from the Learning Coach Home Page in the EMS provides multiple resource documents, video, and helpful links that support Learning Coaches in their role and in providing instructional support to their student.
- **Learning Coach Success Series** – Learning Coaches are invited to attend live webinars that equip them with the skills and knowledge they need to assist their students in the virtual school environment. Time for questions and answers is provided at the end of each presentation. Recordings are available following the live webinars. The webinar series consists of two types of webinars.
    - The *Getting Started in Virtual School* series offered to new Learning Coaches provides detailed information introducing Learning Coaches to the EMS. Topics relevant to planning and organization to best support students in the home environment are also presented. Additionally, Learning Coaches are introduced to course and lesson structure and are shown how to use the lesson content to guide their students to academic success.
    - The *Adding to Your Learning Coach Toolbox* series is offered to all Learning Coaches throughout the year. This series provides information and tips to engage students surrounding topics like student motivation, the learning process, subject-specific learning, and character development.
- **Learning Coach Community (optional)** – The School may choose to opt into an online, interactive, school-sponsored forum for Learning Coaches to communicate with one another. The Learning Coach Support team monitors Learning Coach interaction and posts timely information, school announcements and advice from seasoned Learning Coaches.
- ParentGuidance.org Courses (optional) - ParentGuidance.org provides access to 50+ direct instruction videos with easy-to-use information and application practices. Courses include: (1) Help with Your Child's Mental Health Development, (2) Help Managing Mental Health Symptoms, (3) Self-Help Courses for Parents, and (4) Featured Courses (child anxiety, depression, bullying, social media, addiction, and suicidality).

Additionally, Pennwood will host virtual Information Sessions while field trips will be an additional way of encouraging and facilitating community engagement.

Survey Results

Parents will participate in a formal annual satisfaction survey to help identify what the School is doing well and how the School can improve. An independent evaluator will conduct an independent parental evaluation that measures such items as parent satisfaction with the curriculum, teachers, and other aspects of the program. The independent evaluation results will be used to ensure effective parent satisfaction with the program as a whole and any areas of improvement. Faculty and administration will use these results to undergo continuous school improvement and focus on areas where improvement is needed. Parent satisfaction is key to monitoring success of the program to maximize each student's potential. In a 2021-22 survey conducted by Shapiro + Raj (an independent market research company) of students in Pennsylvania using the curricular program chosen by Pennwood, 96% of parents agreed their school's curriculum is high quality, 98% of parents were satisfied with the helpfulness of teachers, and 93% agreed their student is making good progress.

With Pennwood's intentional focus on college and career readiness and attention to developing well-rounded, global citizens, the Board believes the School's results will provide students and families with an exceptional level of satisfaction. The extended three-week C-Term and badging components will elevate the School from other cyber education programs and provide a unique culture for Pennwood families.

Real-Time Access to a Student's Education & Progress

The powerful Grade Book, embedded in the EMS, will enable parents to track progress daily, and to see up-to-the-minute information on grades, assessments, and overall lesson completion.

The EMS will allow parents, counselors, teachers, Learning Coaches, and students to work together in a safe and supportive environment. The EMS will allow communication with teachers and other students and families via secure email messages and message boards. LiveLesson sessions (with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing) will allow teachers and students to interact with one another in real time in a "cyber classroom." Threaded discussions on course-based message boards will also be used as appropriate by grade level to provide opportunities for collaboration and interaction. Curriculum-based assessments (CBAs), via telephone conversation or LiveLesson session, allow a quick and effective way to gather information on students' understanding of concepts.

All of these evaluation and communication tools described above will ensure Pennwood is accountable to all students and their families.

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

School Budget and Financial Records Review

Financial reports will be reviewed and discussed monthly by the Board. For additional assurances, the Board will hire an external accounting firm to conduct semi-annual agreed-upon procedures to review the School's financial records. Lastly, an annual audit will be conducted. The audit will be conducted by a different independent Certified Public Accountant selected by the Board in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by Pennsylvania and as required by the Annual Report filed August 1 of each year. The date of the annual independent audit will be determined by the Board's by-laws and articles of incorporation's and meet the state regulation. The School will be insured as required by law.

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

The School and the Board's Treasurer, in consultation with Pearson, will work together to create monthly and annual financial reports.

More detailed information on the topics of budget and financial records reviews is provided in Appendix S – Board Policies, specifically for Budget Planning, Preparation, and Monitoring Policy and the Financial Planning Policy.

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

System for Maintaining School Records and Disseminating Information

Student Record Policies

Pennwood will comply with applicable state and federal law with respect to the collection, maintenance, and dissemination of student records.

Pennwood will house and maintain its physical records at its proposed administrative facility. The School will fully comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Pennwood is committed to the protection of its students' education records and the personally identifiable information (PII) contained in those records.

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

Access to student information and data in the EMS is controlled by a central team of administrators, trained in FERPA, using a robust system of roles, permissions, and locations (school locations). Each user in the EMS is assigned a role that corresponds to the user's need to access student information and data to fulfill their professional responsibilities. Each role is made up of a subset of permissions that control what data the role has access to. The assignment of each user's roles at a school location limits the user's access to the permissioned data to only the students at that school location. All data accessed via EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.

FERPA

Release of Student Records with Consent

Pursuant to FERPA, the School will obtain written consent from the Caretaker or eligible student prior to releasing any education record or PII to any third party, unless the disclosure meets one or more conditions that permit schools to disclose PII or an education record without consent. The consent to 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.

FERPA permits schools to disclose, without consent, student education records to officials of another school or school system where the student seeks or intends to enroll. However, upon enrollment with Pennwood, parents will provide written consent for the release of their student's education records by signing the Charter School Student Enrollment Notification Form prescribed by the PDE, which specifically notes the parent's consent to the transfer of school records.

Release of Directory Information

The School may release Directory Information (currently defined by Pennwood as student name, city of residence, and student grade level) to third parties without consent, as permitted by FERPA. If a Caretaker or eligible student does not wish to have Directory Information disclosed to third parties, they may opt out of all disclosure of this information by indicating in the Annual FERPA Directory Notification, which is presented on the Caretaker "To Do" List upon a student's enrollment, and annually thereafter for all returning students. If families do not make a selection, then the School will not, without additional permission, disclose the Directory Information to third parties.

Release of Educational Records without Consent: Legitimate Educational Interest

The School may provide a student's educational records to third parties without consent as permitted by FERPA. Examples include disclosure to Pennwood school officials, including teachers and vendors employed by or under contract with the School for special education related services or other services, who the School has determined has a "legitimate educational interest", or the transfer of educational records to school officials of the student's new school upon request from the new school.

While FERPA is vast in its discussion of the review, amendment, and privacy rights related to education records, it does not speak to the retention and destruction of such records and does not include a records retention plan. Pennwood will develop a records management program and train school level Records Custodians (typically one of the administrative assistants) to address the creation, maintenance, storage, and final destruction of records in accordance with Pennsylvania and federal laws and regulations.

F. Describe your system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification (24 P.S. § 17-1748-A).

System for Maintaining Accurate Student Enrollment and Withdrawal Information

Pre-Enrollment

Pennwood will be open to all eligible students and will not 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. The School will regularly review the enrollment process procedures to ensure that all students, regardless of demographics or school district of residence, are progressing through the enrollment process efficiently and without bias.

As part of that process, Pennwood will provide parents with a clear and accurate picture of the virtual learning experience so they can make the most appropriate choices for their students. This may be accomplished through telephone conversations, emailed communications, and virtual information sessions. The school will strongly encourage families to review the School website, talk to enrollment team members, and attend a virtual information session webinar, explaining the benefits and importance of gaining a clear understanding of the School and what to expect.

Pennwood's admissions procedures will comply with IDEA (Individuals with Disabilities Education Act) 2004 and Civil Rights protections. More specifically, the School will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of IDEA and will comply with the same federal and state audit requirements as do other public schools in Pennsylvania.

Enrollment Notification

Pennwood will follow Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, Pennwood and the parent or guardian, will notify the student's school district of residence of the enrollment using the notification form developed by the PDE.

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

- Within seven days, the school district will notify Pennwood and the PDE that the student is not a resident and provide the basis for the determination.
- Within seven days of receiving the school district notice of non-residency, Pennwood will provide a response to both the school district and the PDE.

If Pennwood agrees that the student is not a resident of the school district, it will determine the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.

If Pennwood reconfirms that the student is a resident of the school district, it will indicate so in the response. The school district may then appeal to the PDE for a final decision.

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

Pennwood will also follow Section 1743-A(c)(d) of the Charter School Law. The CEO, or their designee, will make available upon request, electronically via email, the following information to each student's school district of residence:

- A copy of the charter
- A copy of Pennwood's application
- A copy of all annual reports prepared by Pennwood
- A list of all students from that school district enrolled in Pennwood

Pennwood will, upon request and prior to the student's first day, provide electronically via email, in the EMS, or via the School's website, the following information to the parent or guardian of a student:

- A list and brief description of the courses of instruction the student will receive. The list will be updated annually for each grade level in which the student is enrolled.
- A description of the lessons and activities offered online and offline.
- The manner in which attendance will be reported and work will be authenticated.
- A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.
- The meetings to be held during the school year between a parent or guardian and a teacher as well as those among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.
- The address of Pennwood and the name, telephone number and e-mail address of the CEO and other school personnel.

- A list of any extracurricular activities provided to the student.
- The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent or guardian.
- A list of all services that will be provided to the student.
- Copies of policies relating to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students.
- Information on:
    - Pennwood's professional staff, including the number of staff personnel and their education level and experience.
    - Pennwood's performance on the PSSA and other standardized test scores.
- Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by Pennwood. A parent or guardian will acknowledge, either in writing or electronically, the receipt of this information.
- A description of the school calendar including, but not limited to, the time frame that will constitute a school year and a school week, holiday, and term breaks.

Enrollment Process

The Board will contract with Pearson to implement and conduct the enrollment process on behalf of Pennwood, in accordance with enrollment and withdrawal policies and procedures adopted by the Board and reviewed by Board Counsel, consistent with local, state, and federal law. The enrollment policies will be reviewed by Board Counsel and approved by the Board as part of finalizing the school handbook.

A successful regionalized enrollment model will be used to provide dedicated support and customized services, including:

- Regular communication with school leadership on enrollment strategy and resolution of escalated issues.
- Pennsylvania-specific training for all enrollment and placement personnel as well as refresher trainings.
- Robust quality monitoring to make sure the services and support provided to Pennwood families and students are accurate and comprehensive so that staff supporting the School are acting as an extension of Pennwood's team.

Pennwood will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding students experiencing homelessness. The CEO or their designee will serve as the liaison for homeless students. Students who meet the definition of homeless will be enrolled without delay despite the inability to provide required documents, such as proof of residency. For the purpose of immediate enrollment, students awaiting foster care placement are considered homeless students.

Pennwood's admissions process will only require the following documents in the admission process:

- Proof of Residence: A deed, mortgage statement, rental agreement, utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, or DOT identification card to

verify residence in Pennsylvania. If a parent cannot provide this record, they will be asked to contact enrollment to seek assistance.

- Proof of Age: A birth certificate, notarized copy of birth certificate, baptismal certificate, notarized statement from the parent or another relative indicating the date of birth, or a valid passport, or a prior school record indicating the date of birth may be used. If the parent cannot provide any of these, they are asked to contact enrollment to seek assistance.
- Immunizations: A copy of the student's immunization record or exemption, 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.
- 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, and attesting to whether the student was previously or is presently expelled under the provisions of Section 1318.1. Students will not be delayed or denied enrollment based on the information contained in the sworn registration statement.
- Home Language Survey: Completion of a Home Language Survey is required for all students new to the School.

In addition to these requirements but not as a condition of enrollment, Pennwood will request:

- PDE Charter School Student Enrollment Notification Form: Parents will be asked to complete this form during the application process. Once the parent completes the initial enrollment process, this form is used to notify the resident district of the parent's decision to enroll their student at Pennwood.
- Academic Records: These documents may include unofficial transcripts, recent report cards, student schedules, IEPs and 504 plans to support course placement. These will not be a condition of enrollment and will be requested from the prior school upon enrollment.
- Student Registration Form: This is additional information to support the student's enrollment and course placement; failure to provide this information will not delay or prevent enrollment.
- Physical and Dental Forms: These may be requested but will not be required as a condition of enrollment in Pennwood.
- Custody Orders/Custody Agreements or Guardianship Authorization: In accordance with 24 P.S. §13-1301, 13-1302, Pennwood may require a resident to provide a custody document such as a dependency order or an affidavit for school enrollment when seeking to enroll a child. Custody documentation will not delay or be a barrier to enrollment unless required by state regulation.

Pennwood will maintain and post enrollment and admissions processes and procedures which comply with applicable law. The School will not charge tuition or have other admission requirements, except as otherwise provided in the Pennsylvania Public School Code.

Through its recruitment and enrollment guidance activities, Pennwood will regularly disclose full details about its program and encourage families to carefully consider its academic rigor and practical implications before applying. Pennwood will also provide tools (such as contact with other parents and contact with a School Counselor if desired) to help parents decide whether Pennwood is truly the right fit for their children and families.

Pennwood students who enroll in the School will remain enrolled through twelfth grade, unless there is a voluntary withdrawal, mandatory withdrawal pursuant to state law, expulsion, graduation, court-ordered placement, IEP team placement, or other applicable laws.

Pennwood will not encourage a student currently attending the School to disenroll from the School or transfer to another school for any reason.

Admission Methods and Eligibility Criteria

Specific state requirements for enrollment eligibility such as age of kindergarteners and age of beginners will be available for interested families on the School's website. The School will abide by all federal, state, and local policies and guidelines for student admission and will not impose admission requirements that are inconsistent with these policies and guidelines.

Students may withdraw from the School at any time in accordance with Pennsylvania law. Pennwood staff will work diligently to ensure a smooth transition. Once a student transfers from Pennwood, the School will notify the students' district of residence within 15 days following the withdrawal and will respond to a request for records in accordance with the Family Educational Rights and Privacy Acts (FERPA) and relevant Pennsylvania state law regarding student privacy and protection policy.

Prior to withdrawing, the Learning Coach and/or student will be encouraged to discuss with the School staff the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. This data will be recorded and will be reviewed by the CEO to continually reflect on the School's ability to serve families and students.

Students will be admitted in a non-discriminatory manner. Dedicated teams will support families extensively throughout the enrollment process to ensure that they have what they need throughout the process and understand the cyber charter school model.

Details on the lottery process are provided in Section V.2.C.

G. Describe plans to evaluate student performance.

Student Performance Evaluation

Assessments

Pennwood will adhere to state-established accountability measures, utilize Pennsylvania Classroom Diagnostic Tools (CDTs), administer state assessments, and follow proficiency measures defined by Pennsylvania policy and legislation. In addition, Pennwood will use well-established benchmark assessments like Renaissance STAR 360 (STAR) as well as its own internal assessment tools. The School's various assessments will combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. Pennwood will use assessments that are aligned with the curriculum, performance goals, and state standards.

Such assessment tools may include resources that accompany the text used in a course (i.e., checks for knowledge, unit tests, and topic test banks) and any assessments delivered via software. All assessment tools go through a multi-step evaluation prior to approval for course use. Tools are first evaluated by an Assessment Design team to determine their quality and appropriateness in regard to the following criteria: alignment with course content and standards; age appropriateness; reading ability; cognitive rigor (questions are measured against Bloom's Taxonomy and Webb's Depth of Knowledge); best practices for item creation (e.g., clarity, relevance, and plausibility of item and distractors); accessibility; and compatibility with the EMS assessment engine (ease of implementation).

Pennwood's assessment efforts will begin with a thorough placement process and progress review, including information gleaned from the initial administration of the online CDTs and Renaissance STAR assessments. The School will also utilize ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to review student progress over the school year. Teachers will be encouraged to use CDTs as needed throughout the school year to gauge student progress.

The tools outlined below will help guide each student's participation during the three-week C-Term as well. After evaluating performance and progress, students may be identified to participate in the Career Competency badge and state testing preparation while other students may be best served working on credit recovery and remediation efforts.

Pennwood will use the following tools to evaluate the performance and progress of students:

Benchmark Assessments: Pennwood will utilize a variety of benchmark assessments from Renaissance STAR selected for their appropriateness for grade levels 1-11. These assessments align with state standards and will be given to students in the fall, winter, and spring. STAR Assessments are computer-adaptive tests, meaning each student's testing experience is unique. When a student answers a question correctly, STAR automatically selects a more difficult item to be the next question. When a student answers a question incorrectly, the opposite occurs, and the next item is less difficult than the current one. The system understands how skills relate to one another—and that a student correctly answering advanced items doesn't need to be tested separately on the basic component skills. By adapting to students and eliminating unnecessary questions, STAR can accurately measure student performance and growth with fewer items and less time. Complete results are immediately available for educators via interactive, easy-to-read reports.[37]

Classroom Diagnostic Tools: The Pennsylvania Classroom Diagnostic Tools (CDT) 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. The untimed, computer-adaptive assessments focus on Literacy, Mathematics, or Science and include approximately 48-60 items.

CDTs provide information that is typically not identified through other types of assessments. CDTs focus on individual student growth by identifying strengths and weaknesses, and potential strategies to improve that learning. Benchmark assessments compare student understanding or performance against specific grade-level standards rather than taking a snapshot of student understanding. Combined, these assessments enable teachers to provide high quality, standards-based instruction that is differentiated for the needs of individual learners.

Ongoing Informal Assessments: Students engage in formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding that require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

Unit Assessments and Offline and Online Portfolio Assignments: Throughout each logical unit of study, students will be required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short-answer questions, essays,

[37] Source: https://www.renaissance.com/products/star-assessments/explore/

book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quick checks, quizzes, online practices, and unit tests. While the quick checks and quizzes may be brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Many online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of online and offline assessments.

Curriculum-Based Assessments: Pennwood will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts. Teachers conduct CBAs, via telephone conversation or through one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to validate a student's understanding of concepts against the collected formative data within the EMS and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work, pinpoint strengths and weaknesses in student mastery of concepts, and verify that student learning is on track.

Baseline Achievement Data: Whenever possible, standardized test results will be integrated into an incoming student's basic information in the EMS. Likewise, results for the Pennsylvania System of School Assessment (PSSA), Pennsylvania Alternative System of Assessment (PASA) and Keystone Exams that students take while enrolled at the School, which are proctored face-to-face at a physical location, are included in the EMS along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year and to inform course placement and instructional needs.

State-Mandated Assessments: Pennwood will be dedicated to meeting and exceeding all of Pennsylvania's grade level requirements. Students will participate in the PSSA, Keystone Exams, and all other assessments depending upon grade level, or course enrollment, as required by law. The School will set up in-person, proctored locations throughout the state, based on the geographic locations of the student population. While the teaching/learning center area may be enlisted as a testing site, most testing will occur at other locations. Testing sites may include locations such as hotel conference rooms, public library meeting rooms, local schools if available, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and will provide free parking.

Geographic population maps will be created to identify areas where testing sites are needed based on student population. Sites will be reviewed annually to adjust for an increase in student population. Students will be assigned to a testing center. If a family has transportation issues and is not able to make it to a testing site, the School will work with the family to make accommodations and may help with travel.

State Testing/Benchmarking

As a public school, students will participate in required state testing, including summative assessments such as the PSSA for ELA and Math in grades 3-8 and Science in grades 4-8; the Keystone exam for Literature, Algebra I, and Biology; and the PASA as appropriate.

As outlined above, the School will use formative benchmark assessments to measure student proficiency in reading and math and to obtain a scaled score that can be used to measure academic growth. Renaissance STAR 360 is a comprehensive pre-K–12 assessment suite that enables greater student growth as teachers lead students toward mastery of state-specific learning standards for reading, math, and early literacy. The computer-adaptive assessments identify areas of strength and

need in the student's learning profile and measure student growth during the school year to help formulate learning goals and monitor student progress.[38] Teachers will use STAR assessments, in addition to utilizing the Pennsylvania CDTs to diagnose, remediate, and extend learning for their students.

The Board will partner with its ESP to provide testing support. The ESP currently provides state testing services to 33 virtual statewide public schools, some of which have successfully administered state tests for over 20 years. State Testing Services will include maintaining and distributing a National State Testing Best Practices Manual to help facilitate the testing process. In addition, a State Test Plan will be developed each school year. The Test Plan will address the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations. The State Test Plan will also include a strategy to create an awareness and communication campaign for families, track student registration, participation, and make-up testing, all to help ensure that the 95% Accountability Rate testing requirement is met.

All staff members who serve as test proctors will be trained on Pennsylvania specific rules and requirements for testing. Training will be conducted synchronously by the School's Director of Data and Student Assessments with staff members at least two to three weeks before testing commences. Each staff member will acknowledge that they have been trained and understand the importance of maintaining test security. Tests and related materials will be kept secure at the school site or an approved designated location. Paper and pencil tests, when transported to students throughout the state, will be moved in locked cases (such as a locked suitcase or other device). A State Testing Team will support the School with online testing requirements and opportunities. Staff members will be trained on test security throughout the testing process by the School's Director of Data and Student Assessments. Results of these annual assessments will be reported by the State as well as communicated directly to parents when required by state law.

H. Describe how student development will be measured toward the school's overall learning goals and objectives.

Measuring Student Development

The table below provides a plan that identifies the measures that may be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. This includes assessments through the curriculum and current State-mandated assessments.

Grade Level	Measures Used to Indicate Progress	Frequency of Assessing
1-8	Renaissance STAR 360	Fall, Winter, Spring
9-11	Renaissance STAR 360	Fall, Winter, Spring
3-8	PSSA/PASA	Spring
9-12	Keystone Exams	Winter, Spring, Summer

Figure 16. Pennwood will use multiple methods for measuring student development throughout each school year.

Detailed descriptions of Renaissance STAR 360 were previously provided in this application.

[38] Source: https://www.renaissance.com/products/assessment/star-360/?int_content=int_web

Whenever possible, state standardized summative test results will be integrated into an incoming student's basic information in the EMS. Likewise, results for state standardized summative tests that students take while enrolled at Pennwood, which are proctored face-to-face at a physical location (throughout the state – tests are typically not proctored at the administrative facility unless it's a small group of students and they live close to the facility), will be included in the EMS, along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Information from these assessments will be provided to teachers during the school year as an indicator of the possible risk of a student who may be struggling academically.

In the case of Renaissance STAR 360 assessments, an analysis was conducted on the relationship between fall and winter assessment scores on these assessments and state test proficiency across multiple states. They identified particular score values which are associated with an elevated likelihood of the student failing a state assessment in the spring. Scores that fall within the two lower interquartile ranges of normative scores within the fall and winter will be highlighted for teachers as indicating a student may be at-risk. These values will be highlighted separately for teachers for math and reading.

As state assessment scores become available, students who have a score on that assessment from the prior year that does not meet established state standards for their grade level and tested subject will also be highlighted to teachers as indicating a student may be at-risk.

In the case of Renaissance STAR Early Literacy Assessments, students may be flagged for intervention using scores that map onto the three developmental stages (Emergent Reader, Transitional Reader, and Probable Reader).

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

How Student Evaluation Will Be Used to Improve Student Achievement & Attain Objectives

As mentioned earlier, whenever possible, state standardized test results will be integrated into an incoming student's basic information in the EMS. Likewise, results for state standardized tests that students will take while enrolled at Pennwood are included in the EMS, along with internal pre-, mid-, and post-test data. This data is used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Formative assessments provide educators with critical information about student progress and can be used to adjust the teacher's approach and the pace of instruction throughout the year. Formative assessments are often used as tools for uncovering opportunities for instructional intervention because they give teachers information about where additional practice and support may be needed. Research has shown that timely and specific feedback from formative assessments can enable teachers to make a significant impact on student learning.

In *Formative Assessment in Seven Good Moves* posted to the Association for Supervision and Curriculum Development (ASCD) website, Brent Duckor stated, "The research is clear: What teachers do in their classrooms matters. But which practices really make a difference?" John Hattie (2012) conducted an extensive meta-analysis, looking at 800 studies that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes."

Teachers will review assessment data as a regular part of their daily routine. Teachers will review unit tests and align CBA questions accordingly.

Teachers will review student progress on the benchmark assessments and student membership in various subgroups. During this review, teachers will note which students, in which subject areas, need additional assistance to achieve mastery. In addition, teachers will identify what a student must know to move forward in a course to be successful in the next course in the sequence. The instructional methodology depends on teachers' monitoring data sets that indicate if a student is or is not learning. These data sets guide teachers towards identifying a student's specific skill set that needs remediation. The tools within the EMS, such as the Student Performance Reporting for students in grades K–8, are helpful in showing alignment between assessments and the curriculum. With support from the administrative team, teachers will use that data to determine the difference between a whole group reiteration and a small group remediation. The School will also use this data to help determine additional instructional sessions. Students may be asked to participate in required tutoring sessions and/or supplemental programs to help build their foundation skills. Students who are excelling have the opportunity to participate in small group LiveLesson sessions as well as join the National Honor Society.

Additionally, teachers will spend several days of professional development, throughout the school year, learning how to look at and understand the data results. Teachers will use this data to drive instruction and identify at-risk students. Staff will meet regularly to evaluate students' progress and make changes as needed in the instructional program.

Managing and Interpreting Data

Teachers will access the Student Performance Reports that provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

At both the section and individual student levels, the Student Performance Reports can be generated displaying the essential skills and standards for a course and exactly where in the curriculum each standard and skill is assessed.

The Student Performance Reports will provide real-time student performance on each of the essential skills and standards based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be used to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing regarding each of the skills and standards for that subject and grade. This method enhances the multi-tiered instruction model; identifies essential skills and standards by subject/grade level; identifies where these essential skills and standards are assessed; adheres to the RTI model; provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; identifies the need for tiered interventions for non-mastered/proficient skills and standards; and identifies students' response to the implemented interventions.

Coordinating Professional Development to Improve Student Achievement

The CEO will coordinate professional development for teachers and staff to improve student achievement and to support the School Improvement Plan. With student performance as the ultimate measure of success, the School will engage in ongoing review and revisions of policies, processes, and systems, with improvements based on evidence analyzed and lessons learned. This is facilitated by a school year cycle of events focused on improving learner outcomes, including weekly school-based data reviews and SMART goal–focused teacher Professional Learning Community (PLC) meetings focused on student achievement. Monthly School Data Training sessions and PLCs will be used to process data,

review student outcomes, and share and discuss best practices. Periodic after-action reviews will focus on outcomes and lessons learned from major improvement initiatives, such as beginning of the school year onboarding of new families. At regular meetings, school leadership will be provided opportunities to reflect on Quarterly Metrics, School Goals, and School Improvement Plans – reviewing results, efforts related to those results, and ways to improve those continuous improvement processes and tools themselves. Assessment data is the main focus of this work; however, numerous other data types from multiple data sources will also be used.

In addition, the three-week C-Term will serve as a critical time to focus in on students most in need of individualized support, as students will be offered credit recovery and remediation opportunities. Pennwood staff will also be provided professional development specifically tailored to material covered during the C-Term, centered around improving career readiness and academic outcomes.

Section V.3 of this application outlines how the School will submit Pennwood's Teacher Induction plan for state approval prior to August 1, 2025. Since all teachers will be new to Pennwood in the first year, and some may be new to online instruction, the Teacher Induction Council will be responsible for planning induction and professional development for the first several years. The work of the School's Induction/Professional Development Committee and the report submitted to the state prior to August of 2025 will include all components as outlined in 22 Pa. Code, Section 49.17. This plan will be updated and provided to the Department for review every three years. Additionally, once the School's website is formally established upon charter approval and staff members are hired, the work of this committee will be made available on the School's publicly accessible website for a minimum of 28 days prior to submission.

Key to the success of any professional development plan will be the analysis of teacher and student needs. Therefore, within their first year of planning, the Induction/Professional Development Committee will be charged with reviewing and assessing the needs of teachers as identified during early professional development opportunities and PLCs.

J. Describe how the school will evaluate your language instruction educational program for English Learners to ensure that they are making progress in both learning English and mastering academic content.

Evaluating the Language Instruction Educational Program for English Learners

A school-based team consisting of the ESL Lead Teacher, student's content teachers, and the parent/guardian will evaluate English Learner students as they progress and decide whether the student continues to require ELD instruction. Multiple factors are considered in the evaluation process, including current ACCESS for ELs®, or other state-required annual assessment testing results, academic performance, state test results, teacher feedback, and parental input. Pennwood will follow the state procedures for reclassifying EL students.

If the team determines that the student meets criteria for reclassification, is English proficient, and can successfully perform in classes without significant language support, they will be reclassified as Former ELs (FELs) and moved to the monitoring stage. The school will actively monitor EL students for academic progress using state-specific criteria for two years after exiting the program and will monitor students for an additional two years after the active monitoring phase.

If additional supports are provided and deemed necessary as a result of struggling academically related to language barriers, a Former EL student may be re-designated as an active EL student. Re-designated students will be re-enrolled in the LIEP. Pennwood will closely monitor the re-designated student's progress. For example, for re-designated elementary grade students, the School's EL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle

school and high school, the EL team pays particular attention to the list of students who are in "escalation" status. Re-designated students must meet state criteria to be reclassified as a FEL student, and once reclassified, will begin the monitoring process after the second reclassification.

I.5 School Community

Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.

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

School Relationship with Community

As a statewide cyber charter school, Pennwood will seek to form deep relationships with community organizations across the state. The support of community organizations will be essential to the success of Pennwood. The Board has prioritized creating and sustaining partnerships with organizations that complement the School's mission. The Board has received support throughout the Commonwealth for its educational plan (see Appendix G, Sustainable Support). In fact, Pennwood has received statements of support from over 700 individuals and entities located in 100% of Pennsylvania counties, 67 out of 67 counties. Pennwood also held 12 in-person information sessions across the state to help inform interested students and families about this unique educational model, as well as making an online version of its presentation available through its website, https://www.connectionsacademy.com/pennwood-cyber-charter-school/. Pennwood will continue to develop community connections via its website even after the application is submitted. The School will continue to take full advantage of valuable community partnerships to ensure that the School reflects the needs and wishes of regional communities.

The School will actively seek out community organizations to partner with and provide real connections among students and the community. Pennwood also seeks to form a positive and ongoing relationship with Central York School District where the administrative facility will be located, as evidenced by the Board President's letter, email, and invitation to meet with Dr. Peter J. Aiken, Superintendent of Central York School District. Information was provided to educate and inform organizations about Pennwood's unique school model and to find opportunities to work together. The Board plans to continue these discussions after the School has been approved and identify specific activities in which students may participate.

Students will have the opportunity to participate in regular field trips and outings facilitated by School staff and Community Coordinators – parent volunteers whom Pennwood supports in organizing such activities for families who live nearby. Field trips may include visits to the following (note, this is a sample list only and final field trip locations will be chosen based on geographic locations of students and alignment to academic objectives:

- The Franklin Institute
- Carnegie Science Center
- Whitaker Center for the Arts
- iFly Indoor Skydiving
- Potomac Heritage National Scenic Trail
- Allentown Art Museum

- Museum of Indian Culture
- Pioneer Tunnel Coal Mine and Steam Train
- Kings Gap Environmental Education Center
- Brandywine River Museum
- First National Bank Museum
- Bucks County Civil War Round Table Library Museum
- Fort Necessity National Battlefield
- The Allegheny Portage Railroad National Historic Site
- Gettysburg National Military Park
- The State Museum of Pennsylvania
- Bartram Garden
- Bucks County Childrens Museum
- Children's Museum of Pittsburgh
- Colonial Pennsylvania Plantation
- Daniel Boone Homestead
- Discover Space, State College
- Erie Zoo and Botanical Gardens
- Frick Art and Historical Center
- Herr's Snack Factory Tour
- Johnstown Children's Museum
- Lehigh Valley Heritage Museum
- Ned Smith Center for Nature and Arts
- Pennsylvania Academy of Fine Arts
- Pennsylvania State Capitol
- Punxsutawney Weather Discover Center
- Valley Forge National Historical Park

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

Parent Involvement in the School's Mission

Parent involvement is significant to the cyber learning model in support of the School's mission to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and career skill development. There are many benefits to parent involvement in education. Parent participation in a child's education can lead to improved grades and test scores, higher graduation rates, and greater enrollment in post-secondary education.

Parents are crucial to the planning process of the School, as well as its operation. The skills and interests of parents will be leveraged as part of the career skill development program. The School will invite parents to share their talents during field trips and other sessions that will help to support the School's mission of career skill development. Interested parents have already played an important role in encouraging the formation of the School and will remain involved leading to the School's opening. Parental feedback is also an important hallmark of the School's outreach and information sessions in the community. Pennwood will take full advantage of this valuable communication with families to ensure that the School reflects their unique needs and creative ideas.

The table below lists the information sessions held through the end of August to inform and engage parents and the community about Pennwood. The School hosted both in-person information sessions as well as a virtual information session available online prior to submitting the cyber charter school application. Information sessions will continue through August 2024 to assist enrolling families.

Calendar of Parent and Community Information Sessions		
Date	**Time**	**Location**
8/2/22	3:00 p.m.	The Mall at Robinson Center, 100 Robinson Drive Pittsburgh, PA
8/3/22	9:00 a.m.	Starbucks at 202 6th Street, Pittsburgh PA
8/4/22	3:00 p.m.	Denim Coffee, 1 South Hanover Street, Carlisle, PA
8/11/22	12:30 p.m.	Panera, 1500 Camp Hill Mall, Camp Hill, PA
8/12/22	9:00 a.m.	Starbucks, 1 Lincoln Square, Gettysburg, PA
8/13/22	3:30 p.m.	Panera, 3301 Bath Pike, Bethlehem, PA
8/15/22	5:30 p.m.	Starbucks, 5116 A Jonestown Road, Harrisburg, PA
8/18/22	11:30 a.m.	Panera, 40 Noble Boulevard, Carlisle, PA
8/22/22	2:00 p.m.	Dunkin Donuts, 2201 Penrose Avenue, Philadelphia, PA
8/23/22	11:00 a.m.	Starbucks, 3401 Walnut Street, Philadelphia, PA
8/30/22	9:00 a.m.	Starbucks, 303 Arsenal Road, York, PA
8/30/22	11:00 a.m.	Panera, 1221 Carlisle Road, York, PA
7/8/23	8:00 a.m.	Starbucks, 1903 Sproul Road, Broomall, PA
7/11/23	1:00 p.m.	Subway, 26 South Market Street, Selinsgrove, PA
8/10/23	1:30 p.m.	Standing Stone Coffee Company, Huntingdon, PA
8/10/23	3:00 p.m.	Coffee on 3rd, Duncansville, PA

Calendar of Parent and Community Information Sessions		
Date	**Time**	**Location**
8/10/23	4:00 p.m.	Starbucks, Ebensburg, PA
8/11/23	8:00 a.m.	Hebrew's Coffee Company, Bedford, PA
8/11/23	9:00 a.m.	Clugston's Market and Café, McConnellsburg, PA
8/18/23	9:00 a.m.	McDonald's, Hallstead, PA
8/18/23	11:30 a.m.	Grateful Roast Coffee and Espresso, Clarks Summit, PA
8/18/23	1:00 p.m.	Jolly Trolley, Dushore, PA
8/18/23	3:00 p.m.	PB&J Bar, Danville, PA
8/30/23	11:30 a.m.	Nico Luciano's, Ellwood City, PA

Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers.

Parents may participate in Pennwood in many ways, including:

Parents Involved in Planning the School: Parents of prospective students were offered multiple ways to provide input on the planning of the School prior to this application being submitted. Parents were invited to attend multiple Information Sessions and to communicate to the Board feedback on the School's unique badging program.

Parent Representation on the Board: The Board would consider any Pennwood parent interested in joining the board. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll. Parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.

Ad hoc Board Committees: Parents may serve on ad hoc groups convened by the Board to focus on particular issues such as community partnerships or neighborhood outreach.

Public Comment: Parents may make public comments at public board meetings.

Community Coordinators: The parent Community Coordinators play a critical role in the School by contributing to a vibrant and active school community to serve the needs of families distributed across a wide geographic region. The Community Coordinators provide an important communication link between families and the School. Community Coordinators and staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities for students.

Parent Club: Parents can also join an exciting club that brings together parents of prospective students who reach out to their local communities to spread the word about Pennwood and provide support and encouragement to parents.

StarTrack and Course Ratings: As mentioned previously, parent input will be gathered on an on-going basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, there is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback.

The School will promote the significant role of parents by providing training for parents and multiple avenues for communication. As part of the GSM, students and Learning Coaches will complete an online orientation together. The orientation course is designed to familiarize them with the important role they play in supporting their student as a learner. Research shows that students are more successful when parent and students complete these sessions and engage with the platform[39]; therefore, teachers will closely monitor completion of the course. The Learning Coach Support team offers various resources and programs for Learning Coaches including:

- **Learning Coach Central** – This website accessed from the Learning Coach Home Page in the EMS provides multiple resource documents, video, and helpful links that support Learning Coaches in their role and in providing instructional support to their student.
- **Learning Coach Success Series** – Learning Coaches are invited to attend live webinars that equip them with the skills and knowledge they need to assist their students in the virtual school environment. Time for questions and answers is provided at the end of each presentation. Recordings are available following the live webinars. The webinar series consists of two types of webinars.
    - The *Getting Started in Virtual School* series offered to new Learning Coaches provides detailed information introducing Learning Coaches to the EMS. Topics relevant to planning and organization to best support students in the home environment are also presented. Additionally, Learning Coaches are introduced to course and lesson structure and are shown how to use the lesson content to guide their students to academic success.
    - The *Adding to Your Learning Coach Toolbox* series is offered to all Learning Coaches throughout the year. This series provides information and tips to engage students surrounding topics like student motivation, the learning process, subject-specific learning, and character development.
- **Learning Coach Community (optional)** – The School may choose to opt into a program that provides an online, interactive, school-sponsored forum for Learning Coaches to communicate with one another. The Learning Coach Support team monitors Learning Coach interaction and posts timely information, school announcements and advice from seasoned Learning Coaches.

Parents are key components of supporting the mission of Pennwood. Parents will have the opportunity to participate in regional Facebook pages, and during the three-week C-Term, parents and students will participate in community-oriented activities (field trips, community meet ups, etc.) as part of the program. Through formal and informal channels from field trips to surveys, parents have an avenue to provide feedback and input. This ensures that the School will be on a cycle of continuous school improvement and that all stakeholders are valued. The School will draw upon the deep and diverse community connections represented on the Board, whose members represent business and education entities across the state and beyond, to ensure that students have multiple opportunities to benefit.

[39] Source: Ricker, G. Belenky, D., & Koziarski, M. (2021). Are parents logged in? The Importance of parent involvement in K-12 online learning. Journal of Online Learning Research, 7(2), 185-201.

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

Parent Complaint Procedures

The process for resolving community, parental, and other public complaints is documented in the draft School Handbook to ensure concerns and complaints are addressed in a timely manner. Students and/or their parents/guardians may file formal written reports regarding any suspected prohibited behavior by completing the Report of Bullying, Aggressive, or Other Prohibited Behavior Form, found in the My School Section of the Virtual Library (located in the EMS). Reports may be filed with any school staff member or administrator, and they are promptly forwarded to the CEO for review, investigation, and action.

Students and/or their Learning Coach/Caretaker may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, CEO, Title IX Coordinator, or other school personnel. Informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the Report of Bullying, Aggressive, or Other Prohibited Behavior Form. The school staff member and/or administrator to will promptly forward the report to the CEO for review, investigation, and action.

More detailed procedures are outlined in Appendix V, Draft School Handbook, section 9.5 Grievance Process for Caretakers.

D. Describe how you will communicate effectively with language minority communities through translation and interpretation of information.

The population of Pennsylvania is diverse, and languages include Spanish, Chinese, Yiddish, Pennsylvania Dutch, and German, among others. According to Data USA, the most common foreign languages spoken in Pennsylvania are Spanish (634,935 speakers), Chinese (including Mandarin and Cantonese) (90,890 speakers), and Yiddish, Pennsylvania Dutch or other West Germanic Languages (73,540 speakers).[40] The primary language spoken at the School will be English.

Pennwood will partner with vendors to provide families with written and oral translation services, as needed. During the enrollment/registration process, parent-teacher conferences, and special education and related services meetings the School will use Straker Translations to provide interpretation services to families, as well as when other meetings or conversations are needed. School staff will be able to request written translations for important WebMail communications, class communications, and other relevant resources.

A Learning Coach or Caretaker may request documents to be translated in their primary language, including but not limited to report cards, student discipline policies and procedures, grievance procedures, non-discrimination statements, and school handbooks. Requests for translations will be provided within a reasonable time in conjunction with the circumstances under which the request is made.

[40] Source: https://datausa.io/profile/geo/pennsylvania/

I.6 Extracurricular Activities (Athletics, Publications and Organizations)

Explanation: Identify organized activities that complement the mission of the cyber charter school and the programs in the students' school districts of residence.

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

Program of Extracurricular Activities

Clubs and Activities

Pennwood will offer students access to student-to-student interactions through a Global Clubs and Activities program. As an integral part of Pennwood's proposed academic program, students will be offered access to a wide range of nationally facilitated virtual clubs and special events throughout the school year. Clubs are co-curricular and teacher facilitated. Clubs and activities are facilitated by local school staff, national school staff, or certified staff from the ESP depending upon the club. Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades. Clubs require caretaker sign-ups and last throughout most of the school year. Single-occurrence Pop Up Events that range in subject matter with no sign-up required are offered about ten times a month from October to May.

The following provides a sampling* of some of the clubs the School plans to offer during the 2024-25 school year, though specific clubs do change from school year to school year based on analyzing student interest and feedback:

- Art Club is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6-12)
- Arts and Crafts encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: K-5)
- Chess Clubs: Introduction and Advanced members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster in the advanced club, and an end-of-year tournament for all skill levels. (Grades: K-12)
- Conversation Corner is new for the 2022-23 school year; this club is a supportive community for students with diverse learning styles and speaking proficiencies. Students form an inclusive, safe, structured environment for all learners and beautiful brains to communicate on microphone during live sessions and discussion areas. Connections are made through shared experiences, facilitated by speech language pathologists. (Grades: 6-12)
- Debate Club members learn best practices and put them into practice during LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6-12)

- Drama Club members participate in several aspects of theater, including history, performance, stage management, and different themes. Students can share their activities from the club course and participate in acting exercises during biweekly LiveLesson sessions. Students can also collaborate on the Message Boards to create projects and perform together.
- E-sports Team members participate in monthly LiveLesson sessions to enjoy interactive lessons in the surprising history, impressive present, and exciting future of E-sports. Students will also have the opportunity to get involved in E-sports League tournaments throughout the year where featured games are Rocket League (6-12), and Valorant (9-12 with caretaker approval), in addition to learning about marketing, shoutcasting, and other roles related to E-sports. Members are not required to play the game. (Grades: 6-8 & 9-12)
- Gaming and Technology Clubs allow students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: K-5, & 6-12)
- Global Trek members are immersed in tips for traveling to all the continents of the world, including the culture and geography of different countries. Students can share their activities from the club course during biweekly LiveLesson sessions, and they can also collaborate on the Message Boards to discuss traveling and opening their world to new experiences and cultures. (Grades: 6-12)
- Kindness Club members inspire each other to build up virtual students from around the country and world, and complete regular challenges to scatter kindness throughout their communities. (Grades: K-5)
- Leadership Club members learn valuable leadership skills through monthly LiveLesson sessions. They also put their new skills to good use through special opportunities as student leaders. Students who complete enough activities can earn a Leadership Certificate. (Grades 6-12)
- Movement Club is for students who want to get a workout in between classes and after completing their schoolwork. Students explore and share different techniques to promote movement through an active Message Board and LiveLesson sessions. (Grades: K-12)
- Science Sleuths members put on their raincoats and investigate weather's wild side, with a focus on the weirder side of science by following along with fun, hands-on activities from the club course that will leave them scratching their heads! Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K-5)
- Writers' Oasis provides a virtual environment where students can work collaboratively and individually to write original stories and poetry in all genres of fiction and non-fiction, and publish work on *The Monitor* blog. Students will be provided the opportunity to share their writing and favorite books during LiveLesson sessions. Students can use the Message Boards to offer insight on student writing samples, create collaborative stories, and discuss various literary works or authors. (Grades: 6-12)

The following provides a sampling* of some of the Pop Up Events Pennwood plans to offer during the 2024-25 school year, though specific events vary from school year to school year based on analyzing student interest and feedback:

- Amazing Animal Migrations, K-12
- Amazing Machines, K-12
- Back to School Kickoff, K-12
- Bring Your Pet to School, K-12
- Clubs & Activities Pep Rallies, K-12

- Celebrating Language and Culture Series, K-12
- Celebrating Percussion Instruments All Around the World, K-12
- Debt-free Degree, 6-12
- Elementary Storytelling Series, K-5
- Fashion: What Does it Mean to You? K-12
- Glow in the Dark Science: All About Bioluminescence, K-12
- Gross Science, K-12
- Hour of Code, K-12
- May the Fourth Be With You: Star Wars Pop Up, K-12
- Money Smarts, 6-12
- Mysteries of Math, K-12
- Photography Showcase, K-12
- Pride Snack & Chat
- Rescued Animals Virtual Field Trip
- Snack & Chats
- STEAM Pop Ups
- Talent Show
- Virtual Art Field Trip
- What's Cooking?
- Yarn Enthusiasts
- Young Leaders

*Specific club and pop-up offerings are subject to change.

Field Trips

Students and families at Pennwood will benefit from educational, face-to-face field trips to provide opportunities for students to interact face to face. School staff members, in coordination with parent volunteers, will facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Pending local health conditions and state/local regulations, students will have the opportunity to participate in regular field trips and outings to various regional areas as well as during the C-term. The School will offer a wide range of field trips. Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the region. Families may attend and participate in Learning Events with their student and may also suggest potential field trip locations to the School.

The Board understands that charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association. The flexibility of Pennwood's program allows for extracurricular activities; current students in cyber schools are participating in Olympic-level sports, professional acting, pageants, and political activism. Students with an IEP or Section 504 Plan will be provided necessary accommodations services to participate in field trips.

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

Student Participation in Extracurricular Activities within School Districts

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

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

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

Pennwood will endeavor to work with local school districts to promote the district's extracurricular activities to Pennwood's students. The School will pay the reasonable incremental costs incurred by these districts if students do participate to encourage expansion of the students' community. Students with an IEP or Section 504 Plan will be provided necessary accommodations and services to participate in extracurricular activities within the school district.

I.7 Technology Support

A. Describe how the school will use technology and the Internet to provide a significant portion of its curriculum and to deliver a significant portion of instruction.

How the School Uses Technology & the Internet

Pennwood plans to contract with Pearson for the use of its proprietary Educational Management System (EMS). The EMS is a combination of a learning management system, student information system, and communication tool that enhances all aspects of an online school from curriculum, human resources, teaching/learning, to evaluation. The EMS creates a rich, vibrant online classroom experience that allows parents, teachers, and students to work together in a supportive and secure environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents can access the EMS online 24 hours per day. Email and chat are securely located within the EMS. Students, parents, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

The EMS integrates key functions and services that are critical to maximizing the academic experience and performance of enrolled students for both the education program and school operations. Pennwood will have personalized access to the EMS through the creation of a branded registration page, login page, and EMS menu bar. The EMS allows teachers, students and parents to:

- View daily, weekly, and monthly schedules at a glance;
- Access all lessons and course assignments;
- Monitor progress through an up-to-the-minute Grade Book;
- Receive alerts and communicate through secure email messages;
- Communicate with teachers and other students and families via message boards; and
- Provide ratings and written feedback about specific lessons and overall learning experiences.

The EMS allows parents, counselors, teachers, Learning Coaches, and students to work together in a safe and supportive environment.

LiveLesson sessions will allow teachers and students to interact with one another synchronously in a cyber classroom. Teachers will use the LiveLesson tool regularly to convene groups of students together to focus on particular learning topics and may also use LiveLesson for independent student work groups to collaborate on activities, via chat, electronic whiteboard, and shared web surfing. In addition, teachers will collaborate synchronously with students and Learning Coaches through phone calls to discuss learning and conduct Curriculum Based Assessments (CBAs).

Threaded discussions on course-based message boards are also used as appropriate by grade level to provide opportunities for collaboration and interaction among students. In addition, courses will incorporate graded asynchronous online discussions which are required for all students. This tool creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a “real-world” audience.

To ensure equitable access for students, Pennwood will provide a laptop for all students, a printer, and Internet subsidy to each family.

Given the balance of modes and media for learning at Pennwood, actual time spent working online for students will vary according to each student’s developmental level, learning needs, and learning styles. Students in grades K-5 may spend 15-30% of their school day online; students in grades 6-8 may spend about 50-75% of their school day online; and students in grades 9-12 may spend 75+% or more of time online.

Since the majority of the work is done offline for students in grades K-5, including reading books and writing, students will have a flexible schedule. Pennwood will provide 975 hours per year of instruction for students in grades K-5 (due to the additional three weeks of the C-Term). For students in grades K-5, between 15% and 30% of the school day will be centered on interactive online courses.

Students in grades 6-8 will be provided with a prescribed schedule, although students may work with teachers as needed to create more accommodating schedules. About 50-75% of the school day will be centered on interactive online courses. Pennwood will provide 1,170 hours of instruction per year (more details below).

When students move into grades 9-12, they will maintain their prescribed schedule. Again, students may work with teachers to create modified schedules. About 75+% of the school day will be centered on interactive online courses. Although the hours of instruction per week may vary, Pennwood will 1,170 hours of instruction per year at the secondary level (see below).

As mentioned previously under the school calendar section, students will attend school for 195 days, for a total of 975 or 1,170 hours annually based on grade level (see required instructional hours below).
Grades K – 5 = 975 hours (25 hours per week, recommended 5 hours per day)
Grades 6 – 12 = 1,170 hours (28 hours per week, recommended 5-6 hours per day)

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

How Effective Use of Technology Will Improve Student Engagement and Achievement

Pennwood's use of the EMS will enable multiple avenues of technology-facilitated improvements for both student engagement and achievement. In addition, each student will receive a laptop and access to a printer and Internet subsidy, ensuring equitable access to technology.

Multi-tiered Instruction

The School employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Targeted Instructional Supports, and Tier III Intensive Instructional Supports. Student Support teams (SST) meet regularly to develop an intervention plan and strategies for improvement for students who need more frequent, targeted learning support.

Intervention Indicators

Intervention Indicators are displayed in the EMS to facilitate a teacher's identification of students who may need additional instruction or intervention in math, reading, or both. Additionally, teachers can run performance reports through the EMS. This method accomplishes the following:

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

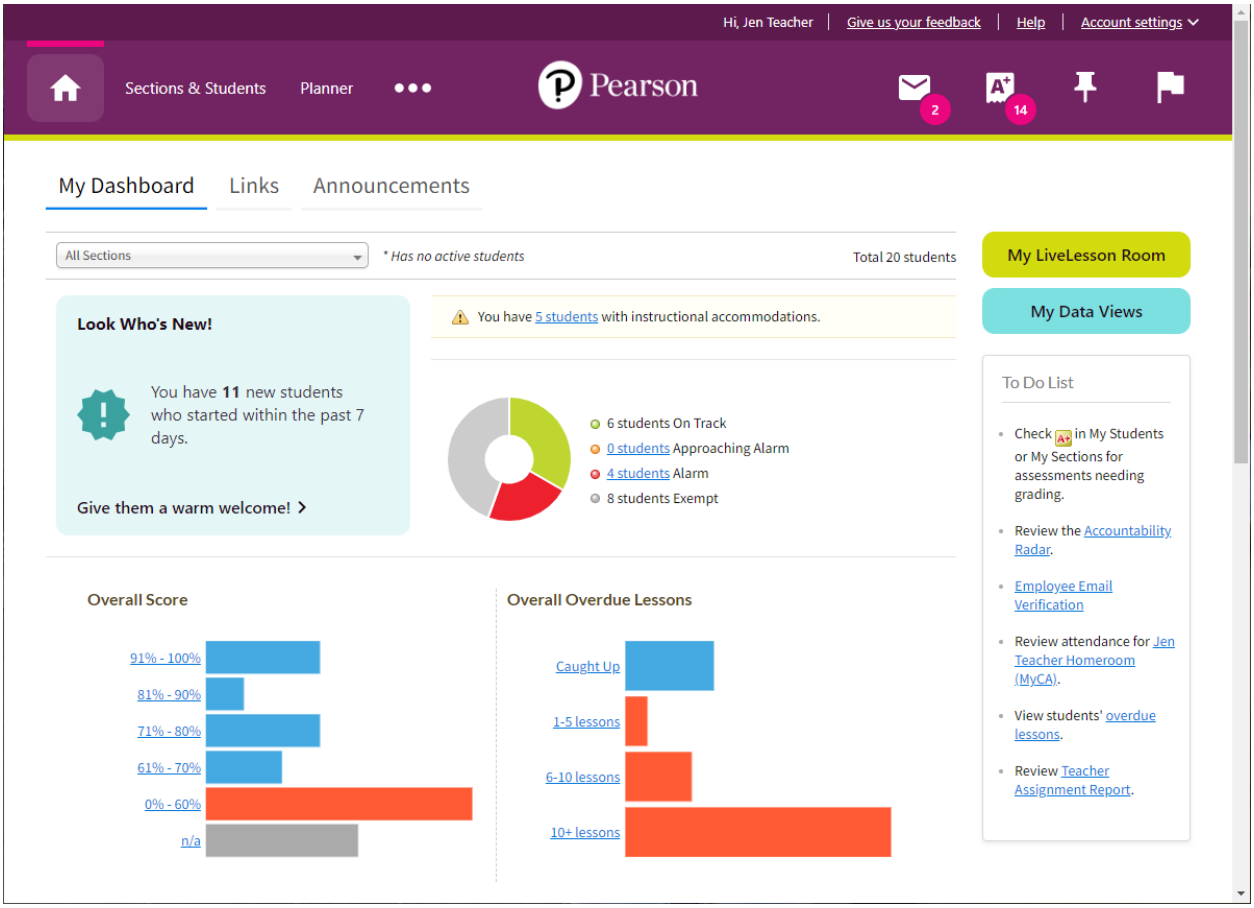


Figure 17. The Teacher Homepage enables teachers to easily identify students who may need additional instruction or intervention.

As student performance data becomes available, analysis will be performed using current and prior data to identify trends for each performance indicator. Once performance trends are identified, they will be reviewed to determine if any trends are considered "challenges." Trends and priority performance challenges will be captured. Pennwood staff will analyze root causes and set performance targets, improvement strategies, and interim measures and benchmarks.

To improve student engagement through technology, Pennwood students will have access to virtual classrooms through a real-time, interactive web conferencing tool called LiveLesson. LiveLesson sessions allow teachers to work synchronously and directly with students using video, voice-over IP, electronic whiteboard, and shared web surfing. These sessions are also recorded so students can watch again if needed. This live support encourages engagement and is a direct reflection of formative assessment that indicates to the teacher where additional efforts may be needed to help students master the content. Teachers document all synchronous contact with a student within the student's Log in the EMS.

In addition to LiveLesson sessions, students will also engage in Virtual Laboratories with a variety of lab experiences, including the following:

- Hands-on
- Virtual lab simulations
- Collaborative
- Video demonstration labs

All of this takes place within a school culture of continuous improvement driven by high expectations for all stakeholders, from students to school leaders. With student performance as the ultimate measure of success, the School will engage in ongoing review and revisions of policies, processes, and systems, with improvements based on evidence analyzed and lessons learned. Additional school improvement efforts are facilitated by a school year cycle of events focused on improving learner outcomes, including weekly school-based data reviews and goal-focused teacher Professional Learning Community (PLC) meetings focused on key processes from Welcome Calls to regular Curriculum-Based Assessments. Monthly School Data Training sessions and PLCs will be used to process data, review student outcomes, and share and discuss best practices. Periodic after-action reviews will focus on outcomes and lessons learned from major improvement initiatives, such as beginning of the school year on-boarding of new families.

At quarterly and annual meetings, school leadership will be provided opportunities to reflect on Quarterly Metrics, School Goals, and School Improvement Plans: reviewing results, efforts related to those results, and ways to improve those continuous improvement processes and tools. Assessment data is the main focus of this work; however, numerous other data types from multiple sources will also be used.

The EMS facilitates the School's self-assessment and continuous improvement in support of helping to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and practical career skill development. The EMS will store all needed data about students, their attendance, and their performance. This data will be accessible for viewing by appropriate school staff, teachers, and parents/guardians on a moment-by-moment, day-by- day basis. Universally used, platform-specific tools such as the Issue Aware (IA) ticketing system ensure high levels of accountability, transparency, stakeholder involvement, and communication. The EMS provides a myriad of tools for continual capture and strategic analysis of data about student learning. Data will be used for formal reporting to various stakeholders on the students' and the School's instructional progress.

Parents (and Learning Coaches if the Learning Coach is not a parent), teachers, and students will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect to assessments will be the detailed feedback that will be provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles.

Pennwood will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

C. Describe the technical support that will be provided to students and parents and procedures for equipment and repairment/replacement.

Technical Support for Students and Parents

Students, parents, and staff can access extensive application and technical support through on-line Help (in the EMS) and live phone support via ESP-provided Support Services to families and staff. Procedures for contacting the Support Services team are shared during the onboarding process and are posted for families and staff in the EMS.

In addition, numerous online resources will be provided for parents, students, and staff. The extensive Online Help system is searchable and easy to use. It contains a wide array of how-to topics about:

- Using features of the EMS

- Troubleshooting problems with a student's computer
- Using the software on a student's computer

An online detailed training will be available that is interactive and engaging. It covers topics such as:

- Helping students be successful in a virtual school
- Staying organized
- Curriculum differences across grade levels
- Using the EMS

Procedures for Equipment and Repairing and Replacing Technology

When a student enrolls, the appropriate equipment and technology will be ordered through the EMS. A loaner laptop with preloaded software, necessary to fully access and support the chosen curriculum, will be sent to the home, along with a Computer Setup Guide with instructions, contact information for technical support, and detailed information regarding the equipment.

Computer repair and/or replacement is covered through the Statement of Agreement with the ESP on a limited basis, referred to as computer risk assumption. Inventory warehouse management currently provides services in support of virtual public schools in 25 states. These services incorporate replacement needs as part of the comprehensive computer technology offering for students.

A Customer Service Technical Support Team will support families with troubleshooting repairs and replacement of technology. Sufficient stock is available to provide replacement equipment to minimize any learning downtime for students. If replacement is needed, the order is placed immediately and often shipped on the next business day.

Several proprietary technology workflows will be used to expedite and streamline the process. Detailed quality assurance policies are in place for new and returned equipment to ensure each student receives a clean image when their equipment arrives. All protective packaging and form-fitting foam insulation for all computer shipments will be provided to minimize in-transit damage allowing for round trip protection for equipment. A sufficient safety stock (inventory reserves) will be maintained for exchanges and repairs throughout the school year.

D. Describe the policies and procedures for ensuring the acceptable and appropriate use of technologies, student Internet safety and privacy, and cybersecurity measures that will guarantee the confidentiality of data.

Policies and Procedures for Acceptable and Appropriate Use of Technologies

The school will use an Education Management System (EMS) that is both an LMS and CDS. The EMS is the platform for organizing and supporting the entire educational environment for the School. The EMS is a suite of web-based software that delivers assignments and tracks activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. The EMS operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring an unprecedented level of engagement with a protected technology environment. The EMS is continually updated and improved upon for the success of schools and families. All new releases and updates of the EMS are automatically provided.

The EMS is a combination of a learning management system, student information system, and communication tool that enhances all aspects of an online school from curriculum, human resources, teaching/learning, to evaluation. The EMS creates a rich, vibrant online classroom experience that allows parents, teachers, and students to work together in a supportive and secure environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents can access the EMS online 24 hours per day using a username and password. Email is securely located within the EMS. Students, parents, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

Each student is provided with a unique login name and password for access to the EMS, and each student can change their password. Users who have forgotten their password can click "Forgot Your Password" on the login page. They will be prompted with a security question and, if answered correctly, will receive an email to their personal email address that the parent provided during enrollment. The email will contain a link to change their password.

The EMS integrates key functions and services that are critical to maximizing the academic experience and performance of enrolled students for both the education program and school operations. Pennwood will have personalized access to the EMS through the creation of a branded registration page, login page, and EMS menu bar. The EMS allows teachers, students and parents to:

- View daily, weekly, and monthly schedules at a glance;
- Access all lessons and course assignments;
- Monitor progress through an up-to-the-minute Grade Book;
- Receive alerts and communicate through secure email messages;
- Communicate with teachers and other students and families via message boards; and
- Provide ratings and written feedback about specific lessons and overall learning experiences.

The EMS allows parents, counselors, teachers, Learning Coaches, and students to work together in a safe and supportive environment.

Students are provided with access to the EBSCOhost database to support research needs. They can also use other tools, such as local libraries and the Internet to complete their research. The i-SAFE course teaches students how to research online safely, including the safety protocols needed to work and learn in an online environment. In addition, Pennwood's courses include a variety of instructional resources in the course content, including Teachlet proprietary instructional movies, peer model instructional videos, and more than 1,000 primary source and instructional videos. Integrated iText electronic textbooks are licensed from a variety of leading publishers including Savvas, McGraw Hill, and others, while non-proprietary technology-based content is licensed from "best of breed" providers such as BrainPOP, Cricket Media, Grolier Online™, and Study Island.

Students complete research throughout the curriculum. Some research is focused on a specific topic, while other research opportunities allow students to select their topic. Initial research opportunities provide specific topics to allow students to focus their attention and their research. As they progress through the course, the topics will become more general allowing students to identify their topics and practice their research skills from within the course.

Students will use multiple research methods. First students will practice identifying quality articles for research. This will include identifying the author, the age of the article, the quality of the website or journal the article is printed in, and other elements. Students master the identification of quality writing before researching on their own. Then students will have opportunities to evaluate multiple

articles on given topics. Students will complete activities based on the content within these articles. Next students will have opportunities to research narrow topics, such as types of foods grown in the different regions of the United States or engineering practices to build the best bird house. Students will use the information researched to answer questions or complete activities within the course. The final step for research opportunity in the courses include research projects. These projects are open-ended and allow students to select a topic. Students will use all their research skills they have developed throughout the course to complete these self-directed research projects.

During self-directed research projects, students work to master additional research skills, including:

- forming a research question
- organizing notes and information
- asking questions to narrow or broaden their research topic
- choosing a variety of sources to research
- analyzing the credibility of the sources identified
- gathering appropriate citations
- creating works cited pages
- gathering evidence from sources
- identifying exaggerated and distorted evidence
- synthesizing multiple sources based on your research question

Policies and Procedures for Student Internet Safety

Pennwood will provide a safe and supportive environment by keeping students safe from online predators and solicitors. The school is committed to following and implementing health and safety requirements applicable to virtual schools. Students should be able to learn in a safe and comfortable environment. An Internet Safety Course for students and parents (and Learning Coaches if the Learning Coach is not a parent) will be provided. The **i-SAFE** course provides information about the various threats, challenges, and safety protocols needed to work and learn in an online environment. It contains valuable information about practicing safe behaviors online. This course is also required training for all school staff. In addition, all computer technology issued to students will contain filtering software.

Students have access to their teachers via email, phone (during posted hours, typically during the school day), and LiveLesson if they need to report a problem with a link. Also, at the top of each page of the EMS is a Feedback Link that allows all users to submit a message of up to 5,000 characters and categorize their feedback as a compliment, complaint, suggestion, or bug. This feedback is stored in the EMS, analyzed on a regular basis, and distributed to the appropriate department to address; for example, reports of bugs are shared with the Software Development team.

To support learning objectives, alignment, and core content, external links may be included in core and elective courses. Links within the courses must adhere to web content accessibility guidelines (WCAG 2.1 AA), and all links within the courses are tracked and cleared for permission by curriculum specialists before including them in course content. Specific criteria include checking for bias, factual accuracy, educational relevance, and peripheral web content such as advertisements. As part of regular course maintenance, links are checked to ensure they meet internal guidelines.

Extensive email filtering controls prevent infected email, malicious attachments, and phishing attempts from reaching the internal network. An IDS\IPS system protects publicly facing gateways and specific internal network transit points. Known malicious content is dropped, and logging and analysis functionality allows for identifying potentially malicious behavior.

Policies and Procedures for Ensuring Privacy

The School will ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of data and records. The School will follow the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, the Children's Online Privacy Protection Act (COPPA), and other applicable student data privacy laws. Included is the right to the protection of a student's education records and Personally Identifiable Information (PII) from unauthorized disclosure. Section I.4 School Accountability (response to question E) provides additional detail on compliance with FERPA. For additional information regarding ensuring the privacy and security measures to guarantee the confidentiality of data gathered online, please see the following:

- The Acceptable Use policy for the EMS is provided in Appendix F.
- Student Information Privacy and Protection Policy: Please see Section 7, subsection on Special Education: Educational Records Confidentiality of the Draft School Handbook in Appendix V.
- Records Destruction Policy: Please see Schedule 7 of the Statement of Agreement in Appendix N.

An internal email communication system (WebMail) is securely located within the EMS. Students, parents, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues. WebMail accounts are created for each individual internally and are password protected. The delivery system's administrative roles and permissions tools protect email accounts and data from unauthorized access. Students will only be able to communicate with other students, teachers, or administrators through the system, and only administrators within the system can edit user accounts and reset passwords. The EMS creates a rich, vibrant online classroom experience that allows parents, teachers, and students to work together in a supportive and secure environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents can access the EMS online 24 hours per day using a username and password.

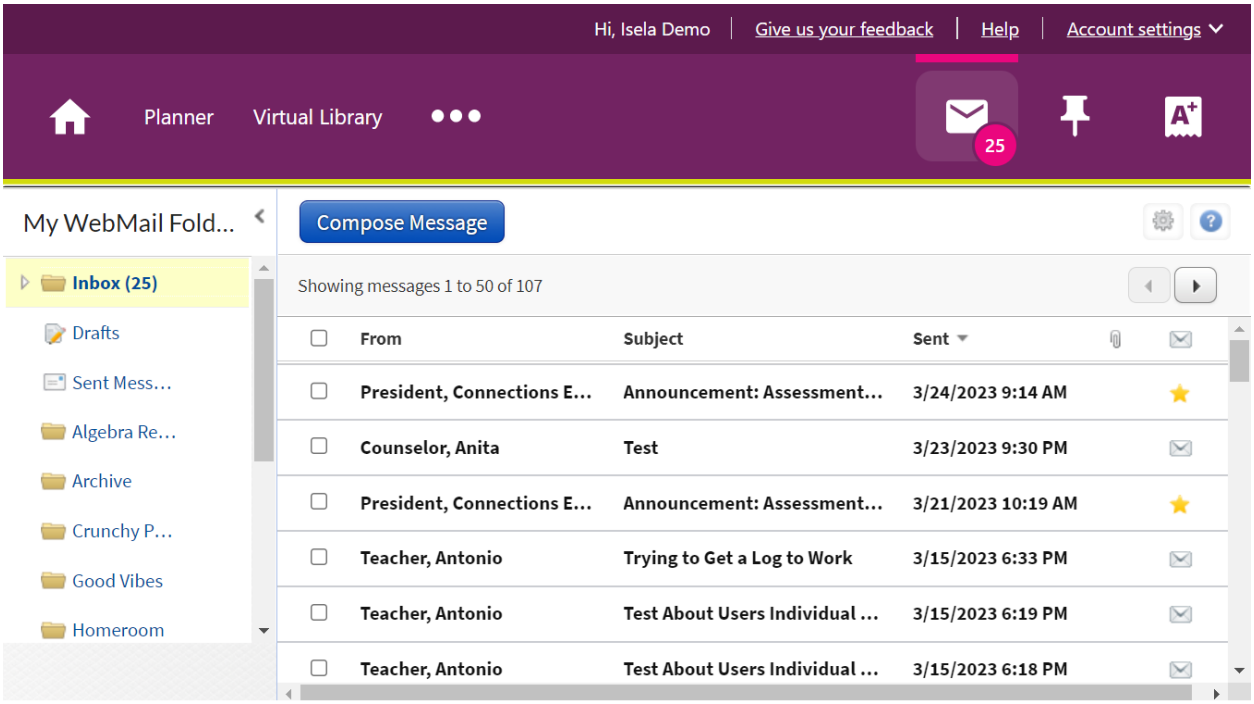


Figure 18. Students, Staff, and Parent/Guardians will have access to private, secure WebMail within the EMS.

Any communication between staff, student, and parents will be logged and secure. Teachers will be required to log all direct contact with students (phone calls, WebMail/email correspondence, and LiveLesson attendance) in student logs that are maintained within the secure platform. The system captures granular data about student and teacher progress and communication. For example, school leadership will be able to see the communication log of each teacher's communication with students.

The EMS facilitates the School's self-assessment and continuous improvement in support of helping to empower students to meet their unique educational and life goals through flexible pacing, career and college preparatory programming, and practical career skill development. The EMS will store all needed data about students, their attendance, and their performance. This data will be accessible via password-protected login for viewing by appropriate school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. The EMS provides a myriad of secure tools for continual capture and strategic analysis of data about student learning. Data will be used for formal reporting to various stakeholders on the students' and the School's instructional progress.

Parents (and Learning Coaches if the Learning Coach is not a parent), teachers, and students will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. The Grade Book is located with the secure EMS so that student progress data is secure.

Cybersecurity Measures to Guarantee Confidentiality of Data

All data accessed via EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure File Transfer Protocol (FTP) or over a private VPN that provides encryption.

The EMS contains several unique and efficient mechanisms for families and schools to communicate with one another. Since the EMS is a closed system, no communication can be made to or from anybody outside of the system. Caretakers in the system may opt in to have school WebMails forwarded to a personal email address in the profile page; however, the Caretaker can only respond to a WebMail by logging into the EMS. The Caretaker can opt out at any time. Parents or legal guardians can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, parents can go to the School Directory Data View to adjust their student's permissions at any time. The School Directory Data View is accessed from the student's home page in the EMS under Data Views or though the student's "information" icon.

The EMS maintains a complex system of roles, permissions, and locations to control access to data and files. For example, a user may have the teacher "role" in their school "location" and therefore is only able to access information about students in their school but is not able to access information about students in other schools. Likewise, a CEO (role) of the School (location) is only able to access information about students and teachers in their school and cannot access information about other locations.

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

Through Pennwood's ESP partnership, the School will have a multi-faceted disaster recovery plan in place to safeguard the EMS, sensitive student data, and the overall school infrastructure by preventing and/or rapidly recovering from a prolonged outage or other technology disaster. The hosting services provide the following steps to mitigate common risks related to hosting:

Risk	Mitigation Methods
Server or network hardware failure	Redundant components are run in the servers and/or completely redundant servers are run. If any server or server component fails, the other server(s) take over automatically. These failover measures are tested every month. Network equipment is also redundant and is tested every six months or is running in an active-active state.
Database failure	The database servers are configured in a primary / mirror configuration with automatic fail over. The setup is tested every month when software patches are applied.
File redundancy	Files replicate between multiple locations so that nothing is lost in the event of a data center outage.
Data center failures. Off-site data backup.	Database and file systems are backed up daily to an alternate data center.
Internet line outage	Each data center is serviced by multiple high-speed Internet backbones.
Data center power outage	Data centers are equipped with uninterruptible power supplies and on-site backup generators.
Data center HVAC	Two cooling systems with N+1 air handlers are provided in the physical data center.
Data center physical security	Data centers are SAS 70 compliant. Security staff, biometric and physical locks control access. Video surveillance runs 24x7.

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

Methods for Ensuring the Authenticity of Student Work

Pennwood will use CheckMyWork an online plagiarism-prevention tool to help teachers and students identify and correct inappropriate re-use of original content. Students will be required to run their essays and other authentic assessments and assignments through CheckMyWork before submitting to the teacher. Students are required to attach the CheckMyWork report URL to their submissions. The CheckMyWork tool gives students an opportunity to correct any unintentional plagiarism and further allows teachers to quickly see where academic integrity issues may exist.

CheckMyWork compares students' submitted work to content found in internet archives, student papers, websites, journals, and publications. Submitted work is assigned a percentage score that reflects the percent of the work that matches other people's work. The CheckMyWork originality report shows the results of the comparison.

Once a document has been submitted to CheckMyWork, it is kept on file to check against future submissions. If someone else submits work from a different user account, that person will be notified that their work was plagiarized. If a student attempts to resubmit work after it has been submitted by another user, it will be flagged as plagiarized. Students will have access to an online guide which outlines the steps required to check their work for plagiarism.

In addition to CheckMyWork, teachers will conduct curriculum-based assessments (CBAs), via telephone conversation or through one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to pinpoint strengths and weaknesses in student mastery of concepts and to validate a student's understanding of concepts against the collected formative data within the EMS. CBAs assist teachers in verifying that students are doing their own work.

Methods for Proctoring Online Exams

Similar to authenticating student work, when appropriate, staff will use the online plagiarism prevention tool CheckMyWork to grade essays or extended written answers.

As previously noted, CheckMyWork compares students' submitted work to the content found in internet archives, student papers, websites, journals, and publications. Submitted work is assigned a percentage score that reflects the percent of the work that matches other people's work. The CheckMyWork originality report shows the results of the comparison.

To promote security during exams, staff will utilize a variety of assessment forms. A student's work will begin with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-, mid-, and post-tests will be compared against the student's portfolio samples to detect any mismatches. Teachers will be specially trained in telephone and email message questioning techniques to evaluate student mastery of concepts.

All students and caretakers/learning coaches are required to sign the Honor Code indicating their understanding of the expectations of academic honesty. Students and parents suspected of inappropriate assessment behavior will be contacted immediately and subjected to disciplinary action as appropriate. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most who engage in such activities—they cheat themselves

of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' and caretakers' commitment to academic excellence.

Pennwood students will participate in state mandated assessments depending upon grade level. The School will coordinate in-person, proctored locations for state testing based on the student's home address. The School will proctor high-stakes exams in accordance with the Pennsylvania Department of Education Handbook for Assessment Coordinators. Test Administrators are required to complete the Pennsylvania State Test Administration Training (PSTAT). Pennwood acknowledges that Section 1744-A (2) encourages cyber schools and school districts to work cooperatively to accommodate students' needs in mandated testing. If needed, and where applicable, Pennwood will work with an intermediate unit or a school district to request reasonable access to facilities for the administration of standardized tests.

F. Describe equipment, including hardware, software, and Internet connections to be provided to students and the process by which the technologies will be periodically assessed and refreshed.

Hardware and Software

When a student enrolls, the appropriate equipment and technology will be ordered through the EMS. A loaner laptop with preloaded software, necessary to fully access and support the chosen curriculum, will be sent to the home, along with a Computer Setup Guide with instructions, contact information for technical support, and detailed information regarding the equipment.

Below are the technology specifications as they are being filled now in similar schools using the same curricular program. The makes/models may vary but each unit has comparable performance specifications. To ensure equitable access for students, each student will be provided with the following:

One laptop computer per student in grades K–12:

- Hardware
  - Laptop Computer Intel i3 processor or functional equivalent
  - 15.6-inch LCD LED display w/ integrated webcam
  - 8 GB RAM5 256 GB SSD (Solid State Drive)2 USB 2.0
  - Integrated keyboard, webcam and trackpad
  - Headset/Microphone combo input
- Software
  - Microsoft Windows 10 or later
  - Microsoft 365 (Word, Excel and PowerPoint only)
  - Microsoft Defender
  - Web Filtering Software
  - Custom School Configurations
  - Microsoft Endpoint Management to secure, manage and monitor devices Unlimited Technical Support

Pennwood will ensure that each student has access to a school supplied printer in the first year of enrollment.

Technology will remain the exclusive property of the ESP and will be returned by the student once they are no longer enrolled at the School, or upon the termination of Pennwood's agreement with the ESP.

Internet Connections

It is important to the Board that barriers to technology and Internet do not prevent families from participating in the School. Pennwood will contract with Pearson, through the Statement of Agreement, to supply technology and a Student Technology Subsidy to all households at no cost. Families are provided a subsidy to assist with the cost of internet service. The School will provide the subsidy to families based on a Board-approved schedule to avoid financial hardship and disruption of schooling for the students. For families who are unable to arrange for Internet service, the School will work with them to help with securing high-speed Internet access. If the student lives in an area that receives limited or poor Internet connections, the School will work with the family on alternative methods for accessing the program online. A friendly technical representative is available to assist families with setting up the equipment and provide any required logistical support. All laptops will be equipped with Internet security features.

Assessing and Refreshing Student Technology

Pennwood has chosen to partner with an ESP with extensive experience supplying and refreshing technology for thousands of students throughout the country. As part of Pennwood's ESP partnership, an annual student technology refresh campaign will be completed where student computers that have been with the same student/household for three or more years are eligible to be refreshed. Annually, the ESP will take a snapshot of computers assigned across families and make a list of those that have been at the same household for three or more years. They will then reach out to the parents at those households and ask whether or not that household would like to participate in a "refresh." The ESP will then coordinate the exchange with parents that answer "yes." The ESP will process all returns from students as well and will work with families to coordinate the return including arranging for pick up from students' homes. There is no cost to the families for participating in the refresh process (all shipping and handling is included in the contract with the ESP).

II. NEEDS ASSESSMENT

II.1 Statement of Need

Explanation: Identify potential opportunities to improve service and expand choices for students and parents.

A. Describe why there is a need for this type of school.

Need for Pennwood Cyber Charter School

Pennwood seeks to meet the needs of Pennsylvania students and families for college- and career-readiness AND a high-quality, comprehensive K-12 education offering through: 1) Career- and Future-ready programs; 2) Life Skills Development; 3) Badging and Micro-credentialing; and 4) Innovative C-Term offering as part of a high-quality, comprehensive K-12 education offering.

In order to meet the need of career readiness and life-long learning for Pennsylvania students, the School will incorporate a three-week interim term, the C-Term, during which on track high school students can work on badging and micro-credentialing. Students on track in grades K-8 will work on Career Competency badges supported and developed by dedicated Pennwood staff and ESP support staff. All students participating in the C-Term will be supported by a Director of Specialized Programs, their support team, and the C-Term staff committee composed of a lead teacher at each grade level.

Badging and micro-credentialing sit at the heart of a new paradigm for the education industry. As careers lengthen, and the breadth of skills and knowledge requirements experience rapid growth, upskilling, reskilling, and lifelong learning are taking the stage front and center. Yet the traditional systems providing for these opportunities are fragile and outdated. They were designed as a one-size-fits-all route from academic to career success, moving from high school to college to workforce training and potentially a graduate degree.

Now these systems are struggling to address the needs of today's employers, as evidenced by the change in degree requirements listed in job postings. In a recent report from the Burning Glass Institute, as cited on the EMSI website, there is a measurable process of "down credentialing,"[41] which is the trend for middle and high-skilled occupations to list technical and social skills over degree requirements. This is a positive move, generating alternative options for upward mobility. However, the potential employees of these roles still need to be able to define and show the proficiencies of these desired skills.

In addition, traditional educational pathways do not support many of today's learners' needs, many of whom are either not in the position to or desirous of following a conventional degree pathway or who had to step out of the traditional degree pathway and could not afford to get back onto it. For example, according to the project "Degrees when Due" run by the Institute for Higher Education Policy (IHEP), there are approximately 36 million Americans with "some college, but no degree."[42] In Pennsylvania alone, the number is around 121,000 potential completers. Using a unique credentialing system for these learners could get degree seekers into degree attainment situations and be used as a system for supporting the transfer and recognition of earlier or partial credentials earned with the addition of recognized Prior Learning Assessment (PLA) techniques.

[41] Source: https://www.economicmodeling.com/2022/02/09/employers-pulling-back-from-college-degrees-and-toward-skills-based-hiring/
[42] Source: https://degreeswhendue.com/#

Pennwood, through its C-Term, seeks to stay at the heart of a solutions-based environment for today's learners by designing and developing a credentialing system that is market-relevant, measurable, integrated, transparent, and equitable. Digital badges sit at the heart of that system and represent the visible and shareable format for micro-credentials or micro-learnings that can be one-off or integrated into more significant competency outcomes, including degrees and degree completions. They represent the attainment of salient skills, soft, technical, or specialized, that foster learner development in a one-size-fits-one level of development. Further, when these systems are housed in partnerships with more traditional institutions of education, they can be co-created with rigor and a level of oversight provided through the accreditation process, including the need to meet the standards as set out by local, State, and Federal regulations.

Another critical component of the C-Term is the opportunity for students that need additional support to focus on catching up during this time. Students, in consultation with their teachers, counselors and Learning Coaches, may use the C-Term to participate in credit recovery, remediation, and individualized tutoring. It is an opportunity to pause and commit time solely to improving their academic outcomes. Pennwood believes this intentional focus will lead to more positive outcomes for students most in need.

The C-Term will offer test preparation at a critical time in the academic year where students will have the opportunity to practice and polish their academic and testing skills prior to taking state assessments. As state testing rates are a critical component of a School's success, Pennwood believes the C-Term offers a unique and highly needed time for students to prepare for state testing.

Finally, Pennwood recognizes the critical importance of school culture. Families across Pennsylvania will benefit from being a part of a community where they feel accepted and are excited about the unique educational opportunities available at Pennwood. The Engagement Badges will provide an opportunity across all grade levels to celebrate school culture. Engagement Badges will be awarded for LiveLesson Participation, Perfect Attendance, State Assessment Participation, Diagnostic Assessment Participation, Field Trip Participation, and Club Participation. There will be a celebration at the end of the year to recognize these achievements as well as acknowledgments throughout the school year. Improving school culture and student engagement is an area of high need across Pennsylvania schools and Pennwood is committed to creating a dynamic school culture with high student and parent engagement.

Teacher Satisfaction

Given teacher shortages in Pennsylvania, a school model with enhanced teacher supports fills a need in the state. School culture and teacher satisfaction are important factors and regular surveys are conducted to understand and support school staff needs. Across all schools supported by Pearson, recent (2021-2022) survey trends highlight the following:

- Overall Engagement factor has an average rating of 84% favorable.
- The highest rated sentiment is My Manager (92% average favorable rating), specifically the statements:
    - "My manager is a great role model for my school." (93% average favorable rating)
    - "I feel comfortable speaking with my manager about my needs." (93% average favorable rating)
    - "I am satisfied working with my immediate manager." (93% average favorable rating)
- Very high favorability around student support and the impact that staff feel they have on their students in the Service & Quality Focus factor (92% average favorable rating), specifically the statement "My school provides a safe environment for students to learn." (96% average favorable rating).
- Teacher retention rates are strong across these schools! 90.4% of teachers returned for the 2021-2022 School Year; the prior school year welcomed back 92.7% of teachers.

Teacher turnover rates are about half of the national average of 16% according to the National Center for Education Statistics (NCES).

- 95% of newly hired teachers say they feel motivated to exceed expectations at their school and they are proud to work at their school.
- 93% of newly hired teachers say they feel welcome, build good relationships with peers, had quality training and a supportive mentor.
- Teachers at Pennwood will have a great deal of support in building relationships and engaging students, which will allow them more time to teach. The inclusion of the Student Engagement Specialist team led by the Director of Specialized Programs and the Manager of Engagement will help to ease some of the administrative burdens placed on teachers. The teachers will build relationships and teach content to students while attendance, truancy, field trips, and other engagement activities will be handled by the Engagement team. This should increase teacher satisfaction.

Pennwood will serve students throughout the state who are eligible to enroll under Pennsylvania law, including general education students, students with learning or cognitive disabilities, at-risk students, accelerated students, and English learners. It is anticipated that the School may serve highly mobile students and will help these students be successful during the time period that a full-time virtual school is needed.

Pennwood is dedicated to providing a high-quality, full-time virtual option to children of all backgrounds. The Board is committed to equity, and the population of students who will be supported by the School is expected to mirror the demographics of other cyber charter schools in the state. Therefore, based on the most recently available data, the School anticipates over 45% of Pennwood students will meet federal free and reduced lunch guidelines.[43] Furthermore, Pennwood anticipates will be Black, 14% Hispanic, 5% Multiple Races, and 62% White.[44] Demographic projections are based on cyber charter school demographics last reported on PDE's website.

Through this unique model, the School will be tailor-made for a diverse array of students who may benefit from a quality option to the traditional brick-and-mortar classroom, including:

- Children in both urban and rural communities who lack access to challenging classes and Advanced Placement®(AP)/Honors courses within their current existing public school options;
- Students desiring a unique educational model focused on career readiness and lifelong learning
- Students whose families seek more involvement in their child's education;
- Students who are medically homebound due to illness or disability;
- Students who are immunocompromised and are concerned about health conditions outside of the home environment;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests or career development opportunities requiring a flexible schedule;
- Students who require a flexible school schedule;
- Students with special learning needs;
- Students who have been bullied;
- Students who are at risk of academic failure, who may particularly benefit from intensive, personalized instruction; and

[43] Source: https://www.education.pa.gov/DataAndReporting/LoanCanLowIncome/Pages/PublicSchools.aspx
[44] Source: https://www.education.pa.gov/DataAndReporting/Enrollment/Pages/PublicSchEnrReports.aspx

- Students who desire a comprehensive, robust full-time cyber school experience.

While full-time cyber schools are not the answer for every student, they are an important solution for a growing number of students and families in Pennsylvania. With the establishment of this School, more students will be able to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and practical career skill development. Other cyber learning options are currently available in Pennsylvania, but they lack the focus on career readiness and badging offering students a new way to personalize their education to meet their specific needs.

As discussed in the School Design section of this application, Pennwood's model focuses on academic outcomes. Pennwood plans to incorporate an extended school year model and unique badging program to increase engagement, motivate students, and improve academic outcomes for students throughout Pennsylvania. In addition, the School plans to incorporate ties to the community by offering dynamic field trips during the C-Term and throughout the school year. Pennwood will focus on, real-world applications, project-based learning, and career- and college-readiness. Pennwood recognizes the importance of future ready skills and is leveraging its ESP's partnership with Drexel University 's Goodwin College to offer Career and College Readiness Modules in Cultivating Contributing Communities for students in grades 9-12.

Data was gathered by Faethm[45]is a company that produces work predictive analytics through market-leading data, insights, and AI capabilities. The data gathered from the state was based on a five-year time horizon and determined that emerging technology will result in the creation of 245,000 new jobs. The top 15 of these new jobs are shown in the graphic below.

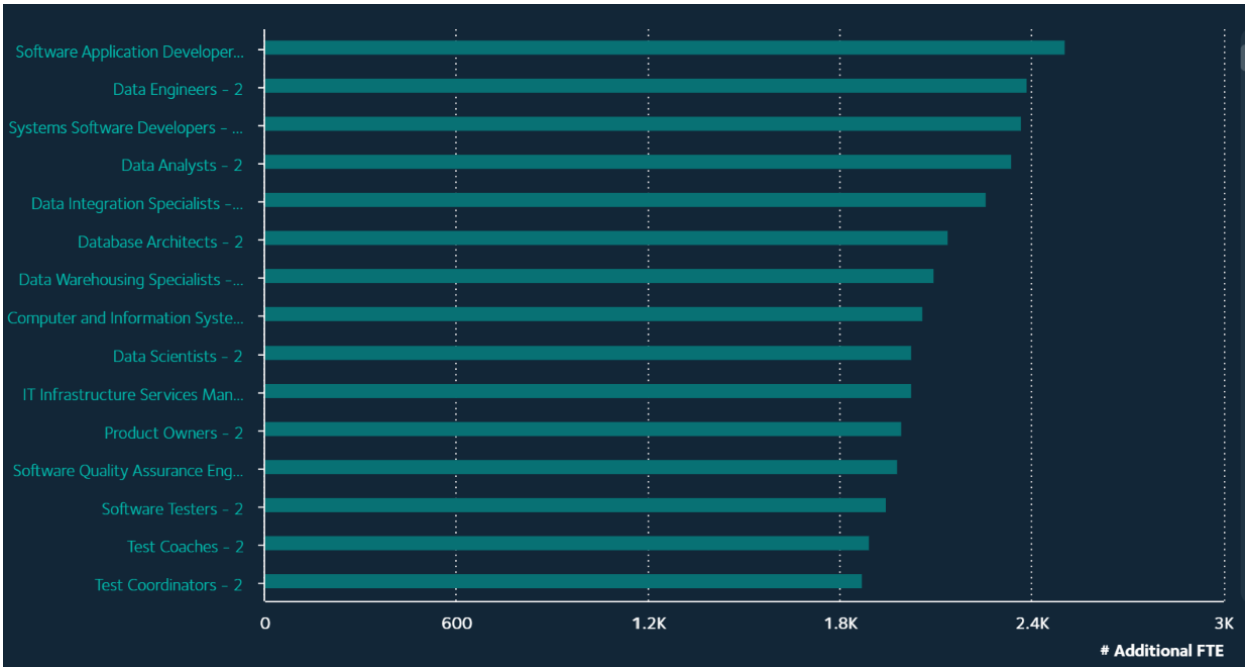


Figure 19. Pennwood's focus on career readiness will prepare students for the anticipated top 15 new jobs in emerging technologies.

[45] Source: https://www.faethm.ai/about-us

Evidence of Support

The Board has been tracking the interest in cyber schooling expressed by families throughout Pennsylvania. Despite current cyber options, there is still need across the state for additional cyber schooling options, and specifically this unique educational model, as evidenced by the thousands of families expressing interest. In the last five years, over 73,000 families in Pennsylvania have inquired about cyber school options. The figure below illustrates the location of the families who contacted Pearson's enrollment team interested in a cyber school in Pennsylvania.

Our proposed school, Pennwood, will meet a need that cannot be met by current options. The School will offer students in all grades the opportunity to focus on career readiness, power skills, remediation, technology, and wellness, with the ability to earn badges and real life skills. There is an extended school year where students can specifically work on these skills and/or work to recover credit to get them back on track with their educational plans in addition to state testing preparation. Furthermore, Pennwood will be focused on teacher satisfaction by offering another month of pay, competitive salaries, and the opportunity to participate in unique professional development opportunities.

Pennwood has demonstrated, through attendance at both online and in-person information sessions throughout the state, an interest in this innovative cyber charter model. The support for Pennwood is not only evidenced by the statement of support signatures, but also from the letters of support from community-based institutions serving both K-12 and higher education (provided in Appendix G). Pennwood received support from over 700 teachers, parents/guardians and students, and citizens residing in every county across Pennsylvania. Based on the Board's partner's previous support of schools in Pennsylvania, the number of completed pre-enrollment forms is not determinative of total future enrollment outcomes. The intended partner has a track record of demonstrated marketing and enrollment support for their partner schools. Such robust outreach efforts to achieve enrollment targets include direct mail, information sessions, website, media outreach, word of mouth referrals, and online outreach. In its agreement, with the Board, Pearson has committed to providing the proper marketing mix in order to achieve enrollment goals and provide sustainable growth year-over-year.

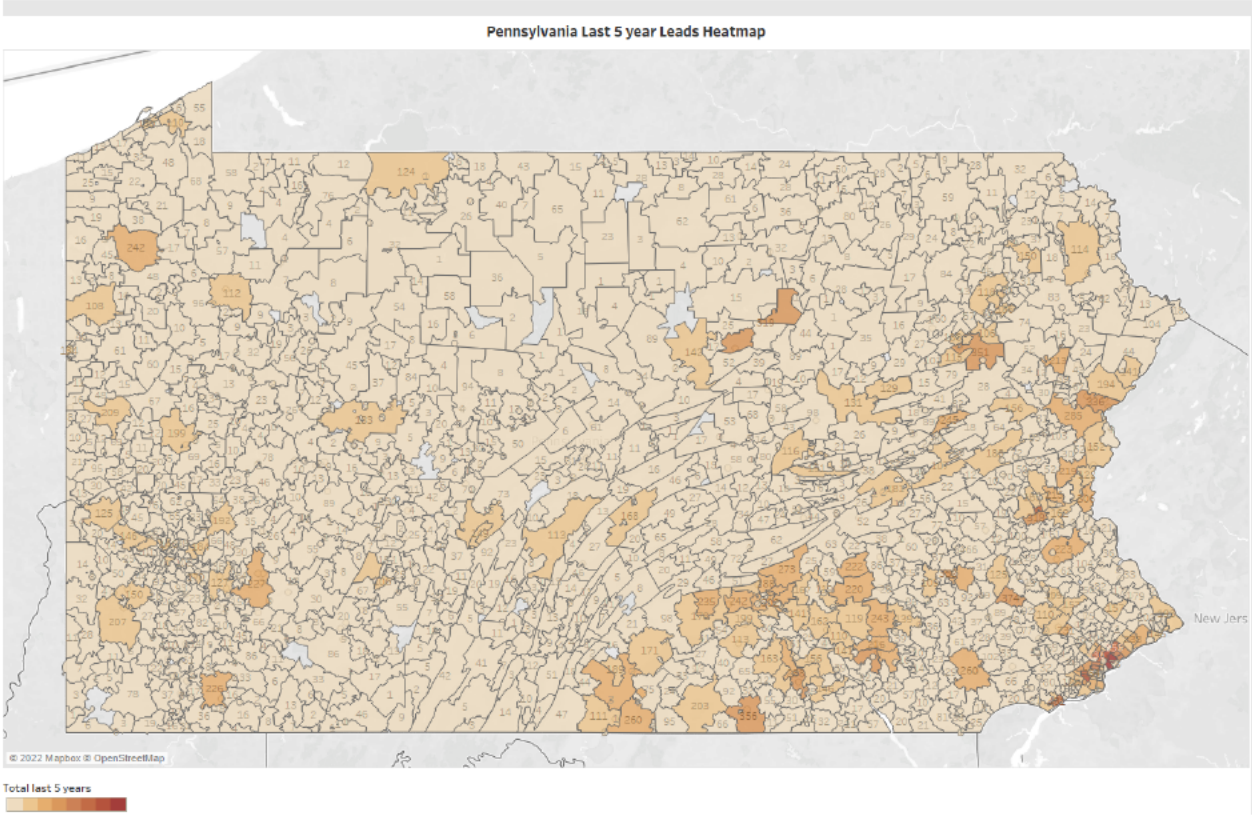


Figure 20. Over 73,000 families in Pennsylvania have inquired about cyber school options in the past five years.

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

Purpose for the Pennwood Cyber Charter School Model

During the 2020-2021 pandemic year, schools used emergency learning as a response to a healthcare crisis; however, student enrollment in cyber public schools has been gradually increasing years prior. According to the National Center for Education Statistics (NCES), enrollment has increased from just under 200,000 in 2013-14 to 293,711 in the 2019-20 school year.[46]

Key findings from a RAND Corporation Study showed that about two in ten districts have already adopted, plan to adopt, or are considering adopting virtual school as part of their district portfolio after the end of the COVID-19 pandemic. District leaders cited reasons related to student and parent demand for continuing various forms of online instruction in future years.[47]

[46] Thompson | AP, C. (2021, August 12). *Pandemic Spurs boom in virtual offerings for US schools*. The Washington Post. https://www.washingtonpost.com/national/pandemic-spurs-boom-in-virtual-offerings-for-us-schools/2021/08/12/ece539c8-fb92-11eb-911c-524bc8b68f17_story.html

[47] Schwartz, Heather L., David Grant, Melissa Kay Diliberti, Gerald P. Hunter, and Claude Messan Setodji, Remote Learning Is Here to Stay: Results from the First American School District Panel Survey. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RRA956-1.html.)

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[48]

Pearson-supported schools have many positive outcomes regarding student performance. Recent research from an independent study conducted on schools supported by Pearson shows that there is no statistical difference in the performance of students in cyber schools on state math and reading tests and the performance of students in brick-and-mortar schools when matched for student mobility and other demographic data.[49]

High-quality Teaching: Teachers will be equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (Teacher Preparation and Promising Practices in Online Learning[50]) which analyzed effective teacher preparation and practice for the online learning environment.

In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Pennwood's partnership with Pearson, Pennwood teachers will have access to an award-winning Professional Learning model.[51] Through this model, teachers will gain an understanding of their role as facilitator, distinguish changes to the online environment and its impact on student learning, and adapt to those changes while transitioning to their role as an online instructor at Pennwood. Throughout each level of professional learning, teachers will engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, Professional Learning Communities Still Work (If Done Right) (October 2015),[52] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

[48] Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

[49] Gatti, G. (2018). A comparison study of Connections Academy Schools to matched brick and mortar and virtual schools, examining the types of students who attend K–12 virtual school and the effects on performance of a highly mobile student body. Efficacy & Research Report. London: Pearson.

[50] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

[51] In April 2015, the Pearson Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Pearson was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

[52] http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html

Timely and Actionable Feedback: The unique ability of a cyber school teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in a cyber learning environment. As noted in the December 2020 article, Providing Quality Feedback in Virtual Learning Environments, "By providing effective feedback, you will have a powerful method for keeping students on track to meeting their personal, professional, and academic goals."[53] Professional learning topics will delve deeply into ways that teachers can reach students individually at Pennwood, so that they are receiving timely and actionable feedback. Teachers at Pennwood Cyber will use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks they have not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[54] In his 2012 article, "Seven Keys to Effective Feedback," Grant Wiggins notes, helpful feedback is goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent."[55] These qualities and instructional strategies are characteristic of the type of feedback that teachers at Pennwood will provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,[56] students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept but be unable to utilize that knowledge in meaningful ways."[57] A goal of personalization via cyber instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day, and professional learning supports teachers in implementing instructional practices that maximize student performance. Students will work together on collaborative projects as well.

A 2022 Canadian study conducted over the course of the pandemic found that students benefited from the more personalized experience they had while learning from home virtually; the learning environment was less overwhelming, so the focus increased on academics.[58] Online learning gave some children autonomy, and a break from the business of curriculum for children to work independently on projects.

[53] Source: https://www.faethm.ai/about-us
[54] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx
[55] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
[56] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.
[57] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf
[58] Burke, Anne. (2022, August 1). How some children prospered in pandemic online learning. PhysOrg. https://phys.org/news/2022-08-children-prospered-pandemic-online.html

Data-Driven Instruction: Research on data-driven decision-making states: "…educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement." These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[59] Training and professional development will guide teachers through this process and continuously seek ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At Pennwood, teachers will be provided tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: As part of their ongoing work to rethink the high school experience, the XQ Institute shared in a November 2020 post that there is substantial evidence that shows a strong correlation between parental involvement and academic achievement. From that same research, the data showed that parental involvement improves graduation rates and college enrollment.[60] In an article published in 2010, titled "Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis," in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, "Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence."[61]

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, "Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations (Aeby, Thyer, & Carpenter-Aeby, 1999; Galloway & Sheridan, 1994; Grolnick & Slowiaczek, 1994; Ma, 1999; Masten & Coatsworth, 1998; Trusty, 1999)."[62]

There are multiple ways for parents to be involved in education. In the cyber learning model, parents often act as the Learning Coach and are therefore directly involved in their child's education. A Stanford study points out one avenue of parent involvement and its impact. The study found that using parents as tutors brought significant and immediate changes in student's I.Q. scores. Another study showed that parental involvement increased students' motivation to learn including school engagement, goal

---

[59] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/ books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx

[60] XQ, T. (2020, November 24). *The relationship between parental and family involvement and student success*. Rethink Together. https://xqsuperschool.org/rethinktogether/relationship-between-parental-and-family-involvement-and-academic-achievement.

[61] Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis, Journal of Prevention & Intervention in the Community, 38:3, 183-197 http://dx.doi.org/10.1080/10852352.2010.486297

[62] Semke C. A., & Sheridan, S. M. (2011). Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: http://r2ed.unl.edu

achievement, and even motivation to read.[63] At Pennwood, parents will be closely involved in their child's education in partnership with their child's teacher.

College & Career Focus

As U.S. Secretary of Education, Miguel Cardona, stated recently, "Reimagining how we prepare youth for college and careers is essential… to our future socioeconomic vitality." Aligning K12, higher education, and workforce systems is a critical part of ensuring that young people from all backgrounds have the skills and credentials needed to thrive in the workforce and their communities. Pennwood proposes to implement a program designed to increase employment opportunities and/or college readiness for its students. The College and Career offering will be aligned to state and regional workforce needs to guide students into high-demand careers.

Career Exploration and Community Platform: The Career Program will include interest and aptitude assessments that connect students with exploration opportunities that align with their individual results. These opportunities include Career Communities through which they are exposed to a variety of jobs and experts within their clusters of interest along with opportunities to identify and pursue individual topics of interest and activity exploration.

Career Pathways: In addition to the experiential components of the program, students will have access to a variety of Pathways that will prepare them to earn industry certifications across several Career Clusters. School leadership will work with Pearson to identify (and will leverage its own) higher education partnerships to ensure students have access to robust dual enrollment opportunities.

Skills Badging: As students progress through their Pathways and participate in experiential components of the program, they will be able to earn badges based on the correlation of WEF standards to school curriculum and NACE Career Readiness Competencies.

The Experiential Career Network: Through a series of strategic industry and college partnerships, the School will facilitate mentorships, internships, and project-based learning opportunities that expose students to authentic post-secondary experiences and guide them to informed decisions about their futures beyond high school.

Career Coaching Services: Career Coaches will work directly with students to help them navigate all of aspects of their College and Career preparation journey, to include helping with pathway selection, identifying experiential opportunities most beneficial to students based on their interest and aptitude, and compiling portfolios that will set the students up for immediate success following graduation, whether enrolling in college, a trade school or entering the job market.

Through Pennwood's college and career program,

- Students will develop skills and gain experiences so they can proceed confidently beyond high school. Students will develop skills, earn certifications and college credits, and be exposed to experiences and mentorship with counselors and industry professionals that will position them to proceed confidently into the world beyond high school.
- Pennwood will enhance its ability to attract, retain, and support more students, including those who have been underserved in the K-12 space.
- Colleges will enroll students with a clearer sense of their path forward and confidence that an investment in higher ed will meet their needs.

[63] Gonzalez-DeHass, A. R., Willems , P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. Educational Psychology Review, 17, 2, 99- 123.

- Employers will identify and nurture a pipeline of talent, shaping their preparation and job-readiness.

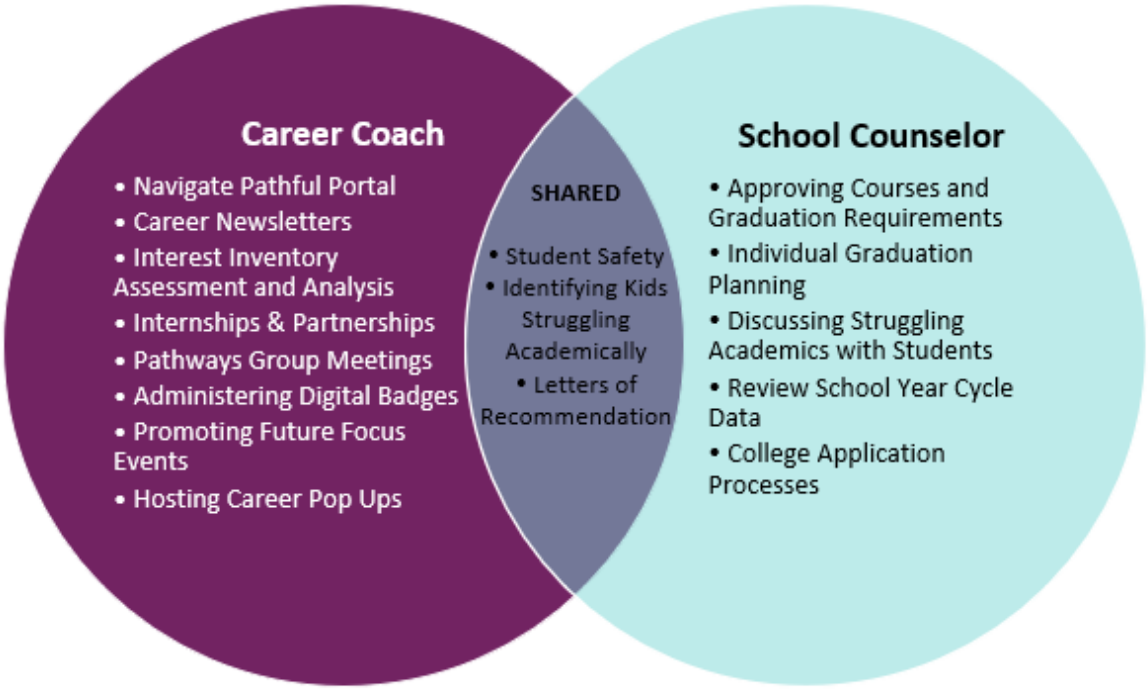


Figure 21. Career Coaches from the ESP will work with School Counselors and students to help them navigate all of aspects of their College and Career preparation journey.

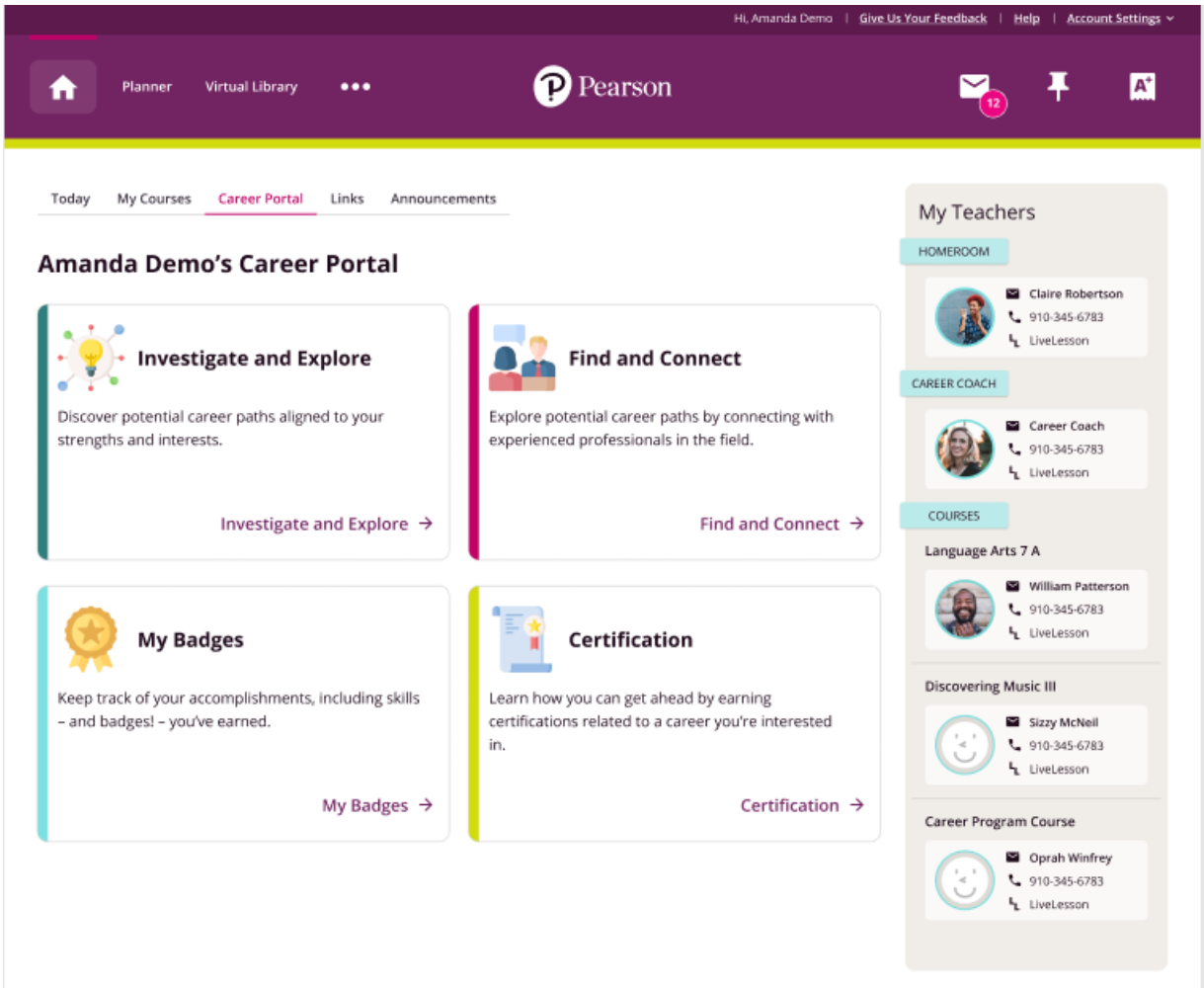


Figure 22. Pennwood's college and career program includes a unique Career Portal, enabling students to have the tools and resources they need to be informed when they are ready to enter the workforce or college.

In addition to Pennwood's intentional focus on personalized instruction, data-driven results, and parent satisfaction, the Board firmly believes its unique career readiness and badging model will serve a critical need in Pennsylvania for families desiring or needing a full-time, public cyber school option. Pennwood will provide students with the capacity to be productive, global citizens who are armed with real life skills and credentials they can take with them beyond the classroom. With an extended school year, a strong partner, and additional staff support in place, the Board is confident it will deliver a high-quality learning experience for all students needing this unique model.

Extended School Year: C-Term

Research has shown that the extended school year model increases academic outcomes for students. A meta-analysis of the literature found that "extending school time can be an effective way to support student learning."[64] In addition, the study found that students most at risk saw the most benefits. Pennwood's founding board is dedicated to serving students in the state to help them on their pathway to success through an extended school year. A key element of the extended school year will be making

[64] Source: Extending the School Day or School Year: A Systematic Review of Research (1985–2009) - Erika A. Patall, Harris Cooper, Ashley Batts Allen, 2010. sagepub.com

community connections, hence the name of the three-week school session: Connections Term (C-Term).

The Board recognize that COVID-19 created unprecedented learning loss and a generation of students who may need additional support. In Pennsylvania, test scores in both English and Math dropped by 3.5% to 11%[65] respectively from the pre-pandemic levels as a result of COVID-19. A 2021 article in *Ed Week* by a Harvard professor identified research supporting the importance of extending the school year and its correlation to increased student performance.[66] The article recognizes the impact of learning loss due to COVID-19 and stresses the importance of effective intervention strategies, such as extending the school year, that increases student outcomes, especially those students who are most at-risk. Pennwood will provide this unique opportunity to extend the school year to help all students move closer to where they would otherwise be had they not endured the pandemic (especially the most vulnerable populations) and then accelerate their learning through unique opportunities to make learning relevant, engaging, and individualized.

Pennwood's instructional plan for the three-week C-Term is firmly based on research and best practices of how students learn. For example, Hill (2021) identified that adding two to six weeks of instruction to the school year results in the same academic results as 36 weeks of high-dosage tutoring. Pennwood plans to add the three-week C-Term to create opportunities for project-based learning for on-track students, as well as test preparation, credit recovery, and remediation options for students who need additional support. Students will have the opportunity to participate in all learning options during the C-term, individualized by their interest, time, and needs.

II.2 School Demographics

Explanation: Provide a description of the students to be served and the community in which the cyber charter school's office will be located.

A. Describe the cyber charter school's enrollment projections for each of the first five years. What is the cyber charter school's ultimate enrollment goal? What grades will be served? How many students are expected to be in each grade or grouping?

Enrollment Projections for Five Years

The table below shows the enrollment projections for the first five years. Per the Charter School BEC, 24 P.S. §17-1701-A, Pennwood will report to the PDE an increase or a decrease of 30% or more in its anticipated enrollment as set in this application.

Year	Grade	Enrollment
1	K-12	1,800
2	K-12	3,000
3	K-12	4,500
4	K-12	6,200
5	K-12	8,200

[65] Source: https://www.fox43.com/article/news/local/schools-attempt-to-rectify-pandemic-learning-loss/521-d81fd079-55ae-4a0b-b0cc-8e06573fb629

[66] Source: Hill, H. "Learning Recovery: The Research on Tutoring, Extended School Year, and Other Strategies, Education Week, April 28, 2021.

Ultimate Enrollment Goal by Year 5 of the Initial Charter

Pennwood's enrollment goal is 8,200 students by Year 5. Pennwood has a responsible plan for school growth (balancing the desire to serve as many students as possible each academic year with the quality and academic focus of the School) that positions both the students and the School for future success. Pennwood hopes to responsibly grow from 1,800 students (Year 1) to 8,200 students or more in its initial Charter term (Year 5) through a combination of parent outreach, comparatively high student retention rates (cyber school retention rates tend to be lower than brick-and-mortar schools), and word-of-mouth recommendations and referrals by current families.

While there were significant increases in enrollment throughout the cyber charter school sector at the height of the COVID-19 pandemic, Pennwood was careful not to factor those years in its calculations. By way of example, Commonwealth Charter Academy opened in 2004-2005 with an enrollment of 626 students and by 2008-2009, long before the pandemic and the increase in awareness of online full-time models, their enrollment increased to 2,736 students (337% increase). In its first four years of operation, from 2016-2017 through 2019-2020, Reach Cyber Charter School experienced a 375% growth in enrollment. As noted above, there was a significant spike in enrollment during the height of the pandemic (2020- 2021); however, those figures were not considered in Pennwood's analysis as noted below.

School Name	Year 1	Year 4	Year 5	% Increase through Year 5 (unless otherwise noted)
Reach Cyber Charter School	714	3393	8,138	375%*
Commonwealth Charter Academy	626		2,736	337%
Pennwood (estimate)	1,800		8,200	355%

**Year 4 for Reach was used in order to remove the Pandemic anomaly in Year 5. The percent increase from Year 1 to Year 5 is 1,039%.*

Additionally, discussions with families around the state have indicated considerable interest in Pearson's relationship with Drexel University and the career-focus of Pennwood. It is important to note, that those conversations have occurred in every county within the state. This provides a level of differentiation in the Pennsylvania cyber school market which the Board believes will help attract a broader array of students and serve as a model for other charter schools in the Commonwealth.

As it is the Department's responsibility to determine whether or not the applicant "...is capable...to provide comprehensive learning experiences to students," it is important to note that more than 91% of Pennwood's budget is based on variable expenses that are incurred in ratio to enrollments. Therefore, if the School is not able to achieve the projected enrollment, the consequence to the School is minimized and, combined with its other conservative budgeting strategies, will not impede its ability to provide comprehensive learning experiences to Pennwood students.

Grades Served

Pennwood will serve students in grades K-12 in Year 1 and throughout the remaining projected years.

For students in Kindergarten, Pennwood will enroll students who meet the admission age that is determined by their resident school district.

Pennwood will follow 24 P.S. § 13-1304 Admission of Beginners, which states, "Admission shall be limited to beginners who have attained the age of five years and seven months before the first day of September if they are to be admitted in the fall, and to those who have attained the age of five years and seven months before the first day of February if they are to be admitted at the beginning of the second semester."

Projected Number of Students Per Grade/Grouping

	2024-25	2025-26	2026-27	2027-28	2028-29
K	40	75	110	220	330
1	50	100	170	260	380
2	70	120	230	300	430
3	85	150	250	350	480
4	110	170	270	400	535
5	120	200	300	430	585
6	135	220	340	480	630
7	150	250	370	520	685
8	170	270	420	570	740
9	190	315	470	600	785
10	215	350	500	650	835
11	225	380	520	690	885
12	240	400	550	730	900
Total	**1,800**	**3,000**	**4,500**	**6,200**	**8,200**

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

Community or Region for Pennwood Cyber Charter School

The Central York region of Pennsylvania was selected as the physical location for the School's administrative office. It is a suburban setting located near Route 30 and exit 22 (N. George St.) of I-83. A site survey was conducted, and 221 W. Philadelphia Street in York, PA, was selected.

C. Provide the reason this location was selected for the administrative office. What other locations are suitable to the needs and focus of the cyber charter school's administrative office?

Rationale for Location

Located along West Philadelphia Street, only two blocks from the Judicial Center, in York's Central Business District, this location creates opportunities for business and professional services, provides

easy access for the School's administrative staff and visiting families, and provides access to eateries and retail for staff. York City is also centrally located to promote opportunities for professional development, board training, and interactions with students and their families.

The building contains upper-level suites with signage and road visibility. This property is one of the newest developments in Downtown York and is widely considered one of the nicest office complexes in York County. This space will require some remodeling but has a great window line, ample on-site parking, and great access to the highway infrastructure.

Other Suitable Locations

A property survey was conducted for the York, Pennsylvania area, and two other building sites were identified: 555 Ryan Road site and also a site at 3532 Concord Road in York. At the time of this application submission, the Ryan Road site is no longer available. While a well-established site, Concord Road is in a slightly less desirable location than the Philadelphia Road location.

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

Unique Demographic Characteristics of the Student Population

Of the students who attended a Pearson-supported school in Pennsylvania, over 44% met the federal free and reduced lunch guidelines. Twenty-two percent are black, 15% are Hispanic, 8% are multiple races, and 54% are white. The Kids Count Data Center reported 15.4% of students with disabilities in Pennsylvania in 2017-2018 school year (the most recent year for which statistics were available)[67], and the National Center for Education Statistics reported 12% of students with disabilities and 10% of English learners nationally[68]. The Pennsylvania State Data Center provided 18.6% as the percentage of Special Education students for the 2021-22 school year.[69] It is anticipated that students from across the state will enroll in the School, and that the student demographics of Pennwood will mirror those of Pennsylvania. For planning and staffing purposes, an initial percentage of 16% was used as the anticipated percentage of Special Education students for Pennwood in its first year of operation, with an escalation rate of 1% per year, up to 20% in year 5. A steady 1% was used as the basis for the anticipated share of EL students, based on the EL populations of other PA cyber schools.

Primary Languages Spoken by Student Population

The population of Pennsylvania is diverse, and languages include Spanish, Chinese, Yiddish, Pennsylvania Dutch, and German, among others. According to Data USA, the most common foreign languages spoken in Pennsylvania are Spanish (634,935 speakers), Chinese (including Mandarin and Cantonese) (90,890 speakers), and Yiddish, Pennsylvania Dutch or other West Germanic Languages (73,540 speakers).[70] The primary language spoken at the School will be English.

[67] Source: https://datacenter.kidscount.org/data/tables/2724-students-with-disabilities--number-and-percent-of-students-enrolled-in-special-education?loc=40&loct=2#detailed/2/any/true/1740,1639/any/9736
[68] Source: https://nces.ed.gov/programs/digest/d21/tables/dt21_204.27.asp
[69] Source: https://penndata.hbg.psu.edu/penndata/documents/BSEReports/Data%20Preview/2021-2022/Speced_Quick_Report_PA_Final_2021-2022.pdf
[70] Source: https://datausa.io/profile/geo/pennsylvania/

Pennwood will partner with vendors to provide families with written and oral translation services, as needed. During the enrollment process, the School will use Language Line to provide oral translation services to families, as well as when other meetings or conversations with the family are needed. School staff will be able to request written translation for important WebMail communications, class communications, and other relevant resources.

II.3 District Relations/Evidence of Support

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

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

Evidence of Sustainable Support

The success of Pennwood will be founded on its ability to provide its students and parents with a learning environment that meets their individual needs. In this application, Pennwood has demonstrated support sufficient to sustain and maintain the School as an on-going entity. The Board has demonstrated long-term, sustained support for the School by receiving multiple letters of support and 290 signatures, as shown in Appendix G. Pennwood is confident in its ability to fulfill its enrollment projections through its partnership with an experienced enrollment team.

The Board has prioritized creating and sustaining partnerships with organizations that complement the School's emphasis on life-long learning, technology, and career readiness. Letters of support are included in Appendix G from Pennsylvania-based organizations, policymakers, and institutions that Pennwood will work with during the planning stage and beyond to ensure this unique school model is reinforced with extra-curricular activities and professional development opportunities.

The Board represents a group of passionate education advocates who live across the state. The Board brings a wealth of experiences to Pennwood and has secured support letters (included in Appendix G) from the following individuals and organizations:

- Greg Rothman, State Senator, 34th District
- David Argall, State Senator, 29th District
- Jesse Topper, State Representative, 78th District
- Mike Regan, State Senator, 31st District
- Amen Brown, State Representative, 10th District
- Joshua Kail, State Representative, 15th District
- Cook Center for Human Connection
- Gettysburg Community Theatre, Gettysburg, PA
- Carnegie Science Center, Pittsburgh, PA
- NuMoola, Pittsburgh, PA

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

Notifications to Districts

Pennwood will be a state-wide cyber charter school open to every school-age student in Pennsylvania. The Board has mailed a letter to superintendents of all 500 school districts in Pennsylvania and emailed

them notifying them of Pennwood's application and intention to open for the 2024-2025 school year upon approval by the PDE. The letters (attached in Appendix H) request the opportunity to partner with the school districts to ensure the School best serves the needs of the students from their district who enroll.

C. Describe the efforts that will be implemented to maintain a collaborative relationship with school districts. Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

Efforts to Maintain a Collaborative Relationship with School Districts

In the letter to superintendents of all 500 school districts (provided in Appendix H), the Board has shared its intention to partner with school districts to ensure students from their districts are best served. For example, Pennwood may establish relationships with individual school districts on matters concerning students with learning or cognitive disabilities and students intending to play sports or engage in extra-curricular activities in their resident district. In addition, the Board President reached out personally to the Central York Superintendent to demonstrate the desire to form a collaborative relationship with the district in which Pennwood desires to reside.

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

Community Backing for Pennwood Cyber Charter School

The success of Pennwood and its students is predicated on the support of communities. Support for Pennwood from individual and organizational partners is reflected in the collected support letters (included in Appendix G). As previously noted, The Board has secured support letters (included in Appendix G) from the following individuals and organizations:

- Greg Rothman, State Senator, 34th District
- David Argall, State Senator, 29th District
- Jesse Topper, State Representative, 78th District
- Mike Regan, State Senator, 31st District
- Amen Brown, State Representative, 10th District
- Joshua Kail, State Representative, 15th District
- Cook Center for Human Connection
- Gettysburg Community Theatre, Gettysburg, PA
- Carnegie Science Center, Pittsburgh, PA
- NuMoola, Pittsburgh, PA

In addition to the letters of support listed above, Pennwood has received 712 statements of support across the state from Pennsylvania families, representing all of the state's 67 counties and has secured support of Drexel University through its partnership with Pearson.

III. GOVERNANCE

III.1 Profile of Founding Coalition

Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

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

Charter Applicant Group

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

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

The Board members are parents, educators, and business and community leaders who are committed to bringing an innovative public cyber charter school for students in grades K-12 to Pennsylvania. Current Board members have unique skills and expertise in cyber education, technology, charter school administration, charter school insurance, and financial analysis. Additionally, at least one parent of an enrolled student will be recruited to join the Board. These qualifications will help ensure the success of the School and the effective representation of key stakeholders.

Names, Background, and References

The Board consists of six members. Each Board member brings unique skills and expertise to support Pennwood and make decisions regarding the operation of the School, including budgeting, curriculum, and operating procedures. Pennwood will be a statewide school and as such the Board members have community ties across the state. There is a wide range of expertise on the Board demonstrating the capacity for initial start-up operations and the successful launch of the School for fall of 2024 and beyond.

Dr. Joyce Good

Dr. Good serves as the CEO of GoodtoGreat Consulting where she assists school districts in reviewing cyber programs and creating effective online experiences. She is also an adjunct professor at Lebanon Valley College where she designed and teaches the program for an Online Teaching Endorsement. Previously, Dr. Good served as the vice president of instructional development at Commonwealth Charter Academy where she oversaw the creation of an Adaptive Learning engine that harnessed Artificial Intelligence technology to drive personalized

instruction to every learner. She has a long history as a public school teacher and administrator. Dr. Good has served as a school board member for 18 years for the Pequea Valley School District and has presented at numerous conferences including the Pennsylvania Technology Expo and Conference (PETEC). She is a noted educational software designer, having designed education applications such as IEP etc., a program to create IEPs, NORAs and Gifted IEPs; Grades etc., an online gradebook; discipline, student-scheduling, and attendance software; and Teacher Webpages and DataBlender.

Dr. Good has a BS in Elementary Education from West Chester University, PA; a Master of Education from Johns Hopkins University in Baltimore, MD; an Instructional Technology Specialist Certification from Penn State University; and a Doctor of Education from University of Delaware, DE. In addition, Dr. Good has a Supervisory Certificate and a Principal Certificate (K-12) from Temple University, PA.

Stephanie Haas Thoeny

Ms. Thoeny is currently an account executive at the Sovereign Insurance Group where she manages accounts for charter schools, oversees new partnerships, and serves as a charter school practice leader. She brings expertise in insurance issues specifically related to charter schools to the Board.

Ms. Thoeny holds a BA in English from Villanova University, PA. She has also served on the board of directors of the 1789 Fund and the Blue White Scholarship Foundation. She volunteers with Habitat for Humanity, Covenant House, and Youth on a Mission.

David Hardy

Mr. Hardy is a distinguished senior fellow with the Commonwealth Foundation where he previously served as a senior advisor and executive director. He was previously the Chief Executive Officer (CEO) of Boys' Latin of Philadelphia Charter School, an all-boys college preparatory high school with the specific mission of increasing African American male college completion rates. As CEO, he led the school to the highest male college matriculation rate (87%) of any public, charter, private or parochial high school in Pennsylvania. Mr. Hardy was also the Executive Director of Fairhill Community High School and provided financial expertise to the Community Academy of Philadelphia Charter School.

Mr. Hardy has a BA in English from Yankton College, SD, and a Fundraising Certificate from the University of Pennsylvania, College of General Studies. He has also served as a trustee for Pennsylvania Coalition of Public Charter Schools, Ad Prima Charter School, Independence Mission Schools, Center for Education Reform, National Alliance for Public Charter School, Philadelphia Black Alliance for Educational Options, among other organizations.

C. Tyler Havey

Mr. Havey is a partner in the law firm of Gordon & Rees, Scully, Mansukhani in Harrisburg, PA. Mr. Havey is an experienced legal expert in complex litigation matters spanning insurance, construction, commercial litigation, First Amendment, will contests, and probate disputes. Mr. Havey has served as an executive board member of the Philadelphia Association of Defense Counsel, and as member of the board of directors for the Main Line Art Center. He is also a board member of The Widener Journal of Public Law.

Mr. Havey holds a J.D. from Widener University School of Law, and a BS from the University of Scranton.

Marc LeBlond

Mr. LeBlond currently serves as the director of policy for the EdChoice Foundation, where he distills numerous education bills for a lawmaker audience; drafts education-related legislation; briefs Pennsylvania senators and representatives; testifies before PA policy and education committees; and works closely with charter school leaders. Mr. LeBlond has also served on the board of directors for Pennsylvania Families for Education Choice. He brings experience in education policy and finance to the Board in addition to a strong record of supporting charter schools.
Mr. LeBlond holds a BA in Economics and a BS in Business Administration, Finance concentration, from Eastern Connecticut State University; a Master of Arts in Public Policy Studies from Trinity College, CT; and a certificate from Georgetown University, McCourt School of Public Policy, Edunomics Lab.

Laura Potthoff

Ms. Potthoff currently serves as the Business Development Officer at F&M Trust Bank and is responsible for the Cumberland and Capital Region. Previously, she was the director of Business & Workforce Development at Cumberland Area Economic Development Corporation (CAEDC) where she supported workforce development efforts. Ms. Potthoff also served in various budget and finance roles at Association of Independent Colleges and Universities of Pennsylvania, Dickinson College, East Carolina University, and the University of Maryland. She brings experience in finance and budgeting as well as workforce development to the Board.

Ms. Potthoff holds a BA in Economics from Dickinson College and a MS in Strategic Leadership from Messiah College. She also serves on multiple boards and committees, including Cumberland York Area Local Defense Group, 4th Congressional District Internship Association Board, PA PREP South Central Regional Partnership, CAEDC's Workforce Committee, Early Childhood Education Professional Development Organization at PASSHE Advisory Board, and the Truist Advisory Board.

References

References for the Board members are provided in Appendix I following the resumes.

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

History of Founding Group

As a senior policy analyst, Board Chair Marc LeBlond has seen firsthand the need for other educational options for students to be prepared for today's jobs. Mr. LeBlond acted as the incorporator in August 2022. He was involved in the development of this application for submission. Mr. LeBlond has continued to gather other interested Pennsylvanians who want to bring this innovative educational option to students in the state. These individuals offer qualifications and skills that will result in an independent and effective board, as illustrated by their resumes in Appendix I.

Partnership Arrangements with Existing Schools, Educational Programs, Businesses, Non-Profits & Entities

Pennwood, through its partnership with Pearson, will partner with Drexel University's Goodwin College of Professional Studies. Through its Career and College Readiness Modules, eligible Pennwood students from across the state will be able to participate in this unique offering. Drexel is a comprehensive global R1-level research university with a unique model of experiential learning that combines academic rigor with one of the nation's premier cooperative education programs. Drexel University fulfills its founder's vision of preparing each new generation of students for productive professional and civic lives while focusing the University's collective expertise on solving society's greatest problems. Drexel is an academically comprehensive and globally engaged urban research university, dedicated to advancing knowledge and society and to providing every student with a valuable, rigorous, experiential, technology-infused education, enriched by the nation's premier cooperative education program.[71]

In addition, Pennwood has begun to establish relationships with educational organizations across the state as evidenced by its letters of support and seeks to continue to foster these relationships throughout Pennwood's charter.

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

Plans for Further Recruitment of Founders or School Organizers

The Board has developed an ongoing recruitment strategy for identifying innovative, experienced and invested individuals that will support the School's mission and vision. Board members intend to utilize contacts within the education field, Pennwood parents, as well as professional and civic organizations to continuously expand the potential pool of eligible Board candidates. Any adult individual may seek appointment to the Board, with the exception of employees of Pennwood, Pearson or any person who has been convicted of a felony or has a conflict of interest. The Board will aim to have a parent of an enrolled student on the Board once the School is open, and continuously seek to have diverse community leaders vetted and prepared for Board service, ensuring continuity of the School's strategic initiatives, academic success and financial health.

[71] Source: https://drexel.edu/about

III.2 Governance

Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student, and parent input in school decision-making; and the well-developed, viable management structure.

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

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

- *School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year.)*
- *Adopting textbooks*
- *Appointing or dismissing charter school administrators*
- *Adopting the annual budget*
- *Purchasing or selling of land*
- *Locating new buildings or changing the locations of old ones*
- *Creating or increasing any indebtedness*
- *Adopting courses of study*
- *Designating depositories for school funds*
- *Entering into contracts of any kind where the amount involved exceeds $200*
- *Fixing salaries or compensation of administrators, teachers or other employees of the cyber charter school.*
- *Entering into contracts with and making appropriations to an intermediate unit, school district or Career and Technical Center for the cyber charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.*

Management Organization of the School

The Pennsylvania non-profit corporation, Pennwood Cyber Charter School, is the applicant submitting this charter application and will govern the School and will hold the charter. The Board of Trustees currently consists of six members, representing education, business, and the community. The Board will employ all staff including the CEO, Principal(s) and teachers. The Principal(s) will report to the CEO. The application and all appendices have been reviewed by Pennwood's board counsel.

The operating structure of Pennwood will be similar to a traditional educational environment, with the CEO implementing the policies and procedures of the Board and the Principal(s) supervising the teaching staff. The CEO will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. The CEO will manage the teachers ensuring that each student successfully completes their instructional program. The CEO will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program. In addition, through a Professional Learning Community (PLC), the CEO will have access to the experience, expertise, and best practices of leading virtual schools throughout the nation using the Pearson curricular program.

The table that follows shows the staffing plan for Year 1 through Year 5.

Position	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Total Number of Students	1,800	3,000	4,500	6,200	8,200
Elementary (K-5) Teachers	14	23	38	56	78
Secondary (6-12) Teachers	44	73	106	141	182
Special Education Teachers	16	28	45	65	91
English Learner Teachers (incl. ESL Lead Teacher)	1	2	3	3	5
Social Workers	3	5	8	10	14
Counselors	5	8	11	16	21
Advisory Teachers	9	15	21	28	36
CEO	1	1	1	1	1
Principal	1	2	3	3	3
Assistant Principal	3	4	6	9	13
Director of Special Education	1	1	1	1	1
Assistant Director of Special Education	1	2	3	5	7
Administrative Assistant	3	6	10	14	19
Director of Counseling	1	1	1	1	1
Dual Enrollment Coordinator	1	1	1	1	1
Office Manager	1	1	1	1	1
Director of Data & Student Assessments	1	1	2	2	2
Assistant Manager of Counseling	1	1	1	1	2
Director of Specialized Programs	1	1	1	1	1
Specialized Programs Assistant Coord.	3	3	3	3	3
Director of Operations	0	0	0	1	1
Manager of Engagement	1	1	1	1	1
Student Engagement Specialists	9	15	23	31	41
School Nurse	1	2	3	4	5
Total Staff	122	197	293	399	530
Total Teacher (EL, SPED, SEC, Advisory, Counselors)	89	149	224	309	413
Student-to-Teacher Ratio	20:1	20:1	20:1	20:1	20:1

Figure 23. Pennwood's Staffing Plan for the five years of the term

The figures on the following pages show the anticipated organizational charts for Pennwood for Year 1 through Year 5 with staffing and positions to support enrolled students. The Board will employ the CEO and all employees on the organizational chart. The Board will maintain proper independent governance of the School and will have appropriate control over the operations of the School. The staffing plan above reflects all staff members who will be employed by the Board/School. The organizational charts below show the staff employed by the Board/School and also list the services provided by Pearson and Drexel University's Goodwin College. The Statement of Agreement with Pearson is provided in Appendix N.

Figure 24. Organizational Chart for Year 1 (1,800 Students)

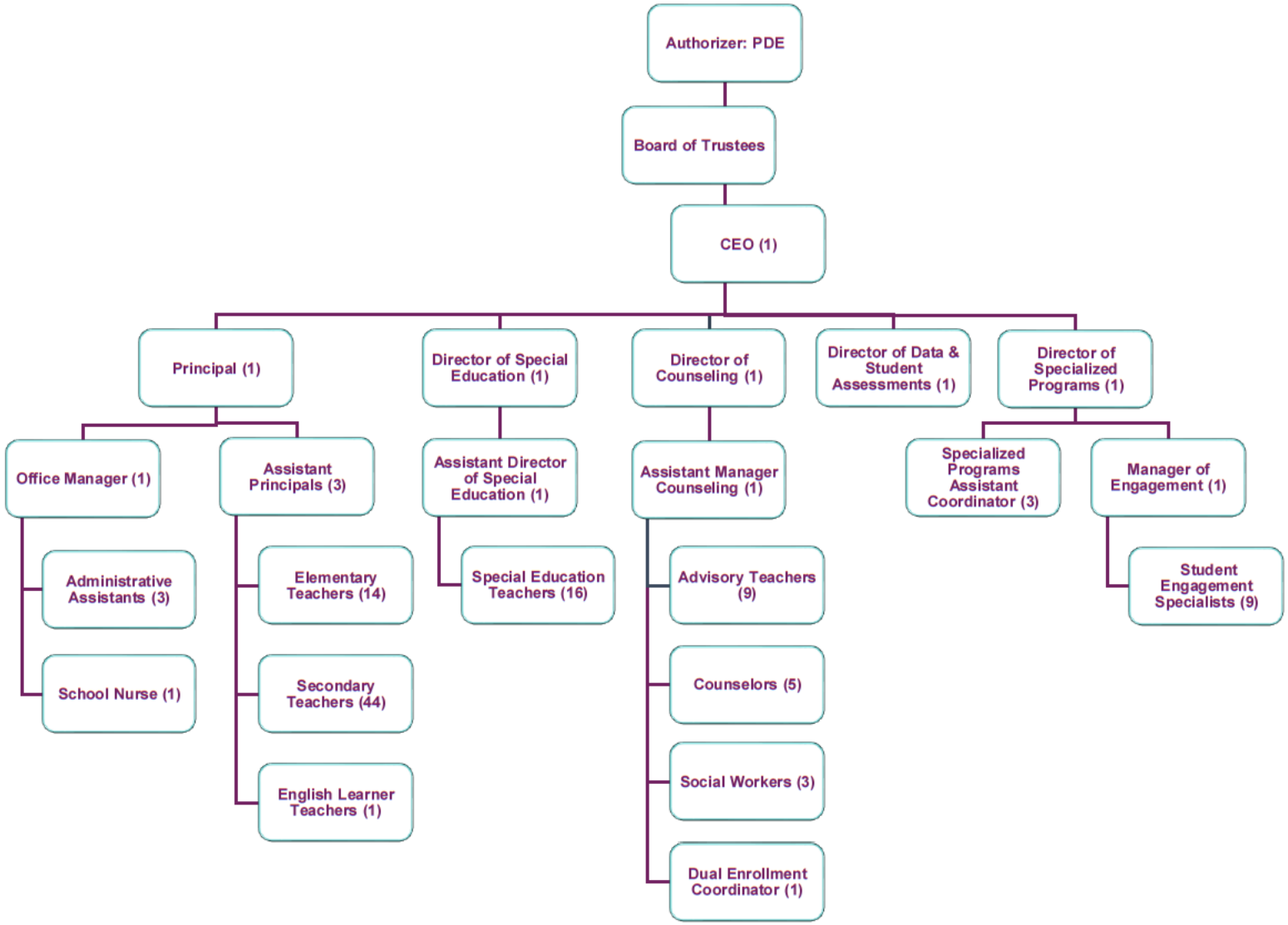


Figure 25. Organizational Chart for Year 2 (3,000 Students)

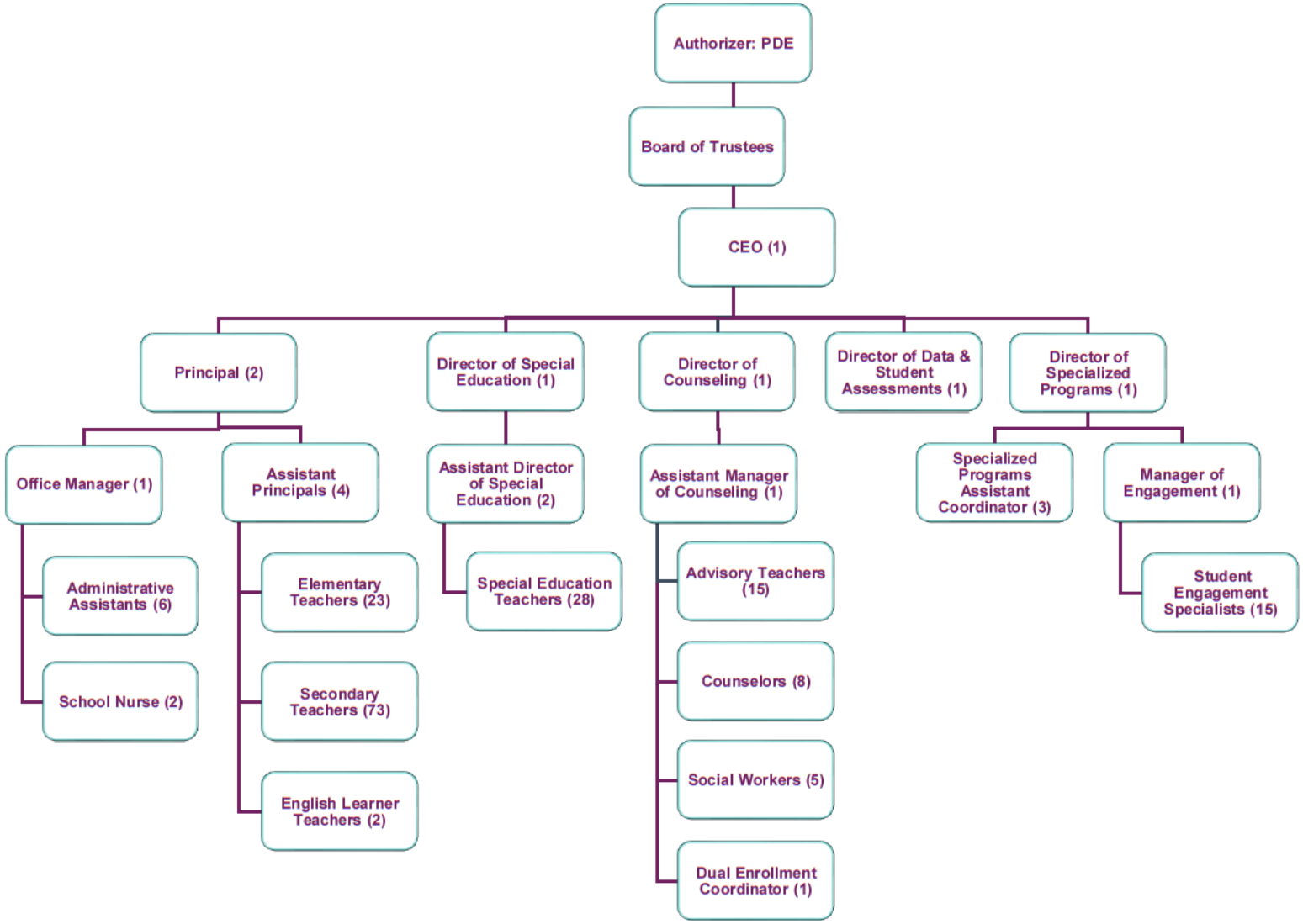


Figure 26. Organizational Chart for Year 3 (4,500 Students)

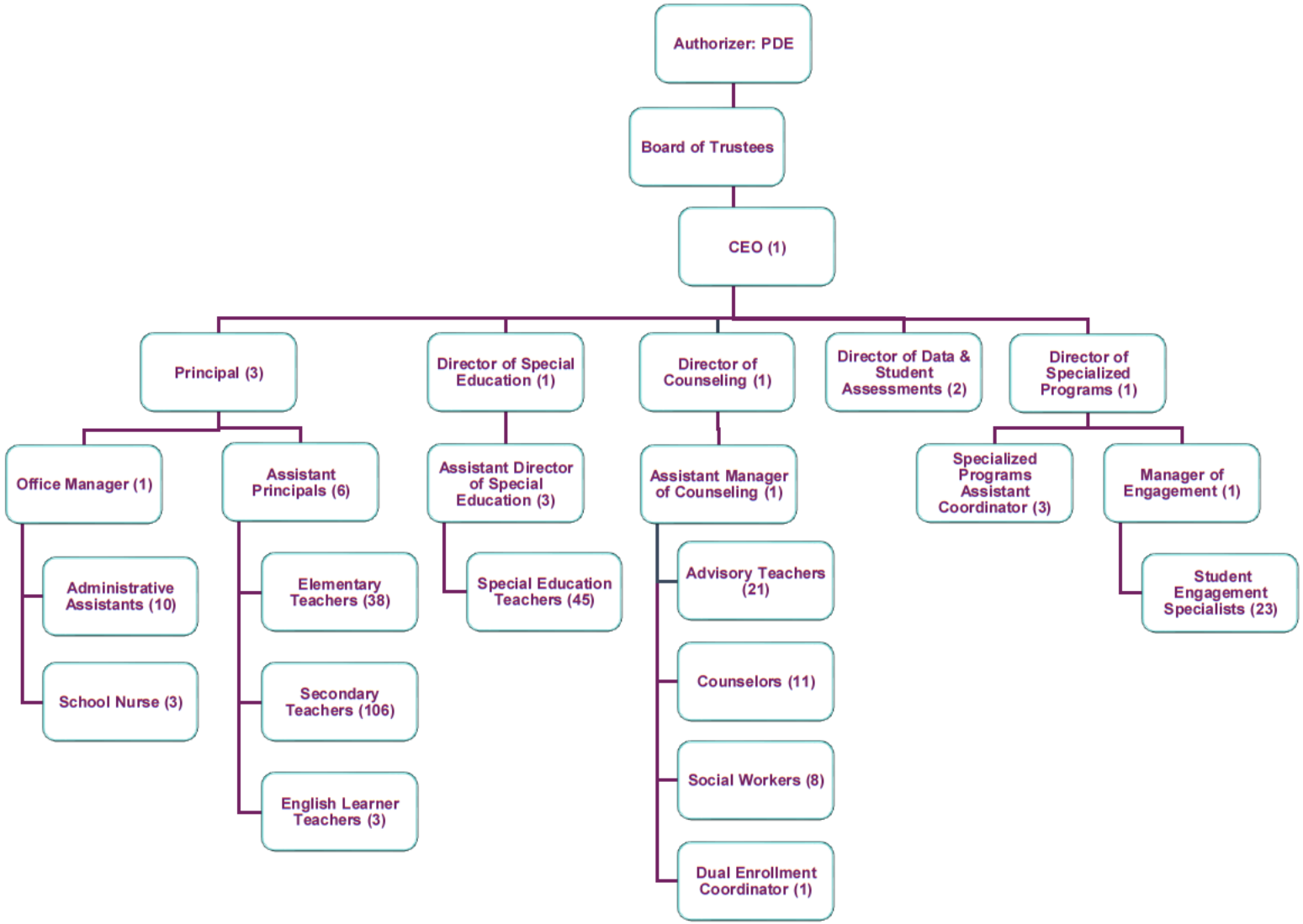


Figure 27. Organizational Chart for Year 4 (6,200 Students)

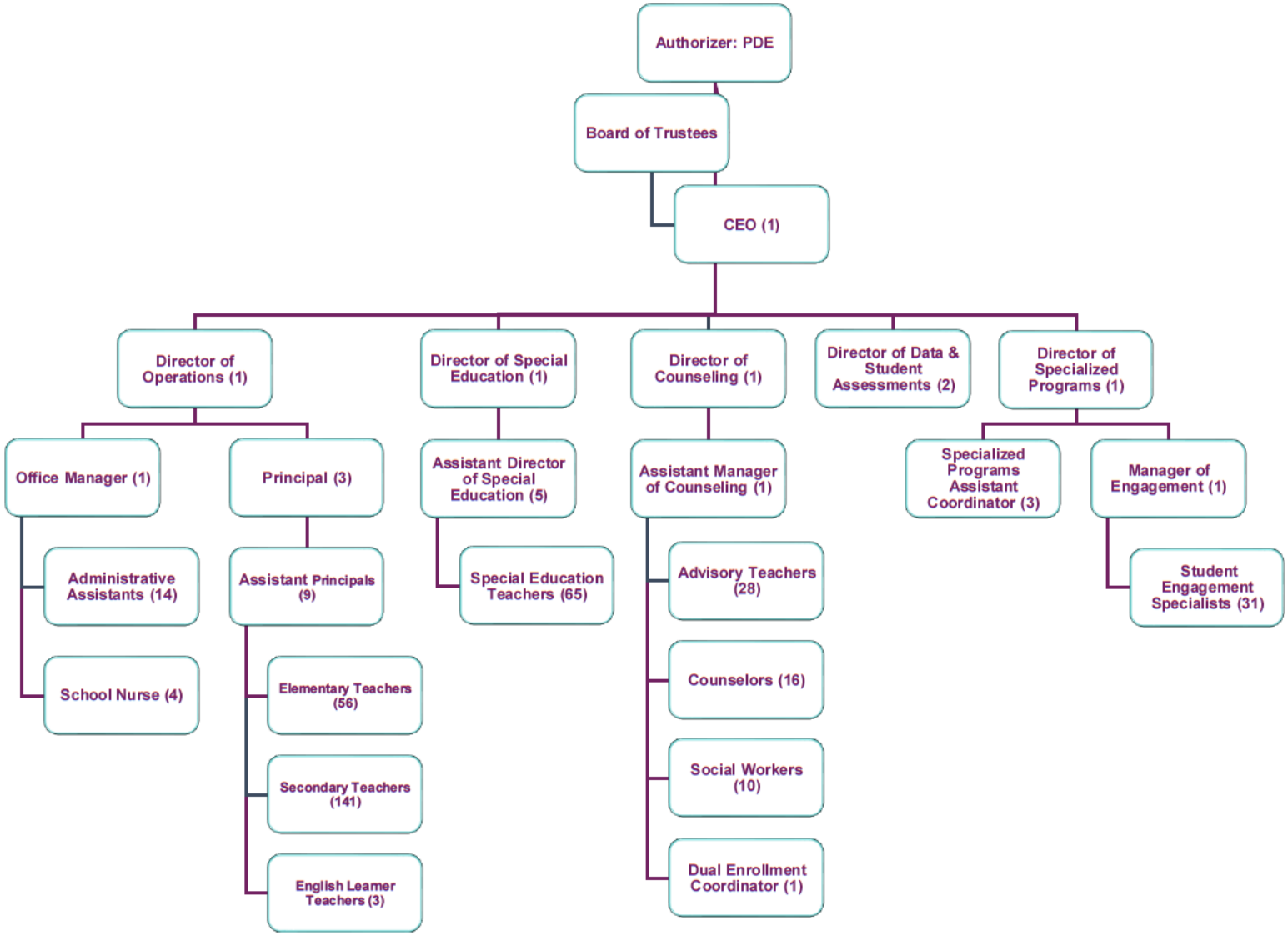


Figure 28. Organizational Chart for Year 5 (8,200 Students)

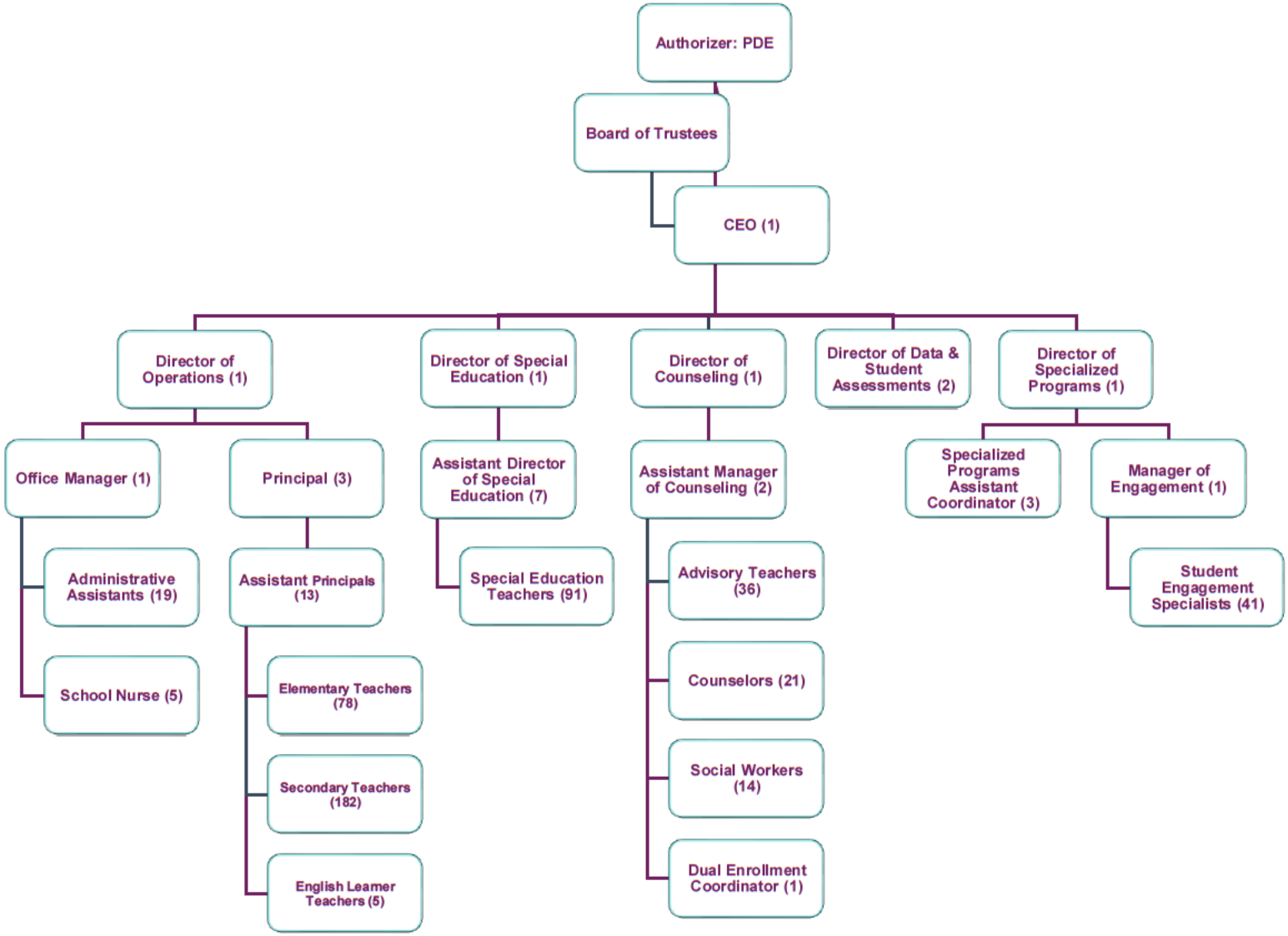
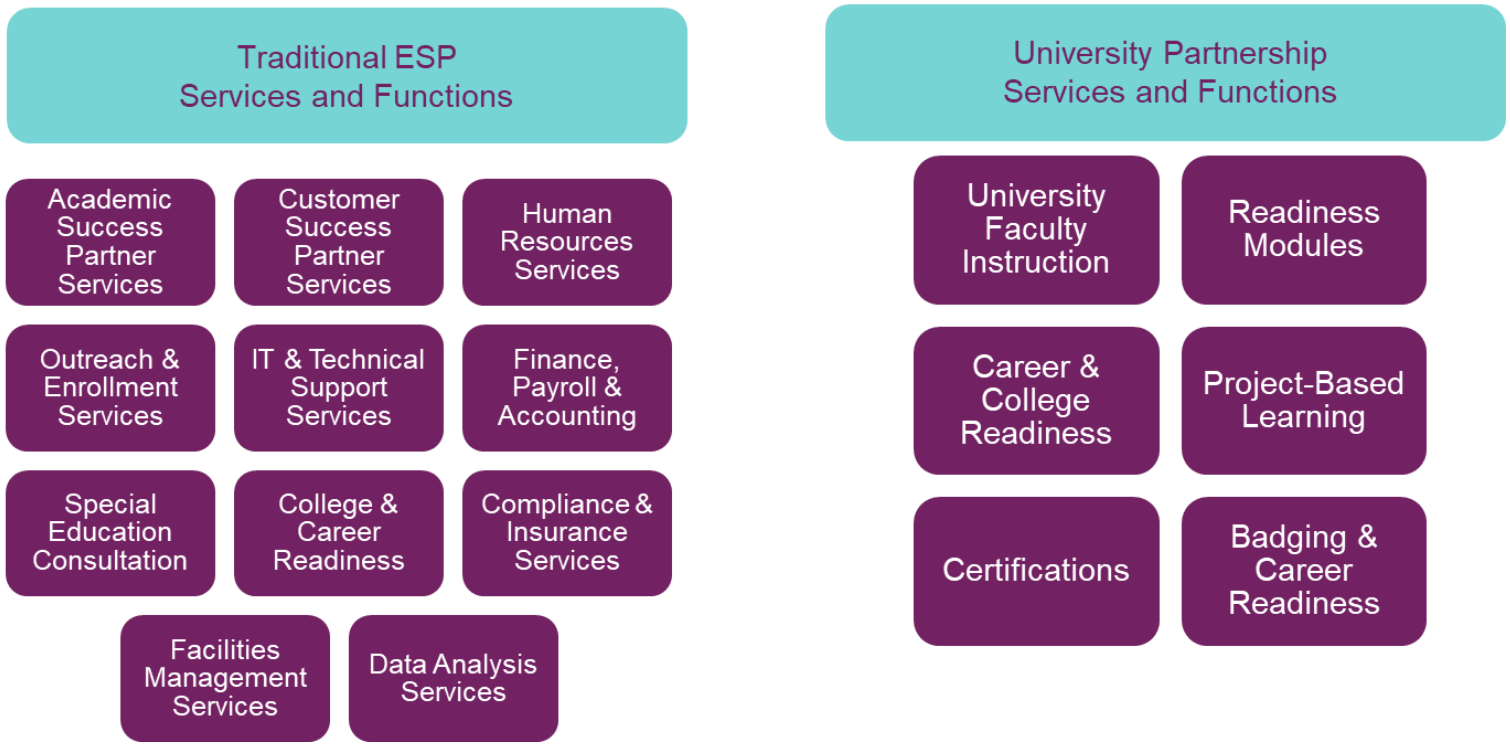


Figure 29. Pennwood will have access to numerous services and functions through its ESP.

ESP Services



Support from Pearson Staff

Pennwood anticipates contracting with Pearson to provide the educational products and services the Board has agreed on and described in the Statement of Agreement (Appendix N). The Board will maintain ultimate control of the public cyber charter school. The Statement of Agreement also details the respective roles of the Board and Pearson and the services provided. The Board will employ all staff, including the CEO. The CEO and the Board have the authority to hire and terminate employees or contractors and the CEO has the responsibility to provide the day-to-day direction and supervision to all employees of the cyber charter school.

Key Pearson staff supporting Pennwood will include the following members:

School Success Partner – Laura Johnson
As the School Success Partner, Laura joined Pearson in October 2013 and currently serves as a School Success Partner. She is proud to be a member of the Customer Success Partners Program. During her first six years with Pearson Virtual Schools, Laura oversaw Enrollment and Family Support and was responsible for enrollment, academic placement, supply chain, tech support, and school and program operations support. She then became a School Success Partner, working with cross-functional teams to provide service delivery solutions to ensure customer satisfaction and retention and advocating for public policies that support virtual learning and defend against restrictive policies in her assigned states.

Prior to joining Pearson, Laura served in several senior leadership roles at ICON Clinical Research, one of the world's leading pharmaceutical contract research organizations, in operations, business development, and strategic account/alliance management roles for ten years. Prior experience includes key operational and marketing roles in the voice/data communications and surgical product industries. Laura has an MBA from Loyola College, Baltimore, and a BS from Virginia Tech.

Academic Success Partner – Chandre Sanchez Reyes
Chandre Sanchez has been an educator for more than 20 years and currently serves as an Academic Success Partner. In this role, she works to support school leaders and their leadership teams in academic and instructional practice. Prior to working as an Academic Success Partner, Chandre served as the Executive Director and High School Principal at Indiana Connections Academy and Indiana Connections Career Academy, two statewide cyber schools. She received her Bachelor of Science degree from Indiana University-Bloomington in English Education, holds a Master of Education degree from Indiana Wesleyan University, and earned her P12 Administration license from Marian University.

Solutions Partner - Stephanie Becker

Stephanie Becker has worked in the virtual education space for the last 17 years and currently works as a Solutions Partner for Pearson. In this role, she acts as a liaison between supported schools and Pearson teams. She supports school leaders in their operations and logistics and helps to problem solve when needed. Prior to working as a Solutions Partner, Stephanie served as a Counseling Consultant for Pearson Virtual Schools where she supported lead counselors and school counseling teams for supported schools. Before joining the Pearson team, Stephanie was the Senior Manager of Counseling at Minnesota Connections Academy for over ten years. She attended the University of Wisconsin – Madison where she earned her Bachelor of Science degree in Human Development and Family Studies and earned her Master of Science in Education for K-12 School Counseling from the University of Wisconsin – River Falls.

Service Delivery Partner – Brooke Crump

Brooke Crump has 20 years education experience and current services as a service delivery partner at Pearson, where she manages a team of cross-functional experts who provide coordinated services to Pearson-supported schools. Prior to joining Pearson, Brooke was a high school technology teacher at Keystone National High School and previously a Business Education high school teacher at Pocono Mountain School District and a Special Education Teacher at Shawnee Academy. Brooke has her Bachelor of Business Administration degree from Catawba College and a Master of Education in Secondary Education and Teaching from Gwynedd Mercy University. She also holds a certificate in Executive Leadership from Cornell University and teacher certification from Pennsylvania in Business Education & Technology – K-12.

Board Support – Heather Woodward

Heather Woodward is a relationship manager and governance advisor with over 23 years of experience as the primary intermediate support for the Boards of Directors in schools supported by Pearson throughout the country. As the Director of School and Board Strategic Planning and Support, she provides Board Governance support and collaborates with internal departments across Pearson and externally with board members, school leaders and authorizers to ensure all necessary Board meeting preparations are complete and requirements met to ensure successful and compliant Board meetings. Heather works with partnering Boards on ensuring compliance with sunshine laws, participation in state required trainings, local and national governance training opportunities, conflict of interest, governance best practices, and other legal- and governance-related matters. Heather has successfully supported Pennsylvania Boards since joining Pearson 16 years ago; as such, she is able to provide the Board with specific local and state knowledge. Heather graduated from Stevenson University with a bachelor's degree in Paralegal Studies, specializing in Complex Litigation. She also holds a Master's Degree in Legal and Ethical Studies from University of Baltimore and a Post Graduate Certificate in Strategic Management from Georgetown University. Heather serves as Board Secretary on a local charter school board.

Policy and Advocacy Support – Jennifer Clarke

Jennifer Clarke is an Education Partnership and State Policy Specialist for Pearson. For the past 15 years, Jennifer has worked on education policy and charter school initiatives in Pennsylvania. As a resident of Pennsylvania, she supports advocacy and state-specific education initiatives. Jennifer has a Bachelor of Arts in Communication from Elizabethtown College and a Master of Education from George Washington University.

Affirmative Vote

Appendix K provides the minutes from the meetings during which the Board approved by affirmative vote the Statement of Agreement with Pearson. The Board of Trustees will record each affirmative vote of a majority of the members showing how each member voted in order to take action on the following subjects (as noted in the By-Laws attached as Appendix L):

- Approving the School calendar;
- Adopting textbooks;
- Appointing or dismissing charter school administrators;
- Adopting the annual budget;

- Deciding matters related to the operation of the School, including, but not limited to, budgeting, curriculum, operating procedures, and determining general, academic, financial, personnel, and other policies subject to the School's cyber charter school charter and applicable law;
- Employing, discharging, and contracting with necessary professional and nonprofessional employees subject to the School's cyber charter school charter and the provisions of applicable law;
- Approving the hire or termination of contractors and determine the terms and policies under which contractors shall provide services;
- Approving the adoption of courses of study;
- Approving the appointment or dismissal of school staff;
- Approving the creation or increase of indebtedness and designate depositories of school funds;
- Approving contracts;
- Determining the salary, compensation, and all terms and conditions of employment of school administrators, teachers and other staff; and
- Approving the entry into contracts with intermediate units, school districts or Career and Technical Center for the cost of services provided or to be provided by the foregoing entities.

The Board has contracted with Pearson for the benefit of a smooth school start up, quality academic materials for students, and national best practices expertise and guidance. Pearson has a proven record of success collaborating with public cyber schools and consistently strong ratings from parents.
The Board has also contracted with Pearson for special education instructional support due to its experience and positive track record in assisting schools with developing and implementing systems and protocols that support students with disabilities, accelerated students, and English Learners.

Sunshine Act

The Board intends to meet at least eight times per year but will meet more often if needed to conduct school business in a timely fashion. The regular Board meetings will typically be held at the School site and according to the schedule that will be set by the Board at their Annual Meeting and in a manner consistent with the Sunshine Act. All public board meetings will be advertised as mandated by law in publications of general circulation at the beginning of each school year and posted on the School's website. Board members will be allowed to attend telephonically, according to the limitations of Pennwood's bylaws, the Sunshine Act, and Nonprofit Corporation Law. The agenda for all meetings will be posted on the School's website at least 24 hours prior to the commencement of the meeting in accordance with the Sunshine Act and will also be posted at the School's meeting location to ensure reasonable notice to the public and the School's constituency. The public may directly address the Board at meetings, and members of the public, including parents, will also be able to attend Board meetings via teleconference upon advance request in a manner set by the Board. All Board members will be provided training on compliance with the Sunshine Act.

B. Describe the selection process for the Board of Trustees.

Selection Process for the Board of Trustees

Trustees will be elected at a duly organized meeting of the Board by a majority of the Trustees then in office. Members will take office immediately at the roles to which they are elected after being sworn in in accordance with Section 321 of the Public School Code. Vacancies on the Board will be filled by a majority vote of the remaining members of the Board, or by a sole remaining Trustee, and each person

so elected will serve for the balance of the unexpired term. Trustees will be divided into three classes, each class consisting of, as nearly as possible, an equal number of members. The members of the first class will hold office for an initial term of one year; the members of the second class for an initial term of two years; and the members of the third class for an initial term of three years. At the close of each annual meeting, the successors to the class of members whose terms expire that year will commence to hold office for a term of three years or until their successors have been identified. In the event of an increase in the number of Board members, the remaining members will assign the newly created position to the appropriate class or classes so that the three classes continue to consist of, as nearly as possible, an equal number of members.

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

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

The lack of a parent representative on the Board will be treated as a vacancy and will follow the process outlined above. During its first academic year, Pennwood will seek a parent representative by reaching out to the Pennwood community and encouraging parents and guardians to indicate their interest in serving on the Board during the first semester.

C. Describe the steps that will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees.

Steps for Maintaining Continuity between Founders' Vision and the Board of Trustees

The Founding Board and Founding Coalition are related but separate entities for the purposes of this application and school start up.

Founding Board: Upon approval of the charter, the Founding Board consisting of six members will become the governing Board of Trustees with the responsibilities of governing the School. The Board will then aspire to grow to at least seven board members, including at least one Pennwood parent.

Founding Coalition: In addition to the support of the Founding Board, the Founding Coalition includes organizations, institutions, and individuals who supported the development of the charter application and believe in its mission and vision. These individuals include parents, teachers, students, and community members along with policymakers and organizations across the state. The Founding Board is committed to following the vision and educational model consistently stated through interactions with these individuals and organizations. Such interactions included information sessions and organic conversations that arose as statements of support and letters of support were gathered. As mentioned above, the current Founding Board intends to transition to the Board of Trustees upon approval of the cyber charter application. Trustees will serve staggered terms ensuring the Board will not have all members terms end simultaneously.

Sustaining the continuity of the vision of the Founding Board requires careful scrutiny of prospective Trustees' commitment to the School's mission as well as continually educating Trustees as to the scope of their legal responsibilities such as duty of loyalty, obedience, and faithfulness to the School's mission. To that end, Pennwood will hold annual Board retreats centered on effective Board development.

In addition, Pennwood will actively seek to recruit educators, stakeholders, and professionals to become members of the Board in addition to the parent board member. During the first academic year, the Board will seek a parent representative by reaching out to the Pennwood community via email to

encourage a parent or guardian representative to volunteer during the first semester. Once selected and vetted, the board will provide necessary training immediately so that a parent member can begin on the board as quickly as possible.

Board Training

Board members plan to attend all required governance trainings to ensure that they have ongoing knowledge about governance, oversight requirements, department rules, policies, and procedures. In addition, the Board will allocate funds to ensure each Board member's compliance with Act 55 of 2017 and Act 18 of 2019.

Additional training may also be acquired to ensure smooth operations and effective board practices conducted by a reputable third-party vendor. Other trainings may include Effective Board Governance of Public Charter Schools online training module series as well as specific training provided in person, via the Internet, and in print. Training topics may include charter school basics, responsibilities, conflict of interest, effective meeting management, quality Board leadership and policy development. In addition, Board members will have the opportunity to participate in various regional and national conferences to network with other charter board members and further their development as effective board members.

D. Describe the roles and responsibilities of the Board of Trustees.

Board Member Roles and Responsibilities

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

- Protect the legal interests of the charter school and adhere to all applicable laws;
- Develop and prepare the School budget;
- Practice financial management strategies;
- Act as fiduciary of the School;
- Provide academic program approval;
- Establish a framework for the budget process;
- Authorize major expenditures, substantial program changes, etc.;
- Elect the officers of the corporation and determine their terms;
- Ensure that the charter is achieving its vision and mission;
- Set Board policy;
- Evaluate and monitor the activities and success of the CEO and other members of the School leadership team;
- Govern the operations of the School but leave daily operations to the CEO;
- Exercise sound legal and ethical practices and policies;
- Manage liabilities wisely;
- Advocate good external relations with the community, school districts, media, neighbors, parents, and students;
- Hire and evaluate the CEO annually;
- Hire contractors, negotiate service agreements, and hold contactors accountable for performance under such agreements;
- Review and renew the contract with the cyber educational services provider;
- Comply with state and federal reporting requirements;
- Practice strategic planning;
- Ensure adequate resources and manage them effectively;

- Assess the organization's performance including monitoring achievement of accountability framework;
- Attend mandatory training annually that is relevant to effective leadership of the charter school;
- Act as tribunal for disciplinary hearings;
- Approve real estate transactions; and
- Negotiate and enter into a charter with PDE.

E. Describe the steps that will be taken to facilitate a productive relationship between administrators and teachers.

Steps for Facilitating a Productive Relationship between Administrators and Teachers

Pennwood will take the following steps to facilitate a productive relationship between administrators and teachers:

- Training. Extensive onboarding and training is provided to teachers during the back-to-school period as well as during designated professional learning days, with the skills and strategies to:
    - Use the tools in the online platform to support and monitor student learning
    - Use data to manage student engagement and inform instruction
    - Identify students who may be at-risk, or in need of targeted intervention
    - Facilitate- learning in a virtual environment
    - Conduct required school year cycle teacher tasks
    - Implement school processes and policies
    - Foster socialization and connectedness in a virtual school community
    - Foster soft skills and leadership capabilities development

  This training will help to build a robust and positive school culture focused on student academic achievement. The culture will be one of collaboration of all school stakeholders in the common goal of meeting the mission and vision of the School.

- Weekly meetings between teachers and managers. During these meetings, teachers and administrators will discuss student academic outcomes. They will review benchmark data, student grades in the teacher's course, engagement metrics (such as parent and student phone calls), and plans for weekly LiveLesson sessions. These meetings will also include periodic reviews of staff goals, performance, and professional development plans.

- Professional Learning Communities (PLCs). Teachers will meet will colleagues in weekly PLC meetings. The teachers will decide on a common SMART goal related to student achievement. Teachers will work together and share best practices in how to move students forward in learning and achieve their shared SMART goal. These SMART goals should be related to the School's charter goals.

- Open communication of school goals and the School Improvement Plan. School Improvement will be a constant cycle. Once data is gathered (whether from state testing or benchmarks), the School's leadership team and staff will develop action plans to meet any needs discovered from a review of the data. School improvement plans are living documents. Progress on the plans will be shared with the staff and other interested stakeholders at least once a quarter. Each action plan will have a shepherd who will be responsible for leading the plan, motivating the staff to reach its goals, and to keep the focus on the plan. The shepherd will report on the progress of the goal to the entire staff.

- Evaluations are completed at least two times per year for each staff member. Since teachers and managers meet frequently to discuss performance and student academic outcomes, there

should be no surprises during the evaluation sessions. Instead, these sessions are extensions of the weekly conversations between manager and teacher. Teachers will be given time to talk about the lessons they are most proud of, the successes of their students, and their goals for the future.

- Through the School's career ladder system, teachers have the opportunity to expand into leadership roles and responsibilities, often working with administration on key initiatives.
- Twice a year, the School conducts formal staff surveys (Pulse and Staff Engagement surveys) to get direct feedback on the School and staff morale. This enables administration to find specific ways to improve, broaden and deepen relationships with staff.

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

Parental and Student Involvement in Decision-Making Matters

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

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

As stated previously, parents may participate in Pennwood in many ways, including:

- Parent representation on the Board;
- Board Committees;
- StarTrack ratings;
- Community Coordinators; and
- Club Connections.

Students provide feedback on courses and teachers. Input will be gathered on an ongoing basis via StarTrack. A StarTrack box requesting text feedback and ratings on a five-star scale is embedded in virtually every lesson in the curriculum and on the home page for each Learning Coach. Data gathered from this feedback is examined carefully and acted upon by school staff. For the 2020-2021 school year, 1,282,065 lesson ratings were submitted by currently enrolled students and parents attending schools using the same chosen curricular program, with an average rating of 4.3 out of five stars.

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

- *The bylaws must contain a provision for "failure to organize or neglect of duty." Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.*
- *No board member shall, as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.*

- *A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.*
- *Procedures for dismissal of an employee must be contained in the bylaws.*

Articles of Incorporation, By-laws, and Contracts

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

The by-laws for the Board of Trustees that outline the number of members, length of terms, offices, committees, grounds for removal, and relationship with school administration are provided in Appendix L.

The by-laws contain a provision for "failure to organize or neglect of duty." The bylaws outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law. No board member will, as a private citizen, engage in any business transaction with Pennwood or Pearson, be employed in any capacity by Pennwood or Pearson, or receive from Pennwood or Pearson any pay for services rendered to Pennwood or Pearson. The Board of Trustees will adopt a conflicts of interest policy as well as a Code of Ethics (included in Appendix S) for compliance with the Ethics Act as well as its obligations as a non-profit corporation under state and federal law.

The Board has a designated Treasurer, Laura Potthoff, who will receive all funds including local, state, and federal funds and privately donated funds. The Treasurer or designee will also make payments out of the same on proper orders approved by the Board, signed by the President of the Board. The Treasurer may pay out funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which will previously have been approved by the Board, and by which prompt payment Pennwood will receive a discount or other advantage.

The by-laws also contain procedures for dismissal of an employee. The Board is mindful as well of its obligations as a Board of a non-profit corporation.

A letter of intent to lease an administrative office in Central York is included in Appendix R.

The Statement of Agreement with Pearson is included in Appendix N.

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

Board Member Contact Information

Name: Joyce A. Good, Ed.D.

Address: 6258 Byerly Road, Narvon PA 17555

Phone Number: 717-468-7110

Resume: Included in Appendix I

Name: Stephanie Haas Thoeny

Address: 616 Kirsch Avenue, Wayne, PA 19087

Phone Number: 215-622-3075

Resume: Included in Appendix I

Name: David Hardy

Address: 217 N 23rd Street, Philadelphia PA 19103

Phone Number: 215-469-1030

Resume: Included in Appendix I

Name: C. Tyler Havey

Address: 1717 Arch St Ste 610, Philadelphia, PA 19103

Phone Number: 215-757-4005

Resume: Included in Appendix I

Name: Marc LeBlond

Address: 258 Brentwood Drive, Cogan Station, PA 17728

Phone Number: 272-236-9694

Resume: Included in Appendix I

Name: Laura M. Potthoff

Address: 10 Summerbridge Drive, Apt. K, Carlisle, PA 17015

Phone Number: 717-713-7567

Resume: Included in Appendix I

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

Management Contract

Pennwood has contracted with Pearson Virtual Schools to provide the cyber educational program outlined in this charter application. The Board of Trustees believes that the quality and experience that Pearson Virtual Schools provides will complement and enhance the services to students throughout Pennsylvania. However, Pennwood's Board of Trustees will maintain ultimate control of the cyber charter school. The Statement of Agreement details the respective roles of the Board and Pearson and the services provided. The Board will employ all staff, including the CEO. The CEO and the Board have the authority to hire and terminate employees or contractors and the CEO has the responsibility to provide the day-to-day direction and supervision.

The Board will maintain responsibility for ensuring that Pennwood meets all educational, fiscal, and programmatic goals outlined in the charter. The Board will regularly review the services and will set expectations for reporting from Pearson to the Board. Under the Statement of Agreement, Pearson will be subject to a performance review, conducted at the Board's discretion. The Board will have the right to terminate its contract with Pearson if performance obligations are not met and Pearson is unable to cure such deficiency after being given reasonable notice, as more fully described in the Statement of Agreement.

The Statement of Agreement between the Board and Pearson is included in Appendix N. A letter from the Board regarding provider selection is included in Appendix O. The Board agreed to the Statement of Agreement per resolution in the Board meeting on September 15, 2022. The Statement of Agreement represents the contemplated agreement between the Board and Pearson. The Board has signed the Statement of Agreement which will take effect immediately upon the issuance of a charter from PDE. Additionally, the Board and Pearson have agreed to further negotiate language if necessary, based on feedback received from PDE.

IV. FINANCE AND FACILITY

IV.1 Financing

A. Develop a preliminary startup and operating budget. Using the Pennsylvania Department of Education budget templates; draft a preliminary operating budget that is balanced and covers all projected sources of revenue, both public and private, and planned expenditures.

Preliminary Start-up and Operating Budget

The preliminary startup and operating budget using the PDE template is provided in Appendix P. It is carefully aligned to the mission of Pennwood and demonstrates a school with sound financial planning. The five-year budget represents best estimates for revenues and costs for Pennwood. A detailed narrative regarding the budget is also provided in Appendix P, along with the Pearson Fee Schedule.

Start-up expenses, such as facility and administrative staff, have been budgeted and will be funded through a startup grant from Pearson. This grant is not expected to be repaid. A letter from Pearson is provided in Appendix Q.

B. Explain how the cyber charter school arrived at revenue or expenditure estimates. Include information as to startup revenue and demonstrate how the school will fund operations prior to the receipt of recurring operating revenue.

Revenue Estimates

Start-Up Funding

The advance payment from the ESP during the start-up year of operations is a start-up grant that does not require repayment. This is an investment in Pennwood and the Pennsylvania students being made by the ESP. The letter included in Appendix Q documents this commitment.

Except for the public information campaign and enrollment services described in the following paragraph, the ESP will not bill Pennwood for services provided prior to the School being open. The School requires funding for several months prior to the start of the school year. To obtain such funding, Pennwood must take a loan or be afforded a grant. The ESP would rather award the School an up-front, non-repayable grant than to see the School repay a loan that would include interest payments. The School is better suited investing in their students than paying back principal and interest on a startup loan. Because the grant does not require repayment, there is no financial dependence on the education services company.

The ESP will provide a public information campaign and enrollment services prior to the School opening, but will not invoice for fees associated with these services until the following school year and in accordance with the Statement of Agreement. For example, the public information campaign and enrollment costs associated with enrollments in the 2025-2026 school year will be incurred during the 2024-2025 school year (February 2025 through August 2025). The School will then be invoiced for fees associated with such services during the period in which revenues are received for these enrollments, and thus will be billed during the 2025-2026 school year.

Local Funding

Local revenues were calculated using the 2021-2022 statewide average rates, as published on the PDE's website, which are the latest available at this time. (Presently there are still 100+ districts who have not finalized their 2022-2023 PDE 363 rates.) As Pennwood is charged with demonstrating "the

capability...to provide comprehensive learning experiences...", there is a five percent (5%) reduction from 2021-2022 levels in the budget intended to insulate the School from any number of scenarios including, but not limited to, a statewide reduction in education funding generally, a statewide reduction in charter school funding or a statewide reduction in cyber charter school funding specifically. The rates used in the Budget are lower than the 2021-2022 rates weighted by district enrollment, per the PDE's published data. If this funding reduction does not materialize, the Board will amend its budget and likely increase instruction-related expenditures and its financial reserve. Future years of operation are conservatively budgeted assuming a quarter of a percent (0.25%) compounded per pupil rate increase.

As an additional financial precaution, Pennwood built its budget based on the conservative assumption that two percent (2%) of its district billing would go uncollected. In order to duplicate the calculation of the base funding (also known as Nonspecial Education Funding per ADM), as well as the Special Education funding per ADM, billable student numbers were adjusted to 98% of ADM. The two percent (2%) allowance accounts for any settlements with districts below the amount billed by the School based on alleged issues such as residency and special education status. In the Table below, Funded Enrollment (FE) represents 98% of ADM. This is the assumption missing in the Departments Response labeled Table 1 Projected Per-Pupil Rates.

Here is a detailed example of how base funding is calculated in Year 1:

Nonspecial Education Funding - Year 1		
ADM Enrollment		1800
Conversion		98%
Funded Enrollment		1764
Less: Special Education Population; 16%		(282)
Less: ELL Population; 1%		(18)
Nonspecial Education Funded Enrollment		**1,464**
21/22 PDE 363 Average Rate	$	13,347
5% Reduction	$	(667)
Year 1 Rate	**$**	**12,679**
Nonspecial Education Funded Enrollment		1,464
Year 1 Rate	$	12,679
Year 1 Nonspecial Education Funding	**$**	**18,563,862**

The same basis of calculation can be used to support Special Education Funding. In years 2-5, the rates increased by a conservative 0.25% annually.

Federal Funding

While the School intends to apply for and receive federal funding, federal revenues were not included in this budget as there is no guarantee of receipt of such funding and to use a conservative per pupil rate assumption to demonstrate the ability for the School to sustain operations absent federal support.

By excluding federal funding from its initial budget, Pennwood demonstrates a greater capability to provide a comprehensive learning experience to students as it makes clear the School will be fiscally sound with or without reliance on federal funding sources. However, the Board understands the Department's desire to see all forms of revenue and understands how the Board intends to spend all funds to benefit Pennwood students.

Pennwood's federal funding expectations are set forth below:

	Year 1	Year 2	Year 3	Year 4	Year 5
Title I	$411,982	$686,637	$1,029,956	$1,419,050	$1,876,808
IDEA		$201,802	$321,621	$469,189	$655,014

These assumptions are based upon the following criteria:

- Title I funding is budgeted at a rate of $519 per student who qualifies for free or reduced - price meals, assumed to be 45% of the student population.
- IDEA funding is budgeted at a rate of $429 per student receiving Special Education services, assumed to be 16% in the initial year with the population growing by 1% each year of the five-year charter term. IDEA funding is based on the prior year population, hence why the School does not expect to receive this funding in Year 1.
- Both rates demonstrated above are consistent with the rates of other Pearson supported schools (Commonwealth Connections Academy and REACH) in the state of Pennsylvania upon their inception.

For any Title I and IDEA funds the School receives, the School intends to use federal revenue to enhance the student program in the following potential areas:

- Title I
  - Additional Parent Engagement Opportunities
  - Summer School
  - Additional Professional Development
  - Additional Counseling Support, as needed
  - Additional Math Support, as needed
  - Family Support for Navigation of Online Offering, as needed
  - Support of Expanded Meal Offering
  - Homeless Set-Aside
- IDEA
  - Support of Expanded Specialized Teacher Positions
  - Other Curriculum and/or Software Enhancements (Teachtown, SmartLearning, etc.) as the School sees fit

Pennwood will also be eligible to receive immaterial funding through Title IIa, Title III and Title IV awards. These funds will be allocated based on demonstrated student need at the direction of the Board and in accordance with federal regulations at the time of award.

Expenditure Estimates

The School expects to incur start-up operating expenditures around key administrative compensation and facilities costs. Approximately, two to three months prior to the start of the school year, the CEO, Director of Specialized Programs, Director of Counseling, and Director of Special Education will be hired.

Additionally, the School will begin occupying the facility described in Section IV.2 and will incur costs associated with lease expense and small equipment expense.

Other anticipated costs, such as public information campaign and enrollment services, will be billed pursuant to the School's Statement of Agreement with the ESP rather than during the start-up period.

The salaries used in the budget, as well as the 9% effective employee tax rate and 5% retirement rate, are aligned with compensation structured by the other cyber charter schools in Pennsylvania. Employee benefits are provided at the agreed upon rate of 24%.

Facility costs have been analyzed by the ESP's Facility Workplace Team. The per square footage cost of the facility is aligned to market expectations within the state, as compared to the other cyber charter school operating in Pennsylvania. Three months' rent has been budgeted at $7,900.94/month. Operating utilities and internet connectivity have been budgeted in the same manner.

Other immaterial startup expenses such as staff recruitment, supplies and Directors & Officers Insurance have also been budgeted for the start-up period. The costs in the budget reflect average start-up expenses for Connections Academy school and are insignificant.

Start-up expenses, such as facility and administrative staff, have been budgeted and will be funded through a startup grant from Pearson. The start-up grant award was determined by estimating the operating expenses, plus a small cushion to support the School forward until students are enrolled and districts are billed for tuition. This grant is not expected to be repaid. A letter from Pearson is provided in Appendix Q.

More details on expenditures are provided in Appendix P.

C. Describe the plans for budgetary contingencies in the event revenues are less than projected. Note: For additional financing procedures see section 1725-A of the CSL (24 P.S. § 17-1725-A)

Due to the cyber model, the School will be financially sustainable at a much smaller physical footprint even as enrollments range between 1,800 in year 1 to roughly 8,200 students in year 5. Rather than the size of a traditional bricks-and-mortar school, Pennwood's facility will accommodate the administration and some school staff only. Most of the School's expenses are variable instead of fixed. For example, ESP fees are variable and paid based on actual enrollment levels attained by the School. Curriculum and compensation costs are aligned to enrollments. Curriculum costs are only incurred if a student enrolls. Staffing costs are managed closely, and instructional staff are only hired as students enroll in accordance with the Board-approved staffing ratios. This will ensure that the majority of expenses will fluctuate in accordance with enrollment, thus cushioning the impact of lower-than-expected revenue due to an enrollment shortfall. Because the School's program is fully scalable, fluctuating demographics in the enrolled population, changes in enrollment trends, and enrollment changes in surrounding schools will not strain the School's sustainability.

D. Describe any fundraising efforts that have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

Fundraising Efforts

The Board does not anticipate relying upon fundraising efforts to generate capital or to supplement the per pupil allocations (PPA). Any required start-up funding will be provided by Pearson and will not be required to reimburse Pearson providing the School with a sound fiscal position from the first day of opening. The Board will focus the School's greatest level of attention on instructional activities and will evaluate any need to pursue fundraising opportunities in the future.

E. Describe the school's policies and procedures that address a competitive way to purchase goods and services.

Purchasing Policies and Procedures

Pennwood will follow all financing procedures in Section 1725-A of the Charter School Law. Pennwood will follow the requirements of the Charter School Law, specifically §17-1715-A(10) charter school requirements for all construction projects and construction-related work.

Pennwood will adhere to or fall within the parameters set forth in the attached Board-approved purchasing policies in Appendix S:

A. Purchases Budgeted Policy
B. Purchases Subject to Bid Policy
C. Disqualification, Disbar and Suspension of Bids Policy

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

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

Note: All investments shall be subject to the standards set forth in section 440.1 (24 P.S. § 4-440.1).

The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to section 437 of the School Code (24 P.S. § 4-437), the accounts of the cyber charter school treasurer shall be audited annually.

Financial Oversight

The Board is responsible for the oversight and approval of school financial policies and procedures and possesses the necessary experience and financial expertise to fulfill its financial oversight duties. The Board will contract with an alternate CPA firm (different from the Independent Auditor) to engage in semi-annual agreed-upon procedures for the firm to review the financial records of Pennwood. These two reviews per school year provide additional assurances to the Board of the School's financial position, solvency, strategy, policies and procedures. The firm should issue a report to the Board containing their conclusions. The Board will ensure that Pennwood will establish systems and controls that will result in the timely completion of financial reporting as required by law, regulation, or the

charter, including a report of budgeted and actual expenses. The Board will provide any information required by the PDE.

Once the charter is approved and the Board finalizes the Statement of Agreement (Appendix P), the Board will also be responsible for managing the contractual relationship with Pearson. Pearson will serve in various functions at the Board's discretion. Tasks include but are not limited to: operating as a payment processing agent, recording daily transactions, forecasting based on school trends, etc. All finance functions will be under the Board's oversight. The Board Treasurer will review all records monthly and the Board, in its entirety, will review their overall financial position at routine Board meetings.

In conclusion, the day-to-day operations will be recorded by Pearson for the Board's approval.

Depositing Funds

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

Investing Funds

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

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

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

Financial Processes

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

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

The Office Manager, employed by the Board, will perform the following duties:

- Monitor and track all school-based assets
- Oversee enrollment requirements
- Perform maintenance of student records
- Coordinate district billing

Pennwood will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures will be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.

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

Financial Reporting

Each month, Pennwood will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer of the Board will be provided with access to such financial documents for review as an increased measure of oversight and governance. During the Board's regularly scheduled meetings, a financial report will be presented that will include the current results of the School's financial activities along with a comparison of projected annual costs and the annual approved budget. Budget variances and matters of financial significance will be discussed with the Board and necessary actions and Board approvals will be taken.

Annual Financial Report

The Treasurer will settle the accounts annually with the Board for each school year. Pursuant to 24 P.S. §4-437, Pennwood's accounts will be audited annually. Once Pennwood's charter is approved and prior to the end of the first fiscal year, the Board will enter into a contract with an independent Certified Public Accounting firm chosen by the Board to conduct an audit of its annual financial statements. The annual financial report (PDE-2057) will be completed and filed with the PDE by October 31, beginning with October 31 after the first year of operations. The audit will be conducted in accordance with

Governmental Accounting Standards and will meet the specific compliance requirements set forth by Pennsylvania.

IV.2 Facility

Explanation: Describe progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements. If the school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h) of the CSL (24 P.S. § 17-1748-A(h)).

Pennwood will lease permanent space for administrative staff located at 221 W. Philadelphia Street, York, PA 17404 to serve as the main site where administrative staff will work. Student records will be maintained at this location as required by section 1748-A(h) of the CSL (24 P.S. § 17-1748-A(h)). The site will be available for PDE staff to visit when the School is in operation.

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

As the School grows, the Board may explore additional satellite facilities throughout the state. Pennwood understands that facilities will be for auxiliary services and not to act as brick-and-mortar schools. Students will be at physical locations only for the time needed to participate in these services and activities. As suggested in the Basic Education Circular issued in 2013, Pennwood will utilize any satellite sites for standardized and/or other testing, tutoring, and/or supplemental services such as special education services.

At least 60 days prior to opening any additional facilities, Pennwood will provide the PDE the following:

- The name and description of each individual activity and service to be provided at the facility.
- The identification of necessary background and clearance records for the individuals providing services at the facility.
- An explanation of whether the facility is necessary for providing the service and, if so, why.
- A description of alternatives in place for providing the services at locations or in methods other than at the facility to ensure equitable access to the services by students who are not able to travel to the facility.
- Copies of policies concerning student presence at a physical facility, including:
    - Policies for when student presence at the facility might be required, such as for standardized testing or for student and/or parent meetings with school staff.
    - Policies on how presence at the facility is monitored.
- Any additional information requested by PDE.

Through an area survey of Central York, potential types of site locations were evaluated during the summer of 2022 and again in early 2023. Appendix R provides a letter of intent between the Board and the property owner to lease a property located at 221 W. Philadelphia Street, York, PA 17404. Rock Commercial Real Estate, LLC, is the landlord of the property. The Board President and a principal of Rock Commercial Real Estate, LLC, have signed the Letter of Intent to Lease included in Appendix R. Once the charter is finalized, Pennwood will follow a specific, fast-paced process for securing this lease, or locating comparable space and also conducting start-up procedures.

This process includes:

- Initial requirements reviews
- Site inventory (space) surveys
- Down-selection of spaces for physical review
- Physical on-site space reviews
- Down-selection of spaces for competitive proposal process
- Proposal and Best-and-Final submissions
- Selection of spaces
- Lease negotiations and execution
- Build-out project plan
- Installment of Tenant improvements
- Occupancy

The facility selected by the School will be approximately 4,500 rentable square feet depending upon community, site availability, and needs of the School. The facility will be located in standard office space. The School will enter into a five-year lease with extension options at the School's election. Key factors considered in the selection process include:

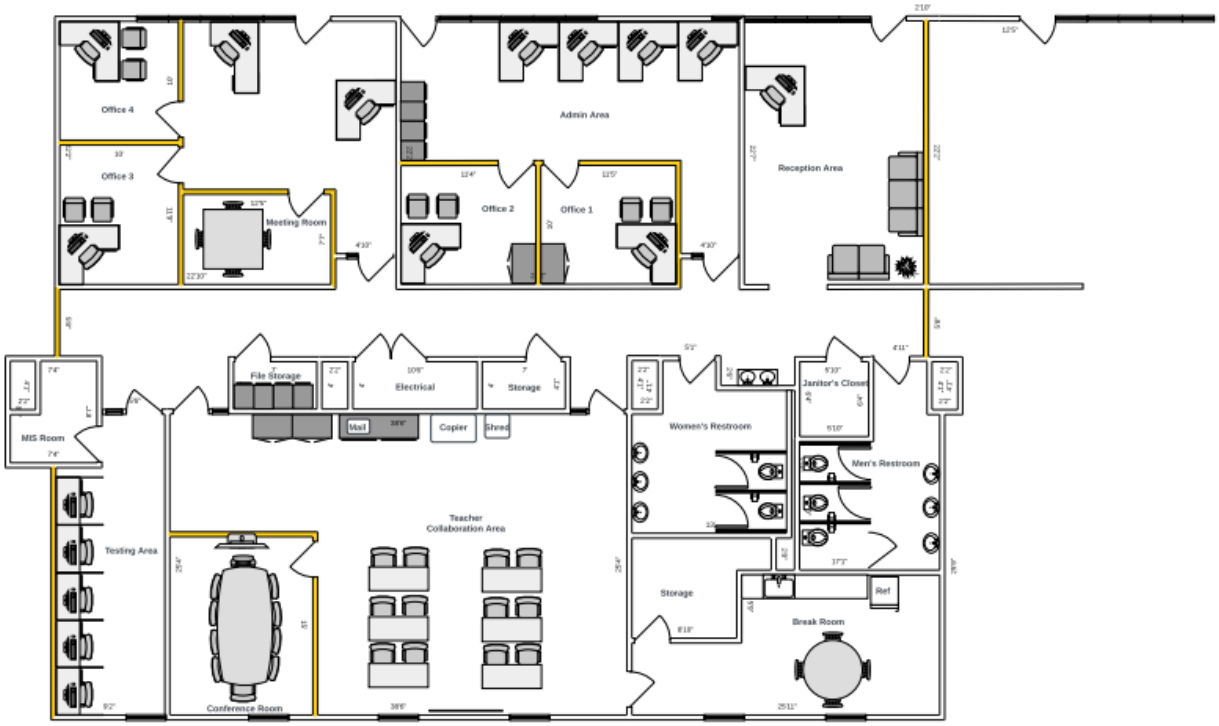
- ADA compliance
- Suite layout
- Stability of landlord
- Ability of landlord to support a turn-key solution
- Cost on an annual and a full-term basis
- Security for both the facility and the surrounding area
- Safety for teachers and staff
- Ease of access (location) for teachers and staff
- Special termination provisions in the event of charter suspension or revocation
- Technology availability, including bandwidth for school operations
- Lighting (natural and otherwise)

The School will tailor the build-out of the facility to meet the specific needs of the School. During the search for a facility, the Board will identify locations which already have an existing build out close to what the School's facility needs will be to minimize build out costs.

The following figure is a sample layout/floor plan for a 4,500 square foot facility, which will include:

- Reception area
- 4 workstations and 5 offices, 1-2 offices are flex office/meeting rooms
- 1 Conference Room
- IT/MIS Room
- Storage
- Kitchenette/Break area
- In-suite restrooms
- Teacher collaboration space

Figure 30. Facility Floor Plan



Ownership of the Facilities

Appendix R provides a letter of intent between the Board and the property owner to lease premises located at 221 W. Philadelphia Street, York, PA 17404. Rock Commercial Real Estate, LLC is the landlord of the property. Rock Commercial Real Estate, LLC filed its Pennsylvania Domestic Limited Partnership in July 2001. The formal lease has not yet been signed since the charter has not yet been approved. The Board will do so once the charter is approved. Once the charter is finalized, Pennwood will follow a specific, fast-paced process for securing this lease, or locating comparable space and also conducting start-up procedures.

B. Explain how you will use the physical facilities in accordance with Basic Education Circular (BEC) "Cyber Charter School Operations and Proper Use of Physical Facilities."

Per the Basic Education Circular (BEC) "Cyber Charter School Operations and Proper Use of Physical Facilities," Pennwood will not require students to come to a physical facility; all opportunities will be available virtually and statewide. Pennwood will lease permanent space for administrative staff to serve as the main site where administrative staff will work. Student records will be maintained at this location as required by section 1748-A(h) of the CSL (24 P.S. § 17-1748-A(h)).

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

Suitability of Site

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

The site can host parent teacher conferences as needed. As previously stated, students will participate in state proficiency tests depending upon grade level. The School will set up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population. Pennwood wants to make clear that any school sites will be for auxiliary services and not primary locations as brick-and-mortar schools. The Board is aware and will follow the Basic Education Circular (BEC), "Cyber Charter School Operations and Proper Use of Physical Facilities" issued July 2013 As is required by the BEC, [72] will function and provide all curriculum and instruction to all of its students without the need for students to attend any physical facility. Pennwood will only use its physical facility as an administrative office and at times, a resource center providing no more than supplemental services to students. Pennwood will provide equitable access to services for all enrolled students.

Pennwood has analyzed several locations, based upon criteria needed to run an effective public cyber school. Cyber education requires minimal build out and can be accomplished in the timeframe needed. Criteria used to analyze facilities include:

- Central location — easy access from major roadways, allowing students and staff from various areas to reach the facilities easily. The facility will have adequate space for a CEO's office, a conference room, office space for confidential IEP or other student-related meetings, and a break room/kitchenette.
- A certificate of occupancy, air-conditioning, heating and illuminated fluorescent lights, male and female bathrooms, parking, handicapped accessible, and fully equipped in accordance with fire and life safety standards.
- Necessary infrastructure to support the computer network and telephone system.
- In compliance with or capable of modification to bring them into compliance with all local building, zoning and health and safety requirements.
- Meet all local minimum Americans with Disabilities Act (ADA) standards.
- Ample parking accommodation.
- Comprised of approximately 20% office space and 80% open area for cubicles and collaboration space.
- Secure location for storing testing materials and protected student data.

Pennwood will take the necessary steps to secure the Certificate of Occupancy for the School site.

[72] Source: http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Cyber%20Charter%20School%20Use%20of%20Physical%20Facilities.pdf

Renovation to the Facility and Compliance with Applicable Building Codes

Pennwood's space demolition and subsequent build-out, will result in a typical office environment. The landlord will provide turnkey solutions with standard building finishes, pursuant to a Computer Aided Design (CAD) test fit provided to the landlord by Pennwood. This method of securing space – with the landlord responsible for demo and build-out enables Pennwood to mitigate risk in standing up the workspace and take advantage of the landlord's experience in meeting local building codes. Pennwood will provide the space layouts for the School facility for landlord and local building authority review and approval.

Accessibility for Individuals with Disabilities

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

Services of the Facility

Heating, ventilating, lighting, and water will be supplied to the premises by the landlord as part of the lease agreement. Pennwood will contract for janitorial services to maintain a clean environment within the premises as well as operations and maintenance services. These are accounted for in the budget.

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

Plan for Daily Facility Maintenance

The lease for the site will provide for necessary repairs.

Pennwood will source and contract with a reputable janitorial service for its cleaning needs. To the extent that the landlords are not required in the lease to maintain the equipment in the premises (e.g., HVAC), then Pennwood will source and contract with reputable contractors and enter into service agreements. These costs are accounted for in the budget.

Maintaining Facility on an Extended Basis

Pennwood will contract with a reputable management company to maintain the property on an extended basis throughout the lease term.

Pennwood will take the necessary steps to secure the Certificate of Occupancy (CO) for the site in accordance with Pennsylvania Code 34 Chapter 403.46 requirements. Such CO may be for the entire facility and may include an updated CO as required by the local building code official for the School premises.

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

Acquisition of a Facility

The School's cyber education model requires only leased office space as the School site for the administrators to conduct school operations and occasional parent-teacher meetings if needed. This

significantly reduces financial risks associated with large debt obligations that are often assumed by traditional schools.

F. Describe facility financing plans.

Facility Financing Plans

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

The School's build-out will be an office environment suitable for optimizing site operations. The landlord will provide a turn-key solution with standard building finishes based on the CAD test fit. Pennwood anticipates capital outlay to occupy the leased space to be minimized by selecting site largely laid out to meet its needs, thereby limiting capital outlay to furniture and equipment, not Leasehold Improvements.

IV.3 Liability and Insurance

Explanation: Provide evidence of insurability in all areas identified.

A. Describe the proposed cyber charter school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities, and parent volunteer activities), property, and director and officer's liability coverage (see section 1719-A(17) of the CSL (24 P.S. § 17-1719-A(17)).

Insurance Coverage Plans: Health, General Liability, Property, Director and Officer's Liability Coverage

Per Pennsylvania charter school law, Pennwood will offer the same health care benefit to that of the local school district where Pennwood's administrative office is located, which is the Central York School District. The school district offers one Qualified High Deductible Health Plan option for medical coverage. Pennwood will offer two plans, one Health Savings Plan option with a high deductible and an Open Access plan for medical coverage. Both plans offer the same (or better) key services to employees when compared to Central York School District's plan. In an effort to determine the most appropriate plan for its staff, Pennwood also considered the size of the deductible, out of pocket maximums, co-pays and size of network. In addition to a choice in medical plans, Pennwood's comprehensive health package will include dental coverage, vision coverage, life insurance, a 403(b) retirement plan, short- and long-term disability insurance, as well as paid leave (vacation, personal, sick, bonding, serious illness in the family).

An amount equaling 24% of employee payroll has been allocated for these benefits, an amount sufficient to provide for a competitive package of health benefits. This rate is subject to change in future years to be consistent with the health benefits market.

Business Insurance Coverage

In compliance with 24 P.S. § 17-1719-A, the School will maintain a comprehensive insurance program as dictated by applicable laws and the approved charter. The insurance program will include, but is not limited to Commercial General Liability, Educator's Legal Liability, Sexual Abuse and Molestation, Crime (Employee Dishonesty), Building, and Automobile coverage. The policies will cover the School's operations, extracurricular activities, and volunteer activities. Pennwood has been added as a named insured under the existing comprehensive Pearson insurance program in order to take advantage of cost savings due to competitive national package pricing (see Appendix E for the insurance certificate).

The cost for such insurance coverage is included in the schedule of fees the Board will pay Pearson. Pearson will maintain and keep in force the insurance policies and limits no less than such amounts as outlined to cover insurable risks associated with operations under the Statement of Agreement provided in Appendix N. Pennwood has applied for Directors' and Officers' coverage and has budgeted $12,600 for this, which is more than sufficient to cover this expense. Health insurance and workers compensation insurance costs are included in the benefits fee paid to Pearson under the Statement of Agreement.

IV.4 Child Accounting

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

A. Describe the proposed cyber charter school's enrollment and attendance procedures. Note: State child accounting procedures must be followed. (24 PS 13-1332)

Enrollment Procedures

Equal Opportunity Student Recruitment Plan

Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will follow all Pennsylvania rules and regulations generally beginning in March for the school year starting in mid-August.

Through its recruitment/marketing and application guidance activities, Pennwood will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. Pennwood will also provide tools (such as contact with other parents, with permission, and contact with a school counselor, if desired) to help parents decide whether Pennwood is truly the right fit for their children and themselves.

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

A dedicated Enrollment and Customer Engagement Department will provide student enrollment, customer service, and placement support, as well as enrollment processing, set up, and support in compliance with local, state, and Federal law, and acts as the School's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through the EMS.

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

A detailed description of the Enrollment Procedures is provided in Section I.4.F of this application.

Reports of Enrollment and Withdrawals

As noted in prior sections, Pennwood will follow Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, Pennwood and the parent or guardian, will notify the student's school district of residence of the enrollment using the notification form developed by the PDE. If the student's school district receiving the notification determines that the student is not a resident of the school district:

- Within seven days of receipt of the notice of enrollment, the school district shall notify Pennwood and the PDE that the student is not a resident of the school district. Notification of nonresidence shall include the basis for the determination.
- Within seven days of notification under subparagraph (i), Pennwood shall review the notification of nonresidence, respond to the school district and provide a copy of the response to the PDE.

If Pennwood agrees that the student is not a resident of the school district, it will determine the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.

If Pennwood reconfirms that the student is a resident of the school district, it will indicate so in the response. The school district may then appeal to the PDE for a final decision.

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

Attendance Procedures

Students in a cyber school program will not have physical classrooms but still must meet all regulatory requirements for attending public schools. Attendance will be tracked and reported through the EMS. Learning Coaches will ensure that students meet their school's attendance requirements, and that the student's attendance is properly documented within the EMS.

While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements. Attendance recorded by the Learning Coach and verified by teachers will ensure Pennwood is properly calculating and adequately monitoring that students complete 25 hours per week (grades K-5) or 28 hours per week (grades 6-12) and 195 instructional days per school year (due to the 3-week interim term).

Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. Pennwood will verify that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate the amount of student time spent on learning.

Student attendance will be verified by both teachers and Learning Coaches and logged within the EMS. All students must complete assigned lessons and submit assessments.

Students and/or their Learning Coaches must also participate in/respond to telephone calls, email messages, and/or web conferencing (LiveLesson sessions) contacts, as well as in-person contacts (if required) with a teacher during the School's regularly scheduled school hours.

Teachers also verify attendance records on a regular basis. If a teacher has concerns about the validity of a student's attendance records, they may revise the student's recorded hours of attendance-based work completion rates and/or contact the School's manager of engagement for further assistance. A Learning Coach will be notified if attendance records are changed. Therefore, even if a Learning Coach records a high number of instructional hours in the attendance records, if a student's work completion rates are not on track and/or if they fail to communicate on a regular basis with the teacher, they will be flagged for review using an Approaching Alarm or Alarm status. This Approaching Alarm or Alarm status is displayed in the EMS and will require follow-up action from the School to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by state regulations.

Pennwood's administration will monitor and review attendance records on a weekly basis. After a predetermined amount of time (usually 10 days), the EMS will no longer allow a teacher or Learning Coach to edit past attendance records. Any requests for adjustments to the "locked" records must first go to the homeroom teacher (in writing via email) for review and approval and then to the Manager of Engagement for adjustment.

While Pennwood will not be kept open for students or staff on weekends and select holidays, students may record attendance hours on Saturday and/or Sunday to meet their weekly requirements. However, if a student does not participate in school activities on any day Monday through Friday, their Learning Coach MUST enter 0 hours on this day.

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

Unexcused Absences and Truancy

Per section 2E of the Basic Education Circular, Compulsory Attendance, Unlawful Absences, and School Attendance Improvement Conferences, (24 P.S. §§ 13-1326 – 1354), to actively engage cases of habitual truancy, staff will report cases when a student has been absent three days, or their equivalent, without a lawful excuse. If a pattern of truancy develops, the School will initiate a systemic response to address student attendance which will first include a Student Attendance Improvement Conference and a Student Attendance Improvement Plan. Pennwood staff will engage parents that have not provided written excuses in a timely fashion.

Regular attendance is imperative to maximize student learning. Pennwood will offer flexibility regarding how many hours each day students spend on school work and which days of the week they complete that work. Due to this flexibility, Pennwood will have a zero tolerance policy for truancy. Parents will be held legally responsible for ensuring that their students are fully participating in school, even if they have designated another adult as their student's Learning Coach.

To avoid truancy, the parent must ensure that the following activities take place:

- Learning Coach enters attendance hours each day of school;
- Student completes all assigned lessons and assessments;
- Student participates in educational activities for an appropriate number of hours, as outlined in the School Handbook;
- Student is available for regularly scheduled telephone calls with teachers;
- Student attends all assigned LiveLesson sessions;
- Student demonstrates that they are doing their own school work;
- Student attends mandatory state testing; and
- Learning Coach communicates with the homeroom teacher in advance if student needs to deviate from the regular school calendar (for example, switching a vacation and school day).

If a student's teachers become aware that the student is not fully participating in school as required by state law and Board policy, the student may be marked with an unexcused absence at the teacher's discretion. In addition, the Manager of Engagement may override the number of attendance hours previously entered by a Learning Coach by entering the code for an unexcused absence (U) if the student's teachers believe the student has not participated as required. The final decision about whether an absence is considered unexcused will be made by the CEO. Missing a day of school will be defined as missing a day's worth of hours in one week.

Child Accounting

When billing resident school districts for local revenue, charter schools are required to calculate Average Daily Membership (ADM) for each student. Pennwood will use the policies listed herein to establish the First Day Educated and Last Day Educated for each student. The Board will contract with Pearson to provide district billing services. Pearson will be responsible for overseeing child accounting and the services provided with oversight from the Board, especially the Board Treasurer and the independent third party who will review Pennwood's financials semi-annually.

V. ADMINISTRATION

Explanation: Describe the school's plan to attract sufficient students to operate a cyber charter school; publicize the cyber charter school; and ensure a match between the cyber charter school program and applicants' educational and personal needs.

V.1 Recruiting and Marketing Plan

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

Publicizing Pennwood Cyber Charter School

Upon approval of the School, Pennwood, with the support of Pearson through the Statement of Agreement, will begin actively recruiting families that represent and promote a diverse, full cultural, demographic, and socioeconomic range throughout the state of Pennsylvania. Pennwood will publicize to attract a sufficient pool of eligible students. The outreach mix will include brand advertising, online advertising, public relations, and other paid media activities covering varied geographies as well as reaching diverse students and families in the state in addition to organic grassroots efforts that have already begun. The outreach strategy and tactics may shift throughout the year to maximize awareness of the School.

A variety of means will be used to inform families about the School's services and provide them an opportunity to enroll:

- Direct mail: Pennwood may send direct mail campaigns announcing the School to families with students throughout Pennsylvania. In a typical mailing, a post card is sent encouraging parents to visit the website and/or contact the call center.
- Information sessions: Pennwood may conduct multiple virtual information sessions to share information about the School and respond to questions from families. The School will educate families about its school model, including information on its curriculum, teaching methods, technology resources, testing requirements and the School's performance on PSSA, Keystone Exams and other standardized tests.
- Website: A website specific to Pennwood has been created and will be maintained. Once the School is approved, the website will contain information about the School, its approach, its curriculum, teachers, testing requirements, the School's performance on PSSA, Keystone Exams and other standardized tests, and FAQs (Frequently Asked Questions) and their answers. The site will also include enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.
- Family Enrollment Counselors: There will be a dedicated team of family enrollment counselors that can speak to families about the School, answer questions they may have, and help guide them through the enrollment process.
- Media Outreach: Pennwood will make use of paid media in the form of brand advertising. The School will also make use of non-paid/earned media, primarily to shape public opinion, raise awareness of the School and share family/school news.
- Referrals/Word of Mouth: As Pennwood grows, it anticipates that an increasing number of families who come to the School will enroll due to positive feedback received from their friends, community members, and other school families.

- Online Outreach: Families will be able to find and gain more information about Pennwood through paid search efforts (i.e., through families doing searches on Google or other browsers), paid social media and digital display advertising.

B. Describe the type of outreach that will be made to potential students and their families.

Outreach

As mentioned above, upon approval of the charter, Pennwood will actively recruit families that represent the full cultural, demographic, and socioeconomic range of Pennsylvania. The School will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

Information sessions: Pennwood will conduct multiple information sessions to assure that families from a variety of communities are able to participate. Once approved, more formal Information sessions will be held online, and families will attend the session from home via their computers. Pennwood will educate families about the School and provide a complete array of information, including its curriculum, teaching methods, technology resources and testing requirements. Some of this work has already begun. The Board hosted 12 informal, in-person information sessions, as well as created an online information session available 24/7 on its website prior to submitting the charter application. Sessions were held on the dates/times listed previously in Section I.5.B.

Telephone and e-mail outreach: Pennwood will contact families who request information by telephone and electronic mail, in order to provide valuable program information that prepares families for a successful cyber school experience.

Telephone/e-mail information service: Pennwood will launch and maintain a toll-free information line and an email information service dedicated to answering parents' questions.

Community and youth services partnerships: As part of its outreach process, Pennwood can provide information about the School to the community that may include youth-serving organizations such as Boys and Girls Clubs, parent groups, health-related organizations, and organizations for young actors, dancers, and athletes.

V.2 Admissions Policy

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with section 1723-A of the CSL (24 P.S. § 17-1723-A).

A. Describe the admission methods and eligibility criteria that will be used to select students.

Admission Methods

Pennwood will be open to all eligible students and will not discriminate in its admission policies or practices. Pennwood will attract those students and families who are most committed to student success in a cyber school setting.

As part of that process, Pennwood will provide parents with a clear and accurate picture of the cyber learning experience so they can make the most appropriate choices for their students. These efforts may be accomplished through telephone conversations, emailed communications, parent-led virtual sessions, and virtual information sessions. The School will strongly encourage families to review the School website, talk to enrollment team members, and attend an information session, explaining the benefits and importance of gaining a clear understanding of the School and what to expect.

Pennwood's admissions procedures will comply with the IDEA (Individuals with Disabilities Education Act) 2004 and Civil Rights protections. The School will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same federal and state audit requirements as do other public schools in Pennsylvania.

Pennwood will provide enrollment policies on the website and in the application process.

The Admissions Policy is included in Appendix S with the Board Policies.

Eligibility Criteria for Selecting Students

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

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

For students in Kindergarten, Pennwood will enroll students who meet the admission age that is determined by their resident school district.

For students who are entering school for the first time in first grade, Pennwood will follow 24 P.S. § 13-1304 Admission of beginners, which states, **"**Admission shall be limited to beginners who have attained the age of five years and seven months before the first day of September if they are to be admitted in the fall, and to those who have attained the age of five years and seven months before the first day of February if they are to be admitted at the beginning of the second semester."

As per 22 Pa. Code Section 11.12, the maximum age for high school students is 22 years of age.

Specific state requirements for enrollment eligibility will be available for interested families on the School's website. Pennwood will abide by all federal, state, and local policies and guidelines for student admission and will not impose admission requirements that are inconsistent with these policies and guidelines. Pennwood, as applicable under law, will include admission and selection policies on its publicly accessible website to ensure transparency for PDE, school districts, students, and families regarding the School's admissions processes.

The School will comply with the McKinney-Vento Act regarding homeless students. The school will remove all barriers to enrollment, including a lack of required documents, for students who meet the definition of homeless under the Act. The CEO or their designee will serve as the liaison for homeless students.

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

Administrative Procedures for Special Education Legal Compliance

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

The Special Education policies, including non-discrimination policies, are included in Appendix C.

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students.

Timetable for Admitting Students

Tentative Enrollment and Lottery Dates (Subject to Change based on Charter Approval) :

Open Enrollment begins: Thursday 2/1/2024

Lottery Determination Date/Close of Open Enrollment: Friday 3/1/2024

Lottery If Needed: Thursday 3/14/2024

Admission Lottery Plan for Students

Pennwood is committed to admitting as many students in grades K-12 by Year 5 as possible and does not envision holding a lottery. However, should enrollment limits become necessary, the following procedure will be implemented:

Each year, Pennwood will have an open application period for the following school year which will take place in the spring. The dates of the open application period will be announced on the School's website. The open application period will consist of at least 30 days. No applicants will be enrolled during the open application period. During this period applicants who are interested in enrolling must 1) complete the online registration form, which will be made available on the School's website under "Enrollment" or 2) by calling Enrollment to request assistance. At the conclusion of the open application period, the School will determine the total number of new applicants eligible for the lottery by grade level or cluster, as well as determine which applicants are eligible for the enrollment preferences as set forth in the lottery policy.

If the School is not oversubscribed and no lottery is needed, students will be enrolled on a first come/first served basis as they complete the enrollment process.

Upon accounting for enrollment preferences of certain students as set forth in the lottery policy, if there are more completed applications than available slots at the end of the application period, a random lottery will be conducted. The lottery may be conducted by grade level or by grade clusters:

- Grades K-5
- Grades 6-8
- Grades 9-12

The order in which the grade levels or grade clusters are drawn, and the total number of students selected for each grade level or grade cluster may vary each year in consideration of the School's overall enrollment limit, the expected number of returning students and any of their eligible siblings who complete an enrollment application during the open application period.

After Pennwood's first year, the School, in accordance with 24 P.S. § 17-1723-A and pursuant to Pennwood's Charter Agreement will give enrollment preference to:

- Students who have been admitted to the School through an appropriate admission process and who remain in attendance through subsequent grades;
- Siblings of students already admitted to or attending Pennwood; and

- Children of those individuals who have actively participated in the development of the cyber charter school. The spaces will be reserved until a published date and will be released if not filled.

To ensure a random lottery without the possibility of human bias and error, Pennwood will utilize a computer-generated randomization. The program will randomly select a student name from the pool of enrollment applicants for a specific grade level or grade cluster until the number of available slots are filled, or the pool of enrollment applications is exhausted.

The primary caretakers of the selected students will receive an email notification within five business days after the lottery and must confirm their acceptance and complete the enrollment process, including submission of documents as required by Pennsylvania law, by a set deadline. Students who do not confirm acceptance and complete the enrollment process by the set deadline will forfeit their spot to the next eligible students on the waiting list.

The full Board approved lottery policy, important dates and information about capacity will be posted on the public website and available to parents in the registration process.

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

Nondiscriminatory Policies to Further the Mission

Pennwood's mission is to empower students to meet their unique educational and life goals through flexible pacing, college preparatory programming, and practical career skill development.

Through its partnership and outreach efforts, Pennwood will strive to achieve a diverse student body. Through extensive community outreach and full disclosure about the School's program, Pennwood will have broad outreach throughout the state and parents will have a clear understanding of the cyber learning experience so that they can make the best choices for their students. The School will therefore attract those students and families who are most committed to student success in a cyber school setting from across the state.

Through the enrollment process as described in Section I.4.F and the Admissions and Eligibility Criteria set forth in Section V.2.A of this application, students will be admitted in a non-discriminatory manner. Following enrollment, they will be provided with PPL to maximize individual achievement. Through Pennwood's partnership, dedicated teams will support the families extensively throughout the enrollment process to ensure that they are supported and understand the cyber school model.

V.3 Human Resource Information

Explanation: Describe how the school has established high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

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

Standards for Hiring Process

The Board will employ all staff of the School including the CEO and teachers. The Board has chosen to partner with Pearson via the Statement of Agreement to provide human resource services, including recruiting, to ensure the School is staffed by well-trained and effective cyber learning professionals. Pennwood's partner has extensive experience with over 20 years in recruiting, screening, and qualifying

staff for high-quality cyber schools. Pearson serves and reports to the Board and will be held accountable to the Board. While Pearson may recommend staff for hire, the Board will be the decisionmaker regarding hiring decisions. However, the Board may delegate some authority regarding hiring decisions to the CEO.

Hiring a Chief Executive Officer (CEO)

Through the Statement of Agreement with the Board, Pearson will provide administrative support to the Board as it recruits the CEO and then also provides administrative support to the CEO as he/she recruits the staff. It is anticipated that the recruiting of the CEO will begin immediately upon charter approval, as the CEO needs to be hired prior to teacher and staff recruitment.

The search process will begin with developing a comprehensive job description, including minimum qualifications (i.e., education level, years of experience) and requirements, and posting the position and advertising through multiple avenues. Strategies to attract highly qualified staff will be implemented to include posting on several targeted recruitment sites as well as posting on the professional and institutional websites that may include Aurora Institute, National Charter School Association, Teachers-Teachers.com, and National Association of Secondary School Principals. The interview process will consist of the following stages as approved by the Board: 1) prescreening digital interview; 2) live digital interview; 3) virtual panel interview; 4) professional reference check; and 5) interview with representatives from the Board. At the conclusions of each stage, all the Board members will be updated and consulted regarding next steps. In addition, all candidates will undergo a thorough screening procedure, including background checks and comprehensive reference checks, as well as other checks and pre-employment requirements as required by state law. The Board will hire the CEO at a public Board meeting in compliance with the law.

Criteria for Selecting and Retaining the CEO

The CEO will ideally hold an advanced degree with a minimum of five years teaching experience and management or administrative experience. Additional consideration will be given to a former CEO or school leader who has experience in a cyber school setting or is technologically proficient with good communication skills, or who has their Superintendent's Letter of Eligibility. The CEO will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the School. The CEO will be responsible for the overall school operation including, carrying out the vision and mission of the School, managing the budget, working with the Board, managing the Principal(s) and other key administrators, legal compliance and interfacing with PDE and other governmental agencies. The CEO will hold appropriate administrative certification and undergo all required background checks.

The CEO will be offered a competitive compensation with annual salary reviews. In addition, the CEO will have access to a competitive benefits package, including health benefits (medical, dental, and vision coverage), a 403(b) retirement plan, as well as a variety of voluntary benefits including tuition assistance, a confidential employee assistance program, discount programs, term life and accident insurance, and other voluntary benefits. The CEO will also receive annual paid time off to include annual holidays, vacation, personal, and sick leave, as well as additional forms of leave such as bereavement leave and jury duty leave, as needed.

Ideally, the Board anticipates hiring a candidate in the spring of 2024. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, and a social media background check, as well as others checks as required by state law.

Daily management of the School will be the CEO's responsibility while overall governance will be the responsibility of the Board. The Board will annually evaluate the CEO based upon performance. Annual performance will be based upon meeting school goals, evaluation of assigned competencies, and input from other key stakeholders. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees, including the CEO. Explanation of such policies will be integrated into the Employee Handbook adopted by the Board. A draft Employee Handbook is included in Appendix T.

Other Administrators

Principals

In Year One, there will be one Principal. By Year Two, there will be two Principals and Year Three, there will be three Principals. The Principal(s) will report to the CEO. In consultation with the CEO, Principal(s) will assist in the daily operations of the School. They will be responsible for implementing the processes and procedures that will help Pennwood meet its goals and for students to be academically successful, including oversight of curriculum. Principal(s) will work with parents, students, support staff, and teachers who facilitate the student instructional program. All Principals will be required to have a Pennsylvania Administrative certification; a minimum of 5 years of relevant work experience as a leader in education; excellent communication skills, both oral and written; demonstrated ability to work well in a fast-paced environment; be technologically proficient; experienced in managing people; and the ability to travel as needed.

Assistant Principals

Assistant Principals will work collaboratively with the Principals. They will manage all the site-based, school operations, exclusive of Special Education. Additionally, they will work closely with the enrollment, technical support, materials management, fulfillment, finance, human resources, payroll, and facilities management functions. They will help the Principals with implementation of the instructional program, including managing staff members. An Assistant Principal will be responsible for the EL program, and the ESL Teachers, including the EL Lead Teacher, will report to this Assistant Principal. They will manage a range of special projects. Qualifications will include Pennsylvania Administrative certification; a minimum of 5 years of relevant work experience (teaching and/or administrative); some operational or logistics experience and/or administrative or management experience; relevant advanced degree is preferred, education experience required; excellent communication skills, both oral and written; demonstrated ability to work well in a fast-paced environment; be technologically proficient; experience in managing people a plus; and ability to travel as needed. One of the Assistant Principals will be required to have an ESL license.

Director of Specialized Programs

The Director of Specialized Programs will manage the C-Term and badging (Engagement and Career Competency) opportunities for Pennwood. Since badging and C-Term are about engaging students in their learning, the Director will also oversee the Manager of Engagement and the student engagement specialists. This team will work with parents, teachers, and students to keep students on-track, progressing and working in their courses. They will do this through relationship building, constant communication, accountability and professional development. Qualification for the Director of Specialized Programs include Pennsylvania Administration certification; 5 years of relevant work experience; excellent communication skills, both oral and written; demonstrated creativity in developing new school programs; technologically advanced; experience in managing people required; and ability to travel as needed.

Director of Data and Student Assessments

The Director of Data and Student Assessments oversees the School's testing program (from benchmarking to required state exams). The Director oversees the data capture, analysis and coaching derived from data to help drive improvement in student learning outcomes. The Director will work closely with principals and teachers to make sure that students are prepared for testing, and that benchmark tests results are used to drive instruction and remediation. The Director will also ensure that all state testing proctors complete the online Pennsylvania State Test Administration Training and any other state testing requirements. Qualifications will include Pennsylvania teacher certification; teaching experience; technologically advanced; experience with assessments for grades K-12 required.

Director of Operations

In the fourth year of the School, due to the expected increase in enrollment, a Director of Operations will be added. The Director will be responsible for all operations of the School. The Director will manage the Office Manager and the administrative assistant staff, as well as the Principals and Teachers. This position will allow the CEO to focus on other critical areas of the School program. The Director of Operations should be an experienced, Pennsylvania certified School Administrator with extensive experience managing people; instructional leadership experience; at least 5 years as a Principal; virtual school experience preferred; excellent communication skills, both oral and written; technologically advanced; ability to travel as needed.

Director of Special Education

The Director of Special Education will be responsible for managing special education site-based school operations. This includes reviewing the student's documentation (IEP, Section 504 plan, and Evaluation Reports), recommending course placement, managing special education teachers, liaising with school districts, maintaining required compliance timelines, adhering to policies and procedures outlined by IDEA, Section 504, and PDE, ensuring specialized direct instruction is delivered, organizing related service providers, and monitoring accommodation and modification implementation. Qualifications for the Director of Special Education include a minimum of 5 years of Special Education teaching experience and management experience. Other requirements include Pennsylvania Supervisory Certificate – Special Education PK-12 credential; advance degree; technologically proficient with experience in online IEP tools; excellent communication skills, both oral and written, management experience; and occasional travel.

Director of Counseling

The Director of Counseling will work with the School leadership team and be the primary point of contact with the Cook Center to ensure that each student successfully completes their instructional program. The Director will provide direction to staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, social/emotional needs, and crisis intervention. Qualifications include a minimum of 5 years counseling or teaching experience and counseling; management experience preferred; Pennsylvania Counseling Credential; advanced degree required; technologically proficient; excellent communication skills, both oral and written; and occasional travel.

Administrative Assistants

Administrative Assistants will be responsible for daily administrative tasks of Pennwood such as answering phones and email, receiving visitors, assisting the Principals, Assistant Principals, Other Administrators, and teachers with administrative tasks, filing and other duties as assigned. Qualifications will include administrative experience; strong technology skills; excellent communication skills, both oral and written; and highly organized and punctual.

Teachers

Pennsylvania-certified teachers will teach students in grades K-12 and support the instructional programs. They will consult regularly with Learning Coaches to ensure that each student successfully completes their instructional program. Pennwood will use Pennsylvania–certificated teachers for all core subjects as well as certificated teachers for elective courses. In addition to certification, qualifications will include reading endorsement (for elementary teachers) or certification preferred; Special education endorsements or certifications required or preferred depending on role; ESOL endorsement or certification required or preferred depending on role; working knowledge of the Response to Intervention process; strong technology skills; excellent communication skills, both oral and written; highly organized and punctual; willingness to travel on occasion for outreach and state testing events; ability to work remotely, if necessary; and ability to work some occasional evening hours, as needed to support students and families.

Teachers, who hold appropriate certification, will be responsible for all of the following for each course in which a student is enrolled:

1. Improving learning by planned instruction.
2. Diagnosing the pupil's learning needs.
3. Assessing learning, assigning grades, providing targeted feedback, and determining advancement.
4. Reporting outcomes to administrators and parents or legal guardians.

The Special Education Teachers will teach students with learning or cognitive disabilities and manage instructional programs for students with learning or cognitive disabilities. They will consult regularly with Learning Coaches and students to ensure that each student successfully completes their instructional program. Special Education Teachers will participate in all steps of the IEP process. They will work closely with other Teachers and School/state professionals to ensure that the School's special education program is successful and operating in compliance with federal and state regulations. The Special Education Teacher will utilize technology to deliver online instruction and teach students. Qualifications include a degree in Special Education or related education field; valid Special Education credential in Pennsylvania; experience in policy (IDEA) and/or administration with Special Education; strong technology skills; excellent communication skills, both oral and written; and willingness to travel on occasion for outreach and state testing events (may require occasional overnight travel).

The Counselor/Advisory teacher will assist students and Learning Coaches with course selection and scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The Counselor/Advisory teacher will become an expert on course and credit requirements to establish counseling processes. The Counselor/advisory teacher may also carry a teaching load in addition to advisory duties. Counselors will be required to have a counseling certification, and Advisory teachers will be required to have a Pennsylvania teacher certification. Qualifications may include Pennsylvania Professional School Counselor certification and/or Pennsylvania teacher certification; strong technology skills; excellent communication skills, both oral and written;

excellent attention to detail and organizational skills; and willingness to travel on occasion for outreach and state testing events (may require occasional overnight travel).

The ESL Lead Teacher and ESL Teachers will maintain student files, screen new students for eligibility of EL services, provide instructional consultation to Learning Coaches, and provide direct instruction to EL students via LiveLesson sessions and phone calls. The ESL Lead Teacher and ESL Teachers will develop EL instruction using New Cornerstone, New Keystone, NorthStar Curriculum, and Mondly. Both the ESL teacher and the ESL Lead teacher are on the same line of the organizational chart.

New Cornerstone accelerates language proficiency while building literacy and academic skills, New Cornerstone supports young learners' English language and literacy development with global topics and texts that spark excitement and interest. New Cornerstone exposes young English learners to authentic spoken language with Big Questions for discussion and Big Question videos, that link all language and literacy content. As well as English fluency, habit-building activities encourage reflection, exploration and revision of transferable academic skills. Grammar rules are explained clearly with easy-to-understand examples, while connected learning and research-based reading and language instruction are balanced with high-interest, age-appropriate stories.

New Keystone, designed for students aged 10-14, is a highly successful reading and language development program. It offers scaffolded, sustained instruction and an explicit focus on language development. This proven approach simultaneously accelerates language acquisition, literacy and transferable academic skills. Academic rigor is assured through alignment to the Common Core State Standards.

NorthStar is an intensive, American English integrated skills course and will be used primarily to serve students beyond the age of 15. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. NorthStar builds language skills while developing the 21st century skills learners need to explore a topic in depth. A well-structured curriculum supports students in becoming critical thinkers and building the real-world speaking and writing skills necessary to succeed in higher-level courses. There are two strands to NorthStar: Listening & Speaking and Reading & Writing. The ESL Lead Teacher and ESL Teacher will use both strands to deliver instruction.

Mondly will be utilized as an additional tool to support EL students with acquiring English language. Mondly is a digital, gamified language learning application that can be used at any time on any device. Mondly is based on the inductive method: learn by doing, context and example, and extrapolate to rules. Unlike deductive learning, where learners are given a set of rules they will need to apply, inductive learning is a discovery process where students discover rules by themselves by looking at examples.

Students will benefit from the interactive, engaging and self-paced language acquisition lessons presented through Mondly to help them learn and practice English at their own pace. Mondly provides students an opportunity to acquire language by focusing on phrases, not individual words, offers an opportunity for students to listen to language spoken by native speakers and practice real conversations within the application, and presents lesson repetition to help promote fast language learning. Mondly also gives students the chance to test linguistic skills by practicing real-life conversations in the target language via Chatbot: students can have conversations with the chatbot, receiving instant feedback on their pronunciation.

Additional curriculum details may be found in Appendix D – English Learner Information.

They will also coordinate instructional planning and evaluation with the core content teachers to provide meaningful access to instruction in all content areas, conduct progress monitoring throughout the school year, and create and implement targeted interventions based on data from progress monitoring. In addition, they will administer the annual EL assessment, monitor exited EL students for academic progress using state-specific criteria for two years and stay current on state legislation pertaining to EL students. Qualifications include being highly qualified to teach English Learners (appropriate to grade level responsibilities) in Pennsylvania; ESOL endorsement or certification required; experience directly teaching English Learners; bilingual preferred; strong technology skills; excellent communication skills, both oral and written; willingness to travel for school-based meetings, trainings, outreach and state testing events; ability to work remotely; and ability to work some occasional evening hours, as needed to support students and families.

Background Checks

Details of the background check clearances, standards, and requirements are located in sections (F) and (G). The School's background check and clearance policy, which includes the employment history review, is attached in Appendix S with Board Policies. In conducting its background check clearances, Pennwood will comply with the Criminal History Record Information Act, 18 Pa C.S.A. § 9125.

Employment history reviews will be conducted for applicants who will be employed in positions involving direct contact with children. Employees of independent contractors must participate in the employment history review prior to the start of employment with a new school entity even though they remain employed by the same independent contractor (24 PS 1-111.1.).

These additional steps will be followed for all applicants who are educators even if the applicant is not being hired for a position for which certification is required.

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

B. Explain the targeted staff size and teacher/student ratio.

Staff Size

The staffing plan that follows and is also included previously promotes low student-to-teacher ratios, appropriate instructional support, and resources allowing teachers to teach and students to learn. The staffing needs are aligned with the mission and vision of the School supporting the breadth and depth of the cyber school environment. The EMS and the additional support through lessons plans, curriculum, educational resources, staff, professional development, and technology support provides the School staff and leadership the opportunity to focus on the personalized learning experience of each student.

Prior to Year 1 starting, the Board anticipates hiring the staff listed below in the spring of 2024 to prepare for start-up and school launch in fall 2024. The Board will hire the CEO first. Then the CEO will hire the remaining staff.

- CEO
- Director of Specialized Programs
- Director of Special Education
- Director of Counseling

Position	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Total Number of Students	1,800	3,000	4,500	6,200	8,200
Elementary (K-5) Teachers	14	23	38	56	78
Secondary (6-12) Teachers	44	73	106	141	182
Special Education Teachers	16	28	45	65	91
English Learner Teachers (incl. ESL Lead Teacher)	1	2	3	3	5
Social Workers	3	5	8	10	14
Counselors	5	8	11	16	21
Advisory Teachers	9	15	21	28	36
CEO	1	1	1	1	1
Principal	1	2	3	3	3
Assistant Principal	3	4	6	9	13
Director of Special Education	1	1	1	1	1
Assistant Director of Special Education	1	2	3	5	7
Administrative Assistant	3	6	10	14	19
Director of Counseling	1	1	1	1	1
Dual Enrollment Coordinator	1	1	1	1	1
Office Manager	1	1	1	1	1
Director of Data & Student Assessments	1	1	2	2	2
Assistant Manager of Counseling	1	1	1	1	2
Director of Specialized Programs	1	1	1	1	1
Specialized Programs Assistant Coord.	3	3	3	3	3
Director of Operations	0	0	0	1	1
Manager of Engagement	1	1	1	1	1
Student Engagement Specialists	9	15	23	31	41
School Nurse	1	2	3	4	5
Total Staff	122	197	293	399	530
Total Teacher (EL, SPED, SEC, Advisory, Counselors)	89	149	224	309	413
Student-to-Teacher Ratio	20:1	20:1	20:1	20:1	20:1

Teacher/Student Ratio

The student-to-teacher ratio remains consistent at 20:1 from Year 1 to Year 5. Cyber learning allows for a flexible staffing plan that can grow, retract, or expand with the enrollment of the School and is not limited by facility space. Since classroom management, lesson plan development, and scheduling issues are minimized in a cyber classroom, slightly higher class ratios than a face-to-face classroom are warranted.

C. Describe the professional development opportunities will be available to teachers and other staff.

Professional Development Opportunities

Pennwood has a robust plan for training and professional development for teachers. In accordance with 22 Pa. Code § 49.17, Pennwood's teacher induction plan and three-year professional development plan will be reviewed annually and updated and shared with the public on the School's website for inspection and comment every three years. Following the public comment period, the plan will be updated as necessary and approved by the Board and the School's Professional Development Committee. Once approved by those entities, the plan will be submitted to the Secretary of Education for approval.

Pennwood's Professional Development Committee will be comprised of teachers and administrators who have been selected by their peers. Like the process for adding a parent-representative to the Board, the Board will, during the School's first operational semester, seek a parent volunteer to assist with the work of this committee. Additionally, the Board will seek to add community and post-secondary partners to this committee as the School matures and relationships grow.

The plan will meet the continuing professional development requirements of section 1205.1 and 1205.2(c) specifically designed to improve teacher knowledge of the academic standards and assessments.

Training is integrated into the program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. The professional development team will focus on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive professional development model in consultation with the Board and school leadership team. Educators will be provided with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, the CEO will identify specific professional development needs in alignment with school goals that will be addressed.

Please see Professional Learning and Training **Appendix U** for the details on year-round professional development provided for all Pennwood staff members, subject to further enhancement and refinement.

Training is integrated into the program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. The professional development team will focus on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive professional development model in consultation with the Board and school leadership team. Educators will be provided with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, the CEO will identify specific professional development needs in alignment with school goals that will be addressed. Please see Professional Learning and Training Appendix U for the details on year-round professional development provided for all Pennwood staff members, subject to further enhancement and refinement. These professional development opportunities include numerous sessions that require the use of state assessment data analysis. Teachers and administrators will be given a thorough understanding of how student assessment data can be used to support student success in a cyber environment. Armed with this understanding, teachers will participate in monthly Professional Learning Communities (PLC) meetings as described in Section I.4 School Accountability. In these meetings, teachers will review the progress of students using prior state assessment data and performance on state-aligned assessments offered in the course. During PLCs, teachers will work together across grade

levels and subject areas to identify areas of needed improvement in the curriculum and the pedagogy. These decisions will be based on student performance and assessments of needs. Further, in Section I.4, it is outlined that the School will conduct Monthly School Data Training sessions to process data, and to review student outcomes and lessons learned from improvement initiatives.

While student results on the Pennsylvania System of School Assessments (PSSA) are important to the School, teachers and administrators will weigh student performance on those assessments along with performance on more regularly available aligned assessments such as the Classroom Diagnostic Tools (CDTs), Renaissance 360, and classroom lesson assessments.

Unique to Pennwood, the School will also provide professional development specific for career readiness, badging and life skills. The Director of Specialized Programs will create specific professional development opportunities each year that are tailored to each year's unique competency focus that will then be disseminated in a teach the teacher model to all educational staff.

The Pennwood professional development model is grounded in a teacher competency model that links development and training of teachers to evaluation of learning and performance. The teacher competency model is broken into four areas: Strategic Skills, Efficacy, Operating Skills, and Individual Excellence. Observation of teacher performance uses an aligned observation tool. Teachers also self-assess their growth on these competencies and share with their supervisors as part of the evaluation cycle of determining growth goals, performance indicators, and evidence of competency.

Professional development and training activities for teachers include measures of understanding and application for the content provided. After each activity, teachers respond to a series of questions where they document their understanding and plans for integration of new learning. They maintain these learning reflections in their professional ePortfolio, which is available for reference and discussion with their Professional Learning Communities and in coaching or supervisory situations.

Professional goals are set by teachers, with performance indicators, and documented on a quarterly basis. This process includes a demonstration of learning/application that goes into the ePortfolio. Learning from participation in Professional Learning Communities is part of this process.

School Counselors will participate in continuous professional development aligned to the American School Counselor Association National Model, equipping them with the knowledge, skills, and resources, to promote student success in the global community. The Lead Counselor will participate in monthly professional development as part of a Professional Learning Community to collaborate and enhance programmatic offerings, supporting the development and delivery of a comprehensive guidance and counseling plan. All School Counselors have access to monthly professional development on different Counseling Theories, ethics, and Best Practices for application within the virtual setting. In addition to biweekly training related to school year cycle tasks, counselors participate in mandated child abuse reporting training and suicide prevention. Specific communities of practice are also available for K-8 School Counselors and School Social Workers as well.

Teacher Induction Program

During the 2024-2025 school year, Pennwood will identify an Induction Coordinator (more than likely an Assistant Principal) and form a Council to develop an induction program for new teachers and education specialists in accordance with the requirements established by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code. The Council will:

- Develop the goals and competencies for the induction program,
- Determine how the needs of new teachers will be assessed,
- Define the role of new teacher mentors and the process for selecting mentors,

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

The Pennwood Teacher Induction Council will submit their induction plan for state approval prior to August 1, 2025.

Given that all teachers will be new to Pennwood, and some may be new to online instruction, the Board uses the term *Teacher Induction Council* to include both induction and ongoing professional development. The work of the School's Induction/Professional Development Committee and the report submitted to the state prior to August of 2025 will include all components as outlined in 22 Pa. Code, Section 49.17. This plan will be updated and provided to the Department for review every three years. Additionally, once the School's website is formally established upon charter approval and staff members are hired, the work of this committee will be made available on the School's publicly accessible website for a minimum of 28 days prior to submission.

Key to the success of any professional development plan will be the analysis of teacher and student needs. Therefore, within their first year of planning, the Induction/Professional Development Committee will be charged with reviewing and assessing the needs of teachers as identified during early professional development opportunities and PLCs.

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

Twice each month, Pennwood will provide a "Boots on the Ground" onboarding training; this two-day, live onboarding sessions will walk new teachers through how to use the learning tools and platforms as well as key School Year Cycle tasks and creating engaging LiveLesson sessions. The School will also utilize the Teacher Orientation trainings as resources for onboarding. Pennwood will have a dedicated professional Learning facilitator from the ESP who supports in developing school- and state-specific onboarding plans in direct collaboration with the School.

In the first year, mentors will consist of teachers who have experience teaching in a virtual environment and those with experience in the EMS. The School will identify key trainers/mentors and ensure that they will be able to mentor and train others for effective best practices.

Please see Professional Learning and Training Appendix U for the induction program calendar as well as details on year-round professional development provided for all Pennwood staff members, subject to further enhancement and refinement.

Training Content

Teachers will benefit from ongoing and effective professional growth. The training begins with an initial teacher orientation and several days of face-to-face pre-service training. Teachers will build a strong foundation for teaching in the online environment with student success as a focus. Professional Learning Communities (PLC), nationally facilitated professional learning sessions, and weekly updates will keep teachers up to date and on the road to being experts in online learning. Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive monthly professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing

teaching practices, and in turn, leading to gains in student learning. Pennwood teachers will take part in ongoing professional development activities throughout the year.

Teachers will participate in synchronous and asynchronous professional learning on topics such as:

- The Dynamic Classroom, The Dynamic Classroom Instructional Model, and the role of the Dynamic Classroom Teacher,
- Implementing specific research-based instructional strategies,
- Using effective teaching practices and communication skills for an online environment,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

The CEO will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, student needs, national initiatives in education, and research-based best practices. Professional learning sessions will include an evaluation survey to elicit teacher and administrator feedback. Professional learning will be:

- Intensive – Participants will identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants will collaboratively discuss strategies that can be implemented with students.
- Ongoing – New instructional strategies and the latest learning science research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- Connected to Practice – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in an online environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available daily. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. The School will receive multiple levels of support from Pearson to implement professional development that meets the needs of the teachers and the School.

Teachers will be instructed on how to modify a course through new teacher orientation. Intensive training to teachers and other School staff prior to and throughout the school year will be provided. At the beginning of the year, training sessions focus on the “how to” — the basic tools and skills that teachers need to know and understand to teach in an online environment, navigate the EMS (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Before the start of each school year, all teachers will complete the Teacher Orientation Course: Foundations of Instruction. This course will be delivered through the EMS, and contains lessons, assessments, and links to online tutorials. This introductory course supports teachers in transitioning from a brick-and-mortar school to an online school and covers curriculum, assessment, personalizing instruction, school year events, grading, communication, and essential tools in the EMS to monitor and support student learning. Upon successful completion of these courses and assessments,

teachers will be ready to begin instruction. Teachers are expected to earn a grade of 80% or higher in this course.

Systemic Professional Development Model
Teachers at Pennwood will receive operational training and professional learning throughout the school year. In addition, several days prior to the start of the school year will focus on pre-planning, school improvement planning, recognizing and identifying specific needs prior to the start of school. and goal setting for teachers and students. During these meetings, school leadership and teachers discuss expectations, processes, policies, and procedures, and conduct trainings. Throughout the year, the CEO will schedule additional time for staff members to meet face-to-face and virtually to collaborate in Professional Learning Communities/Communities of Practice (PLCs). PLCs are data-driven teams focused on student learning outcomes through continuous collaboration and capacity building. In addition, each month, there will be a variety of trainings, touch base sessions, and ad hoc meetings conducted virtually or face-to-face to discuss items based on the school year cycle. For example, there will be trainings prior to state testing, trainings regarding transitions at the semester change, and meetings to discuss student data and student needs.

A variety of synchronous and asynchronous professional learning opportunities will be available to teachers throughout the school year to build effective virtual teaching strategies, stay current in industry trends, and collaborate with colleagues. The systematic approach to professional learning supports the School's Core Standards for Facilitating Student Learning and provides teachers with research based best practices for effective teaching within a virtual environment, including personalizing learning for students, implementing instructional practices aligned to learning science research, and identifying effective online teaching practices designed to increase student achievement.

Professional Learning Communities (PLCs)
As a continuation of synchronous online professional development sessions, Pennwood will implement school-based Professional Learning Communities. This allows for true application of new strategies and resources as teachers personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, observations, and site-visits will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Additional Professional Learning Resources
During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, student needs, and other priorities as identified by the CEO and leadership team at the School. In addition, these resources will be available to all school staff to support their professional learning.

- Teacher Orientation: Teacher Orientation is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components have accompanying on-line tutorial segments that visually demonstrate each process.
- Teacher Central: Teacher Central is a website that is easy to navigate and serves as a one stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- Weekly Newsletters: All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and the EMS, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities. Additional training in

health and safety areas may be included as needed to comply with the School's health and safety policies and/or with state law.

- The Dynamic Classroom Course for Educators: This online resource will allow teachers to understand the connection between the curriculum and best practices that the Dynamic Classroom Teacher uses to bring the asynchronous curriculum to life. It will provide teacher examples to illustrate the instructional practices linked to the curriculum.

Additional Training for Special Education Teachers
Training is provided throughout the year for special education teachers. Extensive training will be provided for the entire school leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities including how to implement the Child Find practices in the online environment. General education and special education teachers will be trained on how to meet the students of individual special education services in the online environment.

Training Provider
The proposed Professional Development Model has been recognized for the high quality and excellence of its professional learning opportunities. The model has won a Tech & Learning Award of Excellence and was also recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff. This award recognizes the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

The Professional Development Model has also been recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning.

Teacher professional development is critically important in ensuring that the staff is optimally effective at teaching in an online environment and addressing the Pennsylvania Academic Standards in their daily instructional practice. Pennwood will use the National Standards for Quality Online Teaching and the Pearson Core Standards for Facilitating Student Learning as guides for pinpointing necessary teacher skills and professional development requirements.

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

Human Resources Policies: Salaries

Pennwood will offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards.

Pennwood will offer competitive compensation with annual performance-based salary reviews.

Base Salary*	A starting base salary for new teachers will be determined by the point system described below and adjusted based on position. • Tier 1: Base • Tier 2: Base + $2,250 • Tier 3: Base + $4,000 • The positions aligned to each tier are determined by the CEO. Teachers may receive an annual salary increase based on their performance rating.
Career Ladder Positions	Teachers can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows: Coordinator Teacher – base plus 4% Lead Teacher – base plus 9% Specialist Teacher – base plus 12% Master Teacher – base plus 15%

*Salary increases are contingent on the fiscal and academic performance of the School.

The process for determining the starting base salaries for Certified Teachers is as shown below. (Note: This point system is only relevant for starting salaries and is not used for annual increases.)

STEP 1 – Develop minimum starting salary and point value based on school budget and local comparisons.

STEP 2 – Using the Point Criteria Guidelines below, determine the number of points for an individual teacher candidate. The maximum number of points is 18. Note that the minimum salary and point value is set each year based on competitive market factors and the school budget.

STEP 3 – The total number of points will determine the starting salary of the teacher.

Starting base salary + Relevant work experience points + Relevant degree points + Special skill points = New Hire Base Salary Offer

Point Criteria Guidelines	
Years of relevant work experience	Points
0 to 1	0
2 to 5	2
6 to 10	4
11 to 15	6
16 – 20	8
Relevant Degree(s)	Points
BA*	0
Multiple BAs	1
BA + MA*	1.5
BA + Multiple MAs	2.5
BA + MA + EdD/PhD	3
Special skill, knowledge and/or ability	Points
Languages, technology, cyber experience, tutoring, and substitute teaching	1 - 3

*BA and MA are interchangeable with Bachelor of Science (BS) and Master of Science (MS).

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

Employees will have access to a benefits package, including health benefits (medical, dental, and vision coverage) and a retirement plan (403(b)). In addition, employees will have the opportunity to take advantage of a variety of voluntary benefits including tuition assistance, a confidential employee assistance program, certain discount programs, term life and accident insurance, as well as other voluntary benefits.

Employees will also receive annual paid time off to include annual holidays, vacation, personal, and sick leave, as well as additional forms of leave such as bereavement leave and jury duty leave, as needed.

Human Resources Policies: Contracts

All employment is "at-will" as governed by the laws in the state of Pennsylvania. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice.

Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter.

Human Resources Policies: Hiring and Dismissal

Hiring

The principles of equal employment opportunity are vital to Pennwood's success and extend to all aspects of employment, including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. Pennwood is committed to creating and fostering a work environment free from unlawful discrimination

and harassment and one in which decisions and terms of employment are not based in any way on race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or any other category protected by state or federal law.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for staffing the School but also on the dedication of all staff members. All staff are charged with making a personal commitment to practice and enforce the principles of this policy.

Additionally, a manager who has a personal or professional relationship with an applicant for employment must disclose this relationship in writing at the outset of the hiring process. In order to maintain objectivity in hiring decisions, it may be necessary for the manager to be excused from the interview process.

Dismissal

Pennwood will request staff planning to resign to notify their supervisor in writing at least two (2) working weeks prior to their last day. For those in a supervisory capacity, three (3) weeks of notice will be requested. The purpose for advance notice will be to provide for an orderly transition of the staff member's duties in a professional manner. Staff who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. The right to work through the end of a notice period is at the School's discretion.

The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible staff members to extend health insurance for up to eighteen months (at their own expense) following termination of employment. Information about COBRA will be provided in the Benefits Guides and offered in accordance with applicable law.

In instances where a staff member voluntarily leaves the School's employ, Pennwood would like to discuss the reasons for leaving and any other impressions that staff member may have about the School. If the staff member decides to leave, they will be asked to grant the School the privilege of an exit interview. During the exit interview the staff member can express themself freely. Pennwood hopes to use feedback and insight from the exit interview to make any appropriate improvements. All information will be kept confidential to the extent possible.

Human Resources Policies: Benefits

Employees will have access to a robust benefits package including health benefits (medical, dental, and vision coverage) and a retirement plan (403(b)). In addition, employees will have the opportunity to take advantage of a variety of voluntary benefits including short- and long-term disability, tuition assistance, a confidential employee assistance program, certain discount programs, term life and accident insurance, as well as other voluntary benefits. Per charter school law, Pennwood will offer comparable health care benefits as those offered by the Central York School District, the district in which Pennwood's administrative office will be located.

Employees will also receive annual paid time off to include annual holidays, vacation, and sick leave, as well as additional forms of leave such as bonding, serious illness in the family, bereavement and jury duty leave, as needed.

Employee Grievance Policy

The Board will encourage open and direct lines of communication between employees at all levels of the organization. The Board respects the intelligence of its employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of School policies and procedures within the School to School staff, parents, and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the School; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance. Employees will be directed to:

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of administration. An employee must, in good faith, make every attempt to resolve the issue with their immediate supervisor and, if that is not successful, then with their supervisor, which will generally be the CEO. Fear of retaliation, which is prohibited, is not a legitimate reason to skip this step. If the issue involves a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step two.
2. If the immediate supervisor or the next level supervisor cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, put the issue in writing. It is important to describe the issue, the desired result, and the proposed solution to the issue. This step should occur as soon as possible and in no event more than twenty (20) business days after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue in writing, Human Resources will help them and their supervisor consider how policies, procedures, and practices relate for the issue. Often, the policies in the Employee Handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, the employee can contact a member of the School administration. If an employee is unsure whom to contact, they may reach out to Human Resources for support.
4. If the issue is not resolved by either Human Resources or School Administration, an employee can request that the matter be presented to the Board for final consideration. The contact information for the Board is located on the School's website. The Personnel Committee will be the main point of contact. Should the Personnel Committee not resolve the matter, the issue will be brought to the full Board.

Employee Discipline Policy

Employees will be expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in the Employee Handbook as well as in the employee's job description. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. The nature of the discipline used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

The Board may, at any time, request that the CEO, in consultation with Pearson's Human Resources, promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher or staff member. The CEO will provide a prompt report to the Board on any and all actions taken in response to such a request.

Pennwood will ensure that it complies with investigatory regulations to confirm that all employees who have direct contact with children have not been the subject, been investigated, dismissed, or otherwise disciplined for misconduct with a student. Upon learning that an employee has been the subject of an aforementioned investigation, the School will take the steps as required by Pennsylvania law.

In accordance with the Educator Discipline Act (24 P.S. §§2070.1 *et seq)*, Pennwood will file within 15 days a mandatory report with the PDE for any educator who:

- Has been given notice of intent to dismiss or remove for cause;
- Resigned, retired, or otherwise separated from employment after any allegations of misconduct;
- Is alleged to have committed sexual abuse or exploitation involving a child or student or who is alleged to have engaged in sexual misconduct with a child or student; or
- Who the chief school administrator has reasonable cause to suspect has caused physical injury to a child or student as a result of negligence or malice.

E. Identify the proposed faculty.

Proposed Faculty

Section V.3 (A) provides additional detail for planned Pennwood staffing. Pennwood has not hired any faculty yet. The Board will interview and hire the CEO in the spring prior to the approved school opening.

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

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

Once the CEO is hired, he/she will work under the direction of the Board to hire the teachers and additional school staff. Teachers will be required to meet all requirements of Pennsylvania's charter school law. In accordance with Pennsylvania's Charter School law, 75 percent of professional staff members of a charter school must hold appropriate state certification for their assignment (24 P.S. § 17-1724-A). The remaining 25 percent may be uncertified in accordance with 24 P.S. § 17-1724-A(b). However, Pennwood will endeavor to have 100 percent state certified staff. Teachers at Pennwood will hold at least a bachelor's degree and will demonstrate competence in the core content areas in which they teach. Federal law further provides that charter school teachers must meet the certification requirements established in the state's public charter school law, which may differ from the requirements for full state certification. In Pennsylvania, charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must (1) hold at least a bachelor's degree and (2) demonstrate subject matter competence in each core content area and grade

level at which they teach. To demonstrate subject matter competency, teachers can use a passing grade in the appropriate PRAXIS content area test in the subject area of their teaching assignment. With master's degrees and specialized training, counselors will be skilled at helping students address the non-academic barriers in school and life. Counselors will have appropriate Pennsylvania certification.

F. Attach a report of criminal history record, pursuant to Section 111 of the School Code (24 P.S. § 1-111) for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

Criminal History Record for Staff with Direct Student Contact

The Charter School Law also requires an applicant to include a criminal history record and an official clearance statement regarding child injury or abuse. 24 P.S. §17-1719-A (15), (16). Since Pennwood has not yet hired staff, it is not possible to provide criminal history records and child abuse clearances at the time of submitting this application. In compliance with Section 111 of the Public School Code, individuals required by law will, in addition to the FBI background check, submit their fingerprints to be run by the Pennsylvania State Police to make sure there are no adverse records in the State Police Central Repository.

In accordance with 24 P.S. Section 111, all applicants for employment at the School must undergo state and federal background checks. Background checks will be no more than one year old at the time of application. Administrators will make and keep a copy of the original background checks.

As required by state law, applicants for employment will be required to produce three documents verifying the checks that they have completed:

- Pennsylvania State Criminal History Record (Act 34) where the applicant will submit information online to be run through the PATCH system. The system will generate a report that is sent directly to the applicant for submission to Pennwood
- Child Abuse Report (Act 151) which requires the applicant to complete an application to be submitted to the Department of Public Welfare to investigate whether the applicant has been the subject of, or is currently the subject of, an investigation for child abuse, sexual abuse, or the like, or has ever been disciplined by any employer, public institution, or other authority for such an offense. The Department will in turn send a report back to the applicant, which is to be submitted to Pennwood;
- Federal (FBI) Criminal History Report (Act 114) whereas the applicant will submit their fingerprints to the State Police to be run through the FBI repository for criminal history of the applicant;

In addition, the applicant will be required to submit the following forms to the School:

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

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

Individuals may be employed for a single period, not to exceed 90 days, as a provisional employee if all of the following conditions are met:

- The applicant has applied for the three required clearances and the applicant has provided a copy of the completed forms to Pennwood.
- Pennwood has no knowledge of information pertaining to the applicant that would disqualify him/her from employment.
- The applicant swears or affirms in writing that they are not disqualified from employment pursuant to the grounds for denying employment in § 6344 (c) of the Child Protective Services Law or has not been convicted of an offense of a similar nature to those crimes under the laws or former laws of the United States, or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the Commonwealth.

The applicant is not permitted to work alone with children and must work in the immediate vicinity of a permanent employee.

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

Since Pennwood has not yet hired staff, there are no official clearance statements to attach at the time of submitting this application.

Official Clearance Statement regarding Child Injury or Abuse

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

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

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

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

The applicant is not permitted to work alone with children and must work in the immediate vicinity of a permanent employee.

H. Describe the hiring procedures that have been developed that ensure the hiring of certified, highly qualified teachers and other professional staff.

Procedures for Hiring Certified, Highly Qualified Teachers and Staff

While Every Student Succeeds Act (ESSA) eliminated the highly qualified teach requirements in 2016, Pennwood will ensure the School complies with the PDE's Teacher Certification regulations.[73] "Pennsylvania's Charter School Law requires that at least 75 percent of a charter school's professional staff hold appropriate state certification. State law further specifies which professional staff must be certified and, therefore, may not be included in the calculation of the 25 percent exclusion to the certification requirement." However, as stated previously, Pennwood endeavors to have 100 percent state certified teachers.

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

The School will review all documentation to ensure that all employees have the necessary documentation and experience. If an employee has not submitted the necessary documentation, the Human Resources team will contact the employee to ensure that the documentation is produced.

V.4 Code of Conduct

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

A. Discuss any rules or guidelines governing student behavior.

Student Behavior Policies

Pennwood is committed to providing a safe, positive, productive, and nurturing educational environment for all its students, and conveys this commitment through its written policies in the form of the School Handbook, which all students and families must review as part of the enrollment process, and its collaboratively developed school culture.

Student Conduct Policies

The School will have a detailed School Handbook (a draft school handbook is provided in Appendix V) that will include a clear and fair set of roles and responsibilities for students, Learning Coaches, and School staff that complies with the students' due process rights and aligns with the School's mission.

Appropriate conduct will be expected of all students. As a personalized, high-expectation cyber school, Pennwood anticipates being able to effectively manage student discipline issues.

[73] Source: https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG24.aspx

The expectations for student conduct will be explained in the handbook and will include steps to be followed in the event of a policy violation. The School will follow formal due process procedures to manage the discipline of students. In addition, the cyber curriculum will allow the School to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

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

The Handbook will include practices the School will use to promote effective discipline, a list of offenses (such as bullying and sexual harassment) which may result in suspension or expulsion, an explanation of the rights of students with disabilities, and policies and procedure for due process. Pennwood will establish and adopt suspension and expulsion policies in accordance with student's rights and with applicable law.

Reflected in the School Handbook will be a careful protection of the rights of disabled students through the fair application of due process and strict adherence to the IDEA, Chapter 504 of the ADA and Chapter 711 of Title 22 of the Pennsylvania Code.

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

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

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

To the extent 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 their 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) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, the School must, during any subsequent days of removal in that school year, provide services to the extent required.

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

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

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

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

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

Manifestation Determination

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

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

If 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 Pennwood, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Pennwood's failure to implement the IEP, the School must take immediate action to remedy those deficiencies.

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

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

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

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

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

Definitions

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

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

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

Notification

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

Change of Placement Because of Disciplinary Removals

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

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

Determination of Setting

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

General

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

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

The hearing officer may:

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

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

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

Special Rules for Students with Intellectual Disabilities

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

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

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

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

Basis of Knowledge for Disciplinary Matters

Pennwood must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

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

Pennwood would not be deemed to have such knowledge if:

- The child's parent has not allowed an evaluation of the child or refused special education services; or
- The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

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

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

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

Referral to and Action by Law Enforcement and Judicial Authorities

The state and federal regulations do not:

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

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

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

Student Safety

Pennwood is committed to providing a safe, positive, productive, and nurturing educational environment for all its students, and encourages the promotion of positive interpersonal relations among members of the School community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the School community, whether by or toward any student, staff, Learning Coach, Caretaker, or other member of the School community, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating or abusive conduct, making threats, and hazing.

This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, religion, or disability.

School policies regarding these prohibited behaviors are documented in the School Handbook. The School Handbook also contains the Terms of Use policy, which includes expectations for using the EMS This policy applies to all school-related activities, including but not limited to cyber activities such as participation in LiveLesson sessions, clubs, activities, email messages, discussions, and message boards, as well as any in-person events. The School Handbook states that every student is encouraged, and every staff member is required, to report any situation believed to be prohibited behavior directed toward a student and/or staff member. All reports are investigated with appropriate disciplinary consequences as laid out in the school handbook.

Pennwood will provide a safe and supportive environment by keeping students safe from online predators and solicitors. The School is committed to following and implementing health and safety requirements applicable to cyber schools. Students should be able to learn in a safe and comfortable environment. Pennwood requires two courses focused on safety:

- Internet Safety - An Internet Safety Course for students and parents (and Learning Coaches if the Learning Coach is not a parent) is provided. The i-SAFE course provides information about the various threats, challenges, and safety protocols needed to work and learn in an online environment. It contains valuable information about practicing safe behaviors online. This course is also required training for all school staff. In addition, all computer technology issued to Pennwood students will contain filtering software.

- Student Safety: The concern about the emotional and physical well-being of students is essential, not only for legal and ethical reasons, but also for academic reasons. It is imperative that School staff recognize the signs of child abuse and follow preventative measures to ensure student safety. As part of this course, School staff will complete required coursework on the identification and intervention of child abuse, mandatory reporting of child abuse, and child sexual abuse prevention.
- Suicide Prevention: Pennwood will take the potential threat of suicide by students seriously. While suicide rates among teens is at the highest level it has been since World War II, this can affect students from all age ranges. It is imperative that School staff recognize the signs that could lead to attempted suicide and follow preventative measures to ensure student safety. As part of this course, School staff will complete required coursework on the awareness, prevention, and postvention of youth suicide.

Operationally, Pennwood staff will follow outlined protocols for reaching disengaged students while considering student safety. Internal processes of teachers creating "Child Welfare," "Child Concern," "Student Escalation," and "Truancy" Issue Aware (a project management system) tickets allow the appropriate groups of staff and administrators to respond to the varying concerns a student presents.

Pennwood will work to develop partner relationships with local community police departments and school resource officers to ask that, if a student cannot be reached, these local authorities are contacted to conduct physical welfare checks on students.

All School staff must complete the trainings upon hire and complete refresher courses in accordance with state/federal laws. School staff and administrators have immediate access to trainings and guides through the EMS to stay familiar with procedures and to use as a reference. Completion of trainings is tracked to ensure all staff members have completed them in a timely manner.

School Counselors and other support staff offer continued guidance and resources on safety protocols for staff, students, and families throughout the school year. School staff members are asked to involve additional parties as appropriate to address concerns and to always keep student safety and well-being at the center of the conversation.

The Technical Support team will assist families with installing programs that enable automatic blocking of adult, phishing, and identity theft sites via DNS filtering. Technical Support can also assist families with modifying browser security settings that limit potential malicious activity and installing web protection software, such as K9 Web Protection (software may change during the contract).

School Safety and Emergency Preparedness

Pennwood is committed to ensuring the health and safety of students and staff. In accordance with the Safe Schools Act, the Board will develop and maintain in cooperation with local law enforcement, a comprehensive disaster response and emergency preparedness plan which includes protocols for responding to crisis situations, reporting and resolution of incidents that occur on school property, or at a school sponsored event. The plan will be reviewed and modified once staff have been identified and hired to properly address the needs of the School, the facility, its staff, and the community. The Board and local law enforcement will enter into a memorandum of understanding at least once every two years. The steps that will be taken to review and modify the plan include the following:

- Form a School Safety Committee that includes: Board; school administration, community representatives; representatives of the local police and fire department; and parents.
- Conduct a behavioral threat assessment.

- Review applicable state laws and regulations to ensure compliance.
- Develop plan for safety drills for emergency situations including offsite emergencies at school-sponsored events.
- Review safety plans from other municipalities for content and presentation ideas.
- Develop goals and timelines.
- Draft school safety plan.
- Circulate draft safety plan to the School Safety Committee including the Board, the School administration, and community partners for review.
- Finalize the School Safety Plan.
- Consult with local law enforcement for plan approval.

School safety will be the primary responsibility of the CEO and their designee. They will oversee the security systems of Pennwood as well as the behavior of the students and notification of incidents consistent with § 10.21. In addition, all staff members will be expected to report to administration any inappropriate behavior in the School environment. It is the primary responsibility of staff to create a climate of respect and educational focus. Students will also be expected to set a tone of respect, order, and purposefulness. Responsibility will fall to staff to model good and safe behavior and to correct or report to the School administration inappropriate or unsafe behavior or events.

Mandated Reporting

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

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

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

A mandated reporter must personally make the report. Pennwood administration may assist the School employee in making the report (for example, be with School employee for support if the School employee is uncomfortable in the process) as long as they do not interfere in any way with the making of the report. Afterward, the School employee should inform administration about the report.

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

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

Possession of Weapons

Possession of weapons in the School setting is a threat to the safety of students and staff and will be prohibited by law. A weapon will include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement

capable of inflicting serious bodily injury. A student will be considered in possession of a weapon when the weapon is found on the person of the student, in the student's locker, desk, backpack, or in the student's vehicle, and the weapon is under the student's control while the student is on school property, on property being used by the School, at any school function or activity, at any school-sponsored activity held away from the School, on any conveyance providing transportation to a school or school-sponsored activity, or while the student is on their way to or from school.

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

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

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

The CEO or designee will react promptly to information and knowledge concerning possession of a weapon. Such action will comply with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the School's emergency preparedness plan (22 Pa Code Chapter 10 et seq).

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

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

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

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

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

Policies for Student Expulsion and Suspension

All students enrolled in Pennwood are expected to conduct themselves in accordance with the rules for the School, and Caretakers and Learning Coaches are expected to cooperate with the School staff in helping students to maintain this conduct.

Student codes of conduct are set forth in the School Handbook. Students are also guaranteed due process of law as required by the 14th Amendment to the U.S. Constitution.

Discipline Measures

There are three levels of formal disciplinary measures utilized by the School: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning

Students that receive warnings from the School will have a conference (via phone or in person) with their Caretaker and the School administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will continue to have access to the EMS.

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

2. Suspension

When a student is suspended, they are temporarily removed from class (the EMS) or a School sponsored program or activity. The length of a suspension is determined by the School administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the CEO, a student's permission to log on to and/or use parts of the EMS is restricted. Student access to email, the message boards, online clubs/activities, or all of the EMS may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the EMS and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet (including artificial intelligence), and getting family or friends to help with coursework.

- Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.
- Intimidation: A student who engages in behavior intentionally meant to cause another person to fear harm or injury, be frightened into submission or compliance, or to feel a sense of inferiority.
- Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the School's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- Vandalism: A student who intentionally damages or destroys School property or records (physical or electronic). In these instances, the School reserves the right to contact the proper law enforcement agency(ies).
- Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the School of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the School reserves the right to contact the proper law enforcement agency.
- Sexual harassment: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- Violence within a dating relationship: a student who attempts to maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, emotional, and/or mental abuse.
- Violation of acceptable use policy: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- Repeated violation of any disciplinary issues.

3. Expulsion

When a student is expelled, they are separated from the School for a period longer than ten days, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

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

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions. The student will continue to receive FAPE.

Policies for Student Expulsion and Suspension for Students with Disabilities

Please refer to the previous description of discipline for students with disabilities. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 total days or 15 cumulative days in a school year, the School will determine if the behavior manifested from the student's disability. If Pennwood determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

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

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

In instances of suspension exceeding three (3) days, the student and parent/guardian shall be offered the option of an informal hearing. This hearing will be convened with the student, Caretaker, CEO and other staff members as appropriate. The CEO will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present their version of the occurrence. If the CEO determines that the incident(s) justifies suspension, written notice will be provided to the student and their Caretaker. The student will be provided all due process as required by law.

Any notice provided for suspension shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing provided to both the parents, Caretaker, and student; (3) the student's right to question any witnesses (4) the student's right to speak on their behalf and/or produce witnesses on their behalf (5) the informal hearing shall be held within five days of the suspension.

Expulsion

If the School determines that a student's conduct may warrant expulsion, the CEO will provide at least three (3) days written notice via certified mail to the Caretaker of the student of their determination and the student's right to a formal hearing before the governing board, an authorized committee of the board, or a qualified hearing examiner appointed by the governing board. The notice shall include (1) the date, time, and place of the formal hearing (2) A copy of the expulsion policy (3) the student's right to be represented by counsel (at the expense of the parent/guardian) and (4) the hearing procedures, including the ability to reschedule the hearing for good cause.

The following are required for a formal hearing:

- Will be held privately unless the student requests a public hearing.
- The student shall have the right to be presented with witnesses against the student, including their statements or affidavits.
- The student will have the opportunity to testify to their version of the incident(s), call their own witnesses, and cross-examine witnesses

- A written or audio record will be kept of the hearing.
- The hearing will occur within fifteen (15) school days of the notification of charges. An extension may be granted if all parties agree, in circumstances the parties are awaiting results of laboratory reports or evaluations, or the delay is in the best interests of the victim (recovering from serious bodily injury).

A majority vote is required to expel the student. After the hearing, the CEO will make a recommendation for or against expulsion to the Board. Once the Board rules on the expulsion, the CEO and/or the Board will provide notification to the student and Caretaker of the Board's decision and discipline determination, including a notice of the right to appeal.

C. Describe the cyber charter school's mandatory student attendance plan and how it fits with the code of conduct.

Mandatory Attendance Plan

Students must meet all regulatory requirements for attending public school in the state. Pennwood will require students to attend school for 195 days and complete a required number of hours of instruction per year. To make the state's required hours per year of instruction manageable, families are encouraged to have students complete the hours of schooling each week listed in the table below. All attendance requirements will be documented by both Board policy as well as in the School Handbook. The School's documents explaining attendance requirements will emphasize the value and importance of school attendance without over-reliance on punitive measures for non-attendance.

Grade(s)	Recommended Hours per Week	Required Hours per Year
K-5	25 hours	975
6-12	30 hours	1,170

Since Pennwood will offer a three-week interim term, the instructional hours per year exceed those required by the State's minimums.

Pennwood will require high school students complete 21 credits and all required courses to graduate. This can be met if the student earns 6 credits during each academic year for all four years (three credits during the fall and three credits during the spring semester).

It should be noted that the attendance and hours of instruction requirements will be measured on a fiscal school year (July 1 through June 30) basis. The school's proposed first day of class is August 8, 2024.

Hours of schooling per day and/or week will be accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

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

Although there is more flexibility in a cyber program than in a traditional school regarding when instruction occurs, students and Learning Coaches should be aware that the school calendar reflects the days on which teachers will be available to students.

Learning Coach Responsibilities

- Record Hours of Schooling – For each instructional day, Learning Coaches will enter a number between 0 and 9 in the EMS to indicate the number of hours of schooling that occurred. Pennwood will ensure students meet the daily and weekly totals to ensure compliance with state regulations. Learning Coaches may also ask for assistance from the School to enter attendance records if they are unable to access a computer on a given day.
- Alert School of Excused Student Absences – Learning Coaches cannot enter "E" (for excused absence) in the attendance code field in EMS. If a student is absent, the Learning Coach must send information to the School about the absence, and the School determines if the absence can be classified as excused, per the guidelines listed in the school handbook and applicable state law.
- Complete Defined School Year – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year, students will be required to meet the daily and weekly required instructional hours up to and including the last day of the school year.

School Responsibilities

- Review Attendance Records – Teachers will monitor and review attendance records on a weekly basis. They will remind Learning Coaches to enter hours of schooling for all days of the week.
- Monitor Attendance Issues – The school's Manager of Engagement and their team of student engagement specialists will monitor student attendance. They will contact families with low attendance rates and work to help them stay in compliance. Student Engagement Specialists will also identify and record excused absences and can alter Learning Coaches' attendance records with proper documentation, if necessary. The goal of the Engagement team is to keep students on track, working, and progressing in their coursework. The Student Engagement Specialists will work with teachers, parents, and students to make sure that each student has a strong and positive relationships with Pennwood staff and are actively engaged in the School.
- Maintain the Integrity of the Attendance Data – After the weekly records are reviewed by the teacher, the School will lock the system to prohibit further editing. Any requests for adjustments to the previously verified records must be submitted in writing to the School for review, approval, and adjustment.
- Official Attendance Record – The attendance system in the EMS is the record of Learning Coach documented attendance. It is, however, only one of many sources used to determine if a student is meeting the required minimum instructional hours. In certain cases, where it has been determined that a student has not completed enough work or that certain other program requirement have not been fulfilled, the Manager of Engagement will invalidate the Learning Coach record resulting in sanctions up to and including withdrawal. Parents and students would be notified prior to changes being made to attendance.

Attendance Status and Escalation Systems

Enrolled students are always in one of four escalation statuses:

1. On-Track

2. Approaching Alarm

3. Alarm

4. Exempt (rare)

Escalation status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, if a student's work completion rates are not on track or if they fail to communicate on a regular basis with the teacher, they will be placed into an escalated (Approaching Alarm or Alarm) status. It is important to recognize that just marking proper attendance will not keep a student's escalation status On-Track.

Truancy

To maximize student learning, regular attendance is imperative. The cyber program offers a great deal of flexibility surrounding how many hours students spend each day on schoolwork and on what days of the week they complete schoolwork. Due to this flexibility, Pennwood will have zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in School, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy. To avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments weekly.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any assigned mandatory LiveLesson sessions.
- The student can demonstrate that they are doing their own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if they need to deviate from the regular school calendar (for example, switching a vacation and school day).

The final decision about whether an absence is considered excused or unexcused will be made by the Manager of Engagement, Principal or CEO. Please note that three unexcused absences is considered not in compliance with the law.

Engagement Procedures

Pennwood will work closely with families in the event a student has unexcused absences from school. The goal is to work collaboratively with families to prevent truancy and improve student attendance and achievement. The process is outlined by the Pennsylvania Department of Education and is consistent with compulsory attendance laws of the state of Pennsylvania.

If a student is not adequately engaging in the online program or has accumulated more than three (3) unlawful absences, the School is required to notify the Caretaker (parent or legal guardian) in writing and work with the Caretaker (and/or Learning Coach if the Learning Coach is a separate individual and the Caretaker chooses to include them) to create a Student Attendance Improvement Plan (SAIP). If the student continues not to engage in the program, Pennwood is required to take further actions, up to and including, legal proceedings. In this application, the parent/legal guardian is sometimes referred to as the Caretaker. Often the Caretaker is the same person who functions as the Learning Coach, but in some situations these roles may be held by two different people. Each student will have a Learning Coach, typically a parent, who is encouraged to work in-person with the student. If a parent is not

available, the parent or guardian identifies and designates another responsible adult to serve as the Learning Coach.

One unexcused absence	Caretakers will receive a phone call and email notification that the absence is unexcused and that penalties may be enforced.
Second (2nd) unexcused absence	Caretakers will receive a phone call and second email notification that a further unexcused absence has occurred and that additional penalties may be enforced.
Third (3rd) unexcused absence	Caretakers will receive a phone call and written notification of three (3) unexcused absences. Invites will be sent for a School Attendance Improvement Plan (SAIP).
Fourth (4th) unexcused absence and Fifth (5th) unexcused absence	Caretakers will receive a phone call and email, which will outline next steps regarding a mandatory School Attendance Improvement Plan (SAIP) with School staff. Three (3) attempts will be made to hold a meeting with the Caretaker to discuss the SAIP; however, the meeting can be conducted without the Caretaker if they are unable to attend. Students with an IEP or 504 will be contacted about a meeting to review attendance concerns.
Habitually truant status (having six (6) or more unexcused absences during the current school year)	Caretakers will be notified by phone call and email of absences, will be assigned a truancy officer, and possibly invited to attend a truancy diversionary program Live Lesson. For students under fifteen years of age, the School will make a referral to other community-based attendance improvement programs or Children and Youth in the student's local area. Truancy charges may also be filed at the local magistrate. For students fifteen years of age and older, the School will make a referral to other community-based attendance improvement programs in the student's local area. Truancy charges may also be filed at the local magistrate. Children and Youth will be contacted if the student does not attend the community program. Students residing in Philadelphia County will be referred to the Go Program through the District Attorney's Office.
Ten consecutive unexcused absences- chronically absent	After ten consecutive absences, the student will be withdrawn from the School for truancy, and the district of residence will be notified of the withdrawal. Children and Youth will also be notified for students under the age of eighteen.

Definition of "Missing a Day of School"

Missing a "day" of school is defined as "missing 1% of overall lesson completion in a week." Missing 1% of overall lesson completion in a week may be considered a day of unexcused absence if the Learning Coach or Caretaker does not provide acceptable documentation to the School for those missed hours to be considered excused.

V.5 Timetable

Explanation: Establish a well-developed, realistic plan of action for opening a cyber charter school.

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

Detailed Timetable for Opening Pennwood Cyber Charter School

TASKS	*Aug '22–Jun '23*	*Jul '23*	*Aug '23*	*Sep '23*	*Oct '23*	*Nov '23*	*Dec '23*	*Jan '24*	*Feb '24*	*Mar '24*	*Apr '24*	*May '24*	*Jun '24*	*Jul '24*	*Aug '24*
APPLICATION															
Submit charter application				X											
PDE evaluates application					X	X	X	X							
GOVERNANCE															
Develop and adopt policies	X														
Review and Approve Employee and Student handbooks	X														
Conduct non-profit governance training	X														
Hold Regular Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEGAL															
Secure and engage Board Counsel	X														
Draft contract with the ESP	X														
Revise contract with the ESP			X												
File non-profit Articles of Incorporation	X														
Adopt Organizational Resolutions	X														
Review and execute Charter								X	X						
Secure insurance	X														
PERSONNEL															
Determine payroll and benefits compliance	X														

TASKS	*Aug '22–Jun '23*	*Jul '23*	*Aug '23*	*Sep '23*	*Oct '23*	*Nov '23*	*Dec '23*	*Jan '24*	*Feb '24*	*Mar '24*	*Apr '24*	*May '24*	*Jun '24*	*Jul '24*	*Aug '24*
Establish staffing model	X														
Determine certification and background check requirements	X														
Approve employee handbook and employment policies	X														
Recruit CEO candidates									X	X					
Review CEO candidates									X	X					
Select CEO										X	X				
Train CEO											X	X	X	X	X
Recruit remaining staff										X	X	X	X	X	X
Train staff														X	X
FACILITY															
Identify/tour sites	X	X													
Select preliminary Sites/RFPs	X	X													
Procure letter of intent to lease with potential landlords			X												
Renovate & build-out									X	X	X	X	X		
Secure inspections/Certificate of Occupancy											X	X	X	X	X
Move-In for school start														X	X
CURRICULUM															
Verify state course codes	X	X												X	X
Fine-tune alignments to state standards	X											X			
Determine course limits and/or restrictions	X					X									
Complete any necessary curriculum enhancements						X	X	X	X	X	X	X			
STUDENT RECRUITMENT															
Determine marketing budget	X														
Create website	X														
Launch website	X														
Develop and implement outreach	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

TASKS	Aug '22–Jun '23	Jul '23	Aug '23	Sep '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	Jun '24	Jul '24	Aug '24
plan (grassroots, PR, advertising, online marketing, collateral, direct mail, etc.)															
Develop and implement virtual info session materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Host parent/student information sessions or provide on demand recordings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Student application period									X	X	X	X	X	X	X
Enrollment period										X	X	X	X	X	X
Hold Student/Parent orientation											X	X	X	X	X
Finalize and approve school budget	X														
Establish bank account	X														
Determine eligibility and application process for Title and or IDEA funding	X	X	X												
Establish external data reporting protocols/ processes	X	X	X												
Secure independent auditor	X	X	X												
Validate State Legal Entity created and authorized and required regulatory reporting	X														
STUDENT SERVICES															
Determine requirements for Special Education and EL	X														
Research IEP enrollment age specifications	X														
Confirm minimum graduation requirements (credits and course requirements)	X														

TASKS	Aug '22–Jun '23	Jul '23	Aug '23	Sep '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	Jun '24	Jul '24	Aug '24
Work with CEO to create progression plan(s)										X	X				
TECHNOLOGY															
Determine technology offering rules	X														
Develop a Technology Plan, determine the approval process	X														
Install technology at site; test technology prior to school opening										X	X	X	X	X	X
Determine state test requirements and dates	X														
Determine the proficiency levels for the state assessment	X														
Create a state testing plan	X									X	X	X	X	X	

V.6 Safety

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

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

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

Safety Requirements

The facilities will comply with all applicable federal, state, and local health and safety laws, regulations, and requirements. Pennwood will follow applicable city planning review procedures. Pennwood, in consultation with the landlord and ESP, will ensure the property is inspected by a local building inspector and the local fire department.

Although not anticipated, if necessary, Pennwood will request approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the School. Pages 17 and 18 of the 2023 Cyber Charter School Application released by the PDE, required that applicants "submit written documentation of intent to comply with all applicable safety requirements, including the following: Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school." Therefore, this language is included to meet the requirement to show written intent to comply.

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

School Safety and Emergency Preparedness

Pennwood is committed to ensuring the health and safety of students and staff. In accordance with the Safe Schools Act, the Board will develop and maintain in cooperation with local law enforcement, a comprehensive disaster response and emergency preparedness plan which includes protocols for responding to crisis situations, reporting and resolution of incidents that occur on school property, or at a school sponsored event. The plan will be reviewed and modified once staff have been identified and hired to properly address the needs of the School, the facility, its staff, and the community. The Board and local law enforcement will enter into a memorandum of understanding at least once every two years. The steps that will be taken to review and modify the plan include the following:

- Form a School Safety Committee that includes: Board; school administration, community representatives; representatives of the local police and fire department; and parents.
- Conduct a behavioral threat assessment.
- Review applicable state laws and regulations to ensure compliance.
- Develop plan for safety drills for emergency situations including offsite emergencies at school-sponsored events.
- Review safety plans from other municipalities for content and presentation ideas.
- Develop goals and timelines.
- Draft school safety plan.
- Circulate draft safety plan to the School Safety Committee including the Board, the School administration, and community partners for review.
- Finalize the School Safety Plan.
- Consult with local law enforcement for plan approval.

School safety will be the primary responsibility of the CEO and their designee. They will oversee the security systems of Pennwood as well as the behavior of the students and notification of incidents consistent with § 10.21. In addition, all staff members will be expected to report to administration any inappropriate behavior in the School environment. It is the primary responsibility of staff to create a climate of respect and educational focus. Students will also be expected to set a tone of respect, order, and purposefulness. Responsibility will fall to staff to model good and safe behavior and to correct or report to the School administration inappropriate or unsafe behavior or events.

Compliance with Health and Safety Laws

Pennwood will comply with or will be capable of modification to bring the School into compliance with all local building, zoning, and health and safety requirements. Building codes will be met or exceeded and prior to occupancy, the local building authority's certification of having met such codes will be obtained prior to occupancy.

Certificates of Occupancy

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

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

V.7 School Health Services

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

Plan for Providing School Health Services

Pennwood will hire one Certified School Nurse (CSN) upon charter agreement and will maintain a ratio of 1 CSN for every 1,500 students enrolled. Upon approval of the charter, the board will contract with school physicians and dentists as necessary throughout the Commonwealth to meet the requirements of Article XIV: School Health Services of the School Code and the required screenings detailed below.

SERVICE	K	1	2	3	4	5	6	7	8	9	10	11	12	Notes
School Nurse Services	X	X	X	X	X	X	X	X	X	X	X	X	X	
Maintenance of Health Record	X	X	X	X	X	X	X	X	X	X	X	X	X	
Immunization Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	
Medical Examination	*	*					X					X		*Required on original entry- K or 1st grade
Dental Examination	*	*		X				X						*Required on original entry- K or 1st grade
Growth Screen	X	X	X	X	X	X	X	X	X	X	X	X	X	
Hearing Screen	X	X	X	X				X				X		
Scoliosis Screen							X	X						6th grade physical may be used in lieu of 6th grade screen
Tuberculin Test	*	*								X				*Required on original entry- K or 1st grade. Unless approved to discontinue
Vision Screen-Far Visual Acuity Test	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vision Screen-Near Visual Acuity Test	X	X	X	X	X	X	X	X	X	X	X	X	X	

Vision Screen-Convex Lens Test (Plus Lens)		X												1st grade students meeting criteria & new students (any grade) not previously screened
Vision Screen-Color Vision Test		*	*											*1st or 2nd grade & new students (any grade) not previously screened
Vision Screen-Stereo/Depth Perception Test		*	*											*1st or 2nd grade & new students (any grade) not previously screened

Parents and students will receive information about the Student Assistance Program in the School Handbook outlining assistance and programs the School offers to students for drug, alcohol, and/or mental health issues.

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

Delivery of School Nursing Services

Pennwood will hire a school nurse in year one of the charter and will also contract with local health service providers throughout Pennsylvania to meet the requirements of Article XIV: School Health Services of the Public School Code.

The health services may include:

- A vision test
- A hearing test
- A measurement of height and weight which shall use the measurement to compute a child's weight-for-height ratio
- Tests for tuberculosis under medical supervision
- Such other tests as the Advisory Health Board may deem advisable to protect the health of the child. Vision tests will be given at least annually and other tests at intervals established by the Advisory Health Board.

Pennwood will maintain a comprehensive health record which will include the results of the tests, measurements, and regularly scheduled examinations and special examinations and which will be protected for confidentiality. The student's health record will also include medical questionnaires completed by the student's parent or guardian.

APPENDICES

APPENDIX A
CURRICULUM

Appendix A 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
- A.5 Alignment Documents

Appendix A.1: Master Course List for 2024-25

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

1

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	**Social Studies**
CR Biology	CR U.S. History
CR Chemistry	CR American Government
CR Physical Science	CR Economics
CR Earth Science	CR World History
Biology	U.S. History
Chemistry	American Government
Physical Science	World History
Earth Science	Geography (World Geography)
Environmental Science	Geography and Society
Physics	Economics
Honors Biology	Personal Finance
Honors Chemistry	Psychology
Honors Earth Science	Honors U.S. History
	Honors American Government
	Honors World History

High School 9-12	
Advanced Placement	
AP United States History AP Biology AP Calculus AB AP Computer Science Principles AP English Language and Composition AP English Literature & Composition AP Human Geography	AP Macroeconomics AP Microeconomics AP Psychology AP Statistics AP U.S. Government AP Environmental Science
Electives	
<u>Technology</u> Concepts of Engineering and Technology Intro to Computer Applications <u>Humanities</u> Art History Digital Photography 1 Introduction to Drawing	<u>Humanities continued</u> Introduction to Graphic Design Living Music I, II French I, II, III IV German I, II, III Sign Language I, II Spanish I, II, III, IV
<u>Health and Physical Education</u> Health, Fitness, and Nutrition Personal Fitness Physical Education	<u>Other Courses</u> College Prep with ACT College Prep with SAT Drivers Education Freshman Success Senior Success
Career Technical Education (CTE)	
Anatomy and Physiology Animation Art in World Cultures Career Planning and Skill Development Careers in Criminal Justice Cosmetology 1 Cosmetology 2 Culinary Arts	Early Childhood Education 1a: Introduction/ 1b: Developing Early Learners Health Science 1: The Whole Individual Health Science 2: Patient Care & Medical Service Health Science: Public Health Astronomy 1 Medical Terminology Sports Management
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

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 **I i**.
    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
    - [illegible] 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
        - In this section, you will select a book to read on your own.short **e**.
    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

Pearson

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 l-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 l-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 l-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 Ii, 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 Ii, 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 apostophe 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 /ů/ 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 /ů/ 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 /ů/ 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 /ů/
- 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 /ů/
- 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

Pearson

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 word 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 an 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 learns 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

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 wll 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 hyberbole 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 hyberbole 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.
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 4 Accelerated

Language Arts 4 GT

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 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

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, 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 + *le* 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 + *le* 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 + *le* 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 + *le* 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 + *le* 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 + *le* 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

Language Arts 6 GT 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
        -
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 to 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

Language Arts 7 GT 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 to 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 though 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 Information 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 T*he 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

Language Arts 8 GT 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 though 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.
        - 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 Information 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. 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 T*he 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

Pearson

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	• 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	• 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	• 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	• 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	• 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	• 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	• Define and identify direct and indirect characterization • Recognize the author&#x2019 • 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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&#x2019 • 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• Identify the function of a sentence as declarative, interrogative, imperative, or exclamatory • Identify the structure of a sentence as simple, compound, complex, or compound, 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	This lesson teaches students the concept of root words. Students use these words in the context of reading passages.	45	• 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	This lesson on vocabulary teaches students the strategy of using suffixes to decode the meaning of words when encountering unfamiliar vocabulary in reading passages.	45	• 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	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.	45	• 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	• 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	• 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	• 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	• 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

Pearson

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

Pearson

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 intepret 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 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
        - Review phrases
    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
        - 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.

<u>Semester B Outline</u>

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	Students learn how to prepare and present an oral presentation. They also learn how to evaluate oral presentations for effectiveness of organization and message.	45	• 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	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.	45	• 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	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.	45	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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			

Copyright © 2022 Pearson Education & Its Affiliates. All Rights Reserved.

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	• 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	• 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	• 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	• 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	• 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	• 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	• Identify and make distinctions among different types of characters in literary texts • Make distinctions between direct and indirect characterization • Analyze a character&#x2019 • 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	• 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	• 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	• Identify literary devices in literary text • Explain the author&#x2019 • 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	• 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)

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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

Pearson

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 participal 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 confuses 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 indicitive, 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
        - 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

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
    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

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
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 indicitive, 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Identify adjective clauses • Identify adverb clauses • Identify noun clauses
Quiz: Clauses			
★ Posttest 2			

Module 3: Effective Sentences

Lesson	Description	Time (min)	Objective(s)

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	• 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	• 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	• 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	• 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	• 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	• 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)

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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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.	45	• 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	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.	45	• 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	• 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	• Write a business letter and memo • Write a r&#xE9 • sum&#xE9 • and 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

Pearson

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Identify adjective clauses • Identify adverb clauses • Identify noun clauses
Quiz: Clauses			
★ Posttest 2			

Module 3: Effective Sentences

Lesson	Description	Time (min)	Objective(s)

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	• 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	• 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	• 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)

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	• 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	• 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	• 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)

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	• 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	• 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	• 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)

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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.	45	• 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	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.	45	• 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	• 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	• Write a business letter and memo • Write a r&#xE9 • 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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 Frankenstein. It also discusses characteristics of Gothic literature that are part of the Romantic movement.	45	• Identify the main idea in the introduction to Mary Shelley's Frankenstein • 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	• 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	• 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	his lesson instructs students to identify the main idea and examine persuasive techniques in pieces of social commentary by Jane Austen and Mary Wollstonecraft.	45	• 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	• 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	• 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	• 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 Jane Eyre 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	• 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	• Identify the main idea in Emily Bront&#xEB • '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)

Lesson	Description	Time (min)	Objective(s)
Modernism	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–Present).		
Forging Modernism	This lesson instructs students to identify the main idea, the use of symbolism, and philosophical assumptions in selections of poetry by William Butler Yeats.	45	• 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	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.	45	• 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	• 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

Pearson

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.

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
- Math 7 Accelerated
- Math 8 AcceleratedAlgebra
- 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

Pearson

Math 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
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

Pearson

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

Pearson

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

Pearson

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

Math 3 B

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

Pearson

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 GT Math 3**
    1. Welcome to GT 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 GT Math 3**
    1. Welcome to GT 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

Pearson

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

Pearson

Accelerated Math 4 A/B

Course Summary:

In Accelerated Math 4 A, the student will learn mathematical concepts related to place value, adding andsubtracting multi-digit whole numbers, adding and subtracting decimals, using models to multiply and divide, thecoordinate 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 andmeasurement, 2D figures, operations with fractions, volume, converting measurements, interpreting data, equivalentexpressions, 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 GT Math 4**
    1. Welcome to GT 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 GT Math 4**
    1. Welcome to GT 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

Pearson

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 of 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

Pearson

Accelerated Math 5 A/B

Semester A 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 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
    1. 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 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 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

Pearson

Math 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.

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 precents 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

Pearson

Accelerated Math 6 A/B

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 1/2 times
        - Scale down a different favorite recipe by 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.

<u>Semester B Outline</u>

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

Pearson

Math 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.

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

Math 7 Accelerated

Pearson

Accelerated Math 7 A/B

Semester A 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.

Semester A Outline

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 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

        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 in this exam
8. Systems of Equations and Inequalities Unit Test

8. **Algebra 1 A Semester Exam**
    1. Algebra 1 A 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. Algebra 1 A Semester Exam

Semester B Summary:
This is course is the second part of a two-part sequence covering Algebra 1. A foundational understanding of real number operations, expressions, equations, inequalities, and functions is expected. 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. Students will work with and solve both radical and rational expressions and equations. Finally, the student will be introduced to statistics and learn to how use data to apply to probability problems in theory in and real-world scenarios.

Throughout the course problem solving, critical thinking, and real world application of mathematical concepts will be required.

<u>Semester B Outline</u>

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 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. 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. **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
5. **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
6. **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

    There are no objectives for this lesson.

7. **Semester B Exam and Review**
    1. Semester B Review
    2. Semester B Exam

Math 8 Accelerated

Pearson

Accelerated Math 8 (Geometry) A/B

Semester A Summary:
This is the first of two courses that comprise Accelerated Math 8. Throughout the course, the student will usevirtual manipulatives and tools to explore the principles of logic, proofs, and constructions. The student will use themidpoint and distance formulas to solve a variety of problems involving the coordinate plane. The student will alsostudy parallel and perpendicular lines, including special angle pairs. The student will use triangle concepts to find anglemeasures, prove triangles congruent, and discover relationships within one and two triangles. This course will conclude with the study of polygons and quadrilaterals, during which the student will learn the properties and formulas to find angle measures and classify parallelograms. Throughout the course, the student will learn concepts through a variety of instructional strategies, solve real-world applications, and complete an assortment of activities.

Semester A Outline

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

        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
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 Summary:
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 use Trigonometry and right triangle concepts, such as 30-60-90, 45-45-90, and the Pythagorean Theorem to solve problems. The student will also be introduced to vectors and learn to solve problems involving magnitude and direction. In addition, the student will study transformation concepts, such as translations, reflections, rotations, and dilations as well as concepts associated with symmetry. 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.

Semester B Outline

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 angels 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

Algebra Readiness (Pre-Algebra)

Pearson

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 1/2 times
        - Scale down a different favorite recipe by 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

Pearson

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 1/2 times
        - Scale down a different favorite recipe by 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

Pearson

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

Pearson

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
        - Simply 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

Pearson

Algebra 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.

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

Pearson

Honors Algebra 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.

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
        - Simply 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, an 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			

The Pythagorean Theorem	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.	45	Solve problems using the Pythagorean Theorem Identify right triangles
Quiz: The Pythagorean Theorem			
★ Posttest 6			

Module 7: Solving Inequalities

Lesson	Description	Time (min)	Objective(s)
Inequalities and Their Graphs	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.	45	Identify solutions of inequalities Graph and write inequalities
Quiz: Inequalities and Their Graphs			
Solving Inequalities: Addition and Subtraction	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.	45	Use addition to solve inequalities Use subtraction to solve inequalities
Quiz: Solving Inequalities: Addition and Subtraction			

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 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	This lesson explains how to multiply powers with the same base. It also presents how to multiply numbers in scientific notation.	45	Multiply powers Work with scientific notation
Quiz: Multiplication Properties of Exponents			
More Multiplication Properties of Exponents	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.	45	Raise a power to a power Raise a product to a power
Quiz: More Multiplication Properties of Exponents			
Division Properties of Exponents	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.	45	Divide powers with the same base Raise a quotient to a power
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 x2 + bx + c, including those with a negative constant and/or middle term. It teaches how to factor trinomials with two variables.	45	• Factor trinomials Factor trinomials of the type ax&#xB2 + 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 ax2 + 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 = ax2 and y = ax2 + 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 = ax2 + 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&#xB2 + 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	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.	45	Multiply rational expressions Divide rational expressions
Quiz: Multiplying and Dividing Rational Expressions			
Polynomial Division	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.	45	Divide polynomials by a monomial Divide polynomials
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	Add and subtract rational expressions with like denominators Add and subtract rational expressions with unlike denominators
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	Solve rational equations Solve proportions
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	Use the multiplication counting principle Find permutations
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

Pearson

Algebra 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:

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

Algebra 2 Honors

Pearson

Honors Algebra 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.

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 nth 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 nth 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

Pearson

Geometry

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 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.

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 angels 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

Honors Geometry

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 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

Quiz: Drawings, Nets and Other Models			
Points, Lines, and Planes	This lesson describes basic terms such as point line and plane. It also teaches four postulates that relate to lines and planes.	45	Understand basic terms of geometry Understand basic postulates of geometry
Quiz: Points, Lines, and Planes			
Segments, Rays, and Parallel Figures	This lesson introduces line segments and rays. It also teaches how to identify parallel lines and skew lines.	45	Identify the differences between lines, rays, and line segments Identify parallel and skew lines
Quiz: Segments, Rays, and Parallel Figures			
Measuring Segments and Angles	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.	45	Find the lengths of segments Find the measures of angles Identify special angle pairs
Quiz: Measuring Segments and Angles			
Basic Constructions	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.	45	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
Quiz: Basic Constructions			

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)

Lines in the Coordinate Plane	This lesson teaches how to a 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.	45	Graph lines given their equations Write equations of lines
Quiz: Lines in the Coordinate Plane			
Slopes of Lines	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.	45	Relate slope and parallel lines Relate slope and perpendicular lines
Quiz: Slopes of Lines			
Constructing Parallel and Perpendicular Lines	This lesson teaches how to construct parallel lines. It also instructs how to construct perpendicular lines.	45	Use a compass and a straightedge to construct parallel lines Use a compass and a straightedge to construct perpendicular lines
Quiz: Constructing Parallel and Perpendicular Lines			
★ Posttest 3			

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 conguent 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

Quiz: Using Congruent Triangles: CPCTC			
Isosceles and Equilateral Triangles	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.	45	Use and apply properties of isosceles triangles, including equilateral triangles
Quiz: Isosceles and Equilateral Triangles			
Congruence in Right Triangles	This lesson teaches how to use the Hypotenuse-Leg Theorem to prove two right triangles are congruent.	45	Prove right triangles congruent using the Hypotenuse-Leg Theorem
Quiz: Congruence in Right Triangles			
Using Corresponding Parts of Triangles	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.	45	View overlapping triangles separately Use corresponding parts of two congruent triangles to prove other triangles congruent
Quiz: Using Corresponding Parts of Triangles			
★ Posttest 4			

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

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			

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

Quiz: Special Right Triangles			

Lesson	Description	Time (min)	Objective(s)
The Tangent Ratio	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.	45	Use tangent ratios to determine side lengths in triangles Use the inverse of tangent to determine angle measures in triangles
Quiz: The Tangent Ratio			
Sine and Cosine Ratios	This lesson teaches how to use sine and cosine ratios and their inverses to solve problems involving right triangles. It also introduces trigonometric identities.	45	Use sine and cosine ratios to determine side lengths and angle measures in right triangles
Quiz: Sine and Cosine Ratios			
Angles of Elevation and Depression	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.	45	Recognize angles of elevation and depression Solve real-life problems using trigonometric ratios and angles of elevation and depression
Quiz: Angles of Elevation and Depression			
★ Posttest 1			

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)
Quiz: Surface Areas of Pyramids and Cones			
Volumes of Prisms and Cylinders	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.	45	Find the volumes of prisms and cylinders Find the volumes of composite space figures
Quiz: Volumes of Prisms and Cylinders			
Volumes of Pyramids and Cones	This lesson teaches how to find the volume of a pyramid. It also teaches how to find the volume of a cone.	45	Find the volume of pyramids Find the volume of cones
Quiz: Volumes of Pyramids and Cones			
Surface Areas and Volumes of Spheres	This lesson teaches how to find the surface area of a sphere. It also teaches how to find the volume of a sphere.	45	Find the surface area and volume of a sphere
Quiz: Surface Areas and Volumes of Spheres			
Areas and Volumes of Similar Solids	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.	45	Find relationships between the ratios of the areas and volumes of similar solids
Quiz: Areas and Volumes of Similar Solids			
★ Posttest 4			

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	Use the relationship between a radius and a tangent Use the relationship between two tangents from one point
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	Use congruent chords, arcs, and central angles Recognize properties of lines through the center of a circle
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	Find the measure of an inscribed angle Find the measure of an angle formed by a tangent and a chord
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	Find the measures of angles formed by chords, secants, and tangents to circles Find the lengths of segments formed by chords, secants, and tangents to circles
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

Pearson

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.

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 nth 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 nth 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

Pearson

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 nth 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 nth 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

Calculus 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:
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 le-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 Reimann 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

8. Exponential and Logarithmic Functions 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 nth 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 nth 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

Consumer Math

Pearson

Consumer Math

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

Pearson

Explorations in Mathematics

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

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.

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

Pearson

Statistics

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

Pearson

Science 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
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

Pearson

Science 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.

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.

SEMESTER B

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 it's 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

Pearson

Science 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:

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

Pearson

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 regrading 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

Pearson

Science 3 GT 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 regrading 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

Pearson

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

Pearson

Science 4 GT 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

Pearson

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

Pearson

Science 5 GT 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. 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

Pearson

Science 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: 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 secton, 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

Pearson

Science 6 GT 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 Succes**
    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 secton, 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

Pearson

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.
        - In this section, your student will identify and collect information about everyday problems that can be solved by technology and generate ideas and requirements for solving a problem.
        - 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.
        - In this section, your student will explain how many inventions and innovations have evolved by using deliberate and methodical processes of tests and refinements.
    4. Technology and Society
        - 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

Pearson

Science 7 GT 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.
6. Matter Properties Apply
7. Matter Properties Review
8. 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.
        - 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.
        - 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 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 modify and improve the design of the device to minimize 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 identify and 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.
- In this section, your student will identify and collect information about everyday problems that can be solved by technology and generate ideas and requirements for solving a problem.
- 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.
- In this section, your student will explain how many inventions and innovations have evolved by using deliberate and methodical processes of tests and refinements.

4. Technology and Society

- 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 8

Pearson

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

Pearson

Science 8 GT 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

Pearson

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, **f**ace-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

Pearson

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)

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

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	Explain what buffers do Identify the four classes of organic compounds essential for living things Describe how cells break down and put together macromolecules
❓ 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	Recall that saccharides are carbohydrates Recognize that carbohydrates store energy used to carry out the many functions of cells
❓ 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	Explain the role of chloroplasts Explain the role of mitochondria Explain the role of the endoplasmic reticulum and Golgi apparatus Explain the role of vacuoles and lysosomes
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	Describe the primary function of the cytoskeleton Identify three types of fibers in the cytoskeleton Identify special structures found in plant cells
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 • 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	Identify the phases of the cell cycle Discuss the activities of each phase of mitosis Compare reproduction in eukaryotic and prokaryotic cells
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	Compare chromosome numbers between somatic cells and gametes Describe the stages of meiosis Compare meiosis and mitosis
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	Define evolution State the two theories that came from Darwin's work Describe how Mendel's work supports evolution
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	Describe how fossils support the theory of evolution Describe how biogeography supports the theory of evolution Explain how continental drift and plate tectonics relate to evolutionary change Describe how anatomy provides evidence of evolution Describe how molecular biology provides evidence of evolution

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			

Module 2: Speciation and Punctuated Equilibrium

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
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 Archaebacteria and Eubacteria.	45	Identify the traits of Archaebacteria 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	Invesigate 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 • 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

Pearson

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 conversation of mass to calculate and compare quantities of substances in reactions, and develop models of nuclear processes.

<u>Semester B Outline</u>

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

Pearson

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 conversation 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)

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	Distinguish between macroscopic and microscopic views Describe how chemistry effects energy research Describe how chemistry effects medicine and biotechnology research Describe how chemistry affects agricultural research Describe how chemistry affects environmental research Describe how chemistry affects universal research
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	Describe alchemy Describe how Lavoisier transformed chemistry Identify three steps in the scientific method Explain why collaboration and communication are important in science Describe different steps for problem solving
Quiz: Thinking Like a Scientist			
★ Posttest 1			

Module 2: Matter and Change

Lesson	Description	Time (min)	Objective(s)

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 Celcius and Kelvin temperaure scales and between joules and calories

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)

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			

Physics and the Quantum Mechanical Model	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.	45	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

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	Explain how elements are organized in a periodic table Describe how elements were arranged in Mendeleev's periodic table Describe how elements are arranged in the modern periodic table Identify three broad classes of elements
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	Describe the information in a periodic table Classify elements based on electron configuration Distinguish representative elements and transition metals
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	Model the valence electrons of metal atoms Describe the arrangements of atoms in a metal Explain the importance of alloys
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	Distinguish between the melting points and boiling points of molecular compounds and ionic compounds Describe the information provided by a molecular formula
Quiz: Molecular Compounds			

Lesson	Description	Time (min)	Objective(s)
The Nature of Covalent Bonding	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.	45	Describe how electrons are shared to form covalent bonds Demonstrate how electron dot structures represent shared electrons Describe how atoms form double or triple covalent bonds Distinguish between a covalent bond and a coordinate covalent bond Describe how the strength of a covalent bond is related to its bond dissociation energy Describe how oxygen atoms are bonded in ozone Identify exceptions to the octet rule
Quiz: The Nature of Covalent Bonding			
Bonding Theories	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.	45	Describe the relationship between atomic and molecular orbitals Describe how VSEPR theory helps predict the shapes of molecules Identify ways in which orbital hybridization is useful in describing molecules
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	Describe the assumptions of the kinetic theory as it applies to gases Interpret gas pressure in terms of kinetic energy Define the relationship between Kelvin temperature and average kinetic energy
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	Identify factors that determine physical properties of a liquid Define evaporation in terms of kinetic energy Describe the equilibrium between a liquid and its vapor Identify the conditions at which boiling occurs

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)

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	Explain the high surface tension and low vapor pressure of water in terms of the structure of the water molecule and hydrogen bonding Describe the structure of ice
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	Distinguish between a solvent and a solute Describe what happens in the solution process Explain why all ionic compounds are electrolytes Demonstrate how the formula for a hydrate is written
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	Distinguish between a suspension and a solution Identify the distinguishing characteristic of a colloid
Quiz: Heterogeneous Aqueous Systems			
★ Posttest 3			

Module 4: Solutions

Lesson	Description	Time (min)	Objective(s)

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			

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	Solve problems related to the molality and mole fraction of a solution Describe how freezing-point depression and boiling-point elevation are related to molality
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	Explain how energy, heat, and work are related Classify processes as either exothermic or endothermic Identify the units used to measure heat transfer • 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

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 Keq 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 Keq 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			

Entropy and Free Energy	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.	45	Identify two characteristics of spontaneous reactions Describe the role of entropy in chemical reactions Identify two factors that determine the spontaneity of a reaction Define Gibbs free-energy change Observe and measure energy changes during the formation of a solution and describe the changes in terms of enthalpy and entropy
Quiz: Entropy and Free Energy			

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 Br&#xF8 nsted-Lowry Compare and contrast acids and bases as defined by the theories of Lewis
Quiz: Acid-Base Theories			
Lesson	**Description**	**Time (min)**	**Objective(s)**

Hydrogen Ions and Acidity	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.	45	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
Quiz: Hydrogen Ions and Acidity			
Strengths of Acids and Bases	This lesson describes how concentration and strength of solutions are determined. Students order acids and bases by strength according to their dissociation constants (Ka and Kb) and calculate an acid dissociation constant from concentration and pH measurements.	45	Define strong acids and weak acids Order acids by strength according to their acid dissociation constants (Ka) 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 (Kb) Describe how concentration and strength of solutions are determined Calculate an acid dissociation constant (Ka) from concentration and pH measurements
Quiz: Strengths of Acids and Bases			
Neutralization Reactions	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.	45	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

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)

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			

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

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	Identify how alcohols are classified and named Predict how the solubility of an alcohol varies with the length of its carbon chain Name the reactions of alkenes that may be used to introduce functional groups Construct the general structure of an ether and describe how ethers are named
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	Identify the structure of a carbonyl group as found in aldehydes and ketones Construct the general formula for carboxylic acids and explain how they are named Describe an ester Describe how dehydrogenation is an oxidation reaction
Quiz: Carbonyl Compounds			
Polymerization	This lesson describes how addition and condensation polymers are formed.	45	Describe how addition polymers are formed Describe how condensation polymers are formed
Quiz: Polymerization			
★ Posttest 11			

Module 12: The Chemistry of Life

Lesson	Description	Time (min)	Objective(s)

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	Identify the functions of DNA and RNA Describe how information is sorted in genetic material Describe how genes can mutate Describe how DNA fingerprinting is used Describe how recombinant DNA technology is used
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	Describe the function of ATP in cells Distinguish between catabolism and anabolism Describe how cells use catabolism Describe how cells use anabolism Describe the nitrogen cycle
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	Explain how an unstable nucleus releases energy Describe the three main types of nuclear radiation
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

Pearson

Earth Science

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 starts 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
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 invesitgate 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 demonstration an understanding of the proper disposal or recycling of matierals.
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 demonstrae 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 scietific 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

Pearson

Earth Science 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:

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 invesitgate 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 demonstrae 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 scietific 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)

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	Locate points on Earth's surface by their latitude and longitude Describe the advantages and disadvantages of different types of maps Explain what makes topographic maps different from other maps Describe how technology provides the ability to more precisely analyze Earth's physical properties
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	Describe the primary goal of Earth system science and define the term system Describe Earth's two major sources of energy Explain how humans affect Earth's system Describe how the impact of natural hazards varies depending on population Describe how changes in Earth&#146 s subsystem impacts humans
Quiz: Earth System Science			
★ Posttest 1			

Module 2: Minerals

Lesson	Description	Time (min)	Objective(s)

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	Explain how elements are related to minerals Identify the kinds of particles that make up atoms Explain the differences between ions and isotopes Explain what compounds are and describe why they form Compare and contrast the three major types of chemical bonds
Quiz: Matter			
More About Minerals	In this lesson, students learn about minerals and their formation and structure.	45	List five characteristics of minerals Describe the processes that result in mineral formation Explain how minerals can be classified
Quiz: More About Minerals			
Properties of Minerals	This lesson teaches students how to identify minerals based on their physical properties.	45	Explain the usefulness of color, streak, luster, crystal form, and hardness in identifying minerals Distinguish between cleavage and fracture Explain density and how it can be used to identify substances Describe some other properties that can be used to identify minerals Identify different minerals using simple tests
Quiz: Properties of Minerals			
★ Posttest 2			

Module 3: Rocks

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&#146 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	Distinguish between renewable and nonrenewable resources Identify which energy resources are fossil fuels Predict which energy resources might replace dwindling petroleum supplies in the future Describe the processes that concentrate minerals into large deposits as they form Recognize how nonmetallic mineral resources are used
❓ 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			

Module 5: Weathering, Soil, and Mass Movements

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)

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)

Lesson	Description	Time (min)	Objective(s)
Volcanoes and Plate Tectonics	In this lesson, students explore the relationship between plate tectonics and volcanoes.	45	• 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	Explain the factors that determine the type of volcanic eruptions that occur Describe the various types of volcanic materials that are ejected from volcanoes List the three main types of volcanoes Distinguish how the different types of volcanic landforms form
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	Describe the major intrusive igneous features, such as dikes, sills, and laccoliths, and how they form Describe batholiths and how they form
Quiz: Intrusive Igneous Activity			
★ Posttest 10			

Module 11: Mountain Building

Lesson	Description	Time (min)	Objective(s)

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)

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 fosssils 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&#146 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	This lesson provides an overview of the different periods of the Paleozoic era and the development of life during this time.	45	List the kinds of environmental changes that have affected the evolution of life over geologic time Describe the major developments in Earth's geology and life forms during the Cambrian period Describe the major developments in Earth's geology and life forms during the Ordovician period Describe the major developments in Earth's geology and life forms during the Silurian period Describe the major developments in Earth's geology and life forms during the Devonian period Describe the major developments in Earth's geology and life forms during the Carboniferous period Describe the major developments in Earth's geology and life forms during the Permian period
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	Recognize that most of Earth's surface is covered by water List Earth's four main ocean basins and identify their locations Describe how technology has been used to examine the topography of the ocean floor and how ocean topography compares to land topography
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	List the three main regions of the ocean floor Differentiate between the continental margins of the Atlantic and Pacific Oceans Explain the formation of new ocean floor at deep-ocean trenches and abyssal plains Explain the formation of new ocean floor at mid-ocean ridges

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	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	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	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	Describe what happens to air when it is compressed or allowed to expand List four mechanisms that cause air to rise Compare and contrast movements of stable and unstable air Describe the conditions in air that favor condensation of water
Quiz: Cloud Formation			
Cloud Types and Precipitation	In this lesson, students explore the different types of clouds and their tendency to form precipitation.	45	Describe how clouds are classified Compare and contrast clouds and fogs Explain what must happen for precipitation to form Identify what controls the type of precipitation that reaches Earth's surface
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	Describe how air pressure is exerted on objects Explain how changes in air pressure affect the mercury column of a barometer Identify factors that affect wind

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 Ni&#xF1 o and La Ni&#xF1 a 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 • 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	Explain the K&#xF6 ppen climate classification system Describe humid tropical climates Compare and contrast humid mid-latitude climates List the characteristics of dry, polar, and highland climates
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 consequenses associated with the greenhouse effect.	45	Describe natural processes that can cause changes in climate Describe human processes that can impact the climate
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	Describe the contributions of ancient Greeks to astronomy Explain the contributions to astronomy of Copernicus, Brahe, and Kepler Explain the contributions to astronomy of Galileo and Newton
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	Explain how refracting telescopes work Explain how reflecting telescopes work Explain how radio telescopes work Explain the advantages that a space telescope has over an Earth-based telescope
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	Explain the structure of the sun Describe the physical features on the surface of the sun Explain how the sun produces energy
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	Describe what astronomers can learn by studying star properties Explain how distance affects parallax List the factors that determine a star's apparent magnitude Describe the relationship shown on a Hertzsprung-Russell diagram
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

Pearson

Environmental Science

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 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)

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	Explain how science and technology are related List the major branches of natural science and describe how they overlap Describe the main ideas of physical science
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	Describe the steps in the scientific method Compare and contrast facts, scientific theories, and scientific laws Explain the importance of models in science Explain the importance of safety in science

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	Perform calculations involving scientific notation and conversion factors Identify the metric and SI units used in science and convert between common metric prefixes Compare and contrast accuracy and precision Relate the Celsius, Kelvin, and Fahrenheit temperature scales
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	Organize and analyze data using tables and graphs Explain the importance of communicating data
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)

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)

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	Describe ancient Greek models of matter List the main points of Dalton's atomic theory and describe his evidence for the existence of atoms Explain how Thomson used data from experiments to produce his atomic model Explain how Rutherford used data from experiments to produce his atomic model
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	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
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	Describe Bohr's model of the atom and the evidence for energy levels Explain how the electron cloud model represents the behavior and locations of electrons in atoms Distinguish the ground state from excited states of an atom based on electron configurations Review the development of models of the atom over time

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	Relate the number of valence electrons to groups in the periodic table and to properties of elements in those groups Identify some properties of the alkali and alkaline earth metals Identify some properties of the boron, carbon, nitrogen, and oxygen families Identify some properties of the halogens Identify some properties of the noble gases
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	Recognize stable electron configurations Describe how an ionic bond forms and how ionization energy affects the process Predict the composition of an ionic compound from its chemical formula Relate the properties of ionic compounds to the structure of crystal lattices
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)

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	Interpret chemical equations in terms of reactants, products, and conservation of mass Balance chemical equations by manipulating coefficients Convert between moles and mass of a substance using molar mass Calculate amounts of reactants or products by using molar mass, mole ratios, and balanced chemical equations
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	Classify chemical reactions as synthesis and decomposition reactions Classify chemical reactions as single-replacement and double-replacement reactions Classify chemical reactions as combustion reactions Describe oxidation-reduction reactions and relate them to other classifications of chemical reactions
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	Describe the energy changes that take place during chemical reactions Classify chemical reactions as exothermic or endothermic

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	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.	45	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 Identify energy changes that occur during the formation of a solution Describe factors affecting the rate at which a solute dissolves in a solvent
Quiz: Formation of Solutions			
Solubility and Concentration	This lesson introduces three types of solutions and teaches students how to compare solution concentration by volume, mass, and molarity.	45	Define solubility and classify solutions as unsaturated, saturated, or supersaturated Describe factors affecting solubility 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
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	Define acid and describe some of the general properties of an acid Define base and describe some of the general properties of a base Identify a neutralization reaction, and describe the reactants and products of neutralization Explain how acids and bases can be defined as proton donors and proton acceptors Define pH and relate pH to hydronium ion concentration in a solution
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	Relate the structure of three forms of carbon to their properties Distinguish unsaturated from saturated hydrocarbons Classify substituted hydrocarbons based on their functional groups
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	Identify the frames of reference and describe how they are used to measure motion Distinguish between distance and displacement Calculate displacement using vector addition
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	Compare and contrast average speed and instantaneous speed Interpret distance-time graphs Describe how velocities combine Use a distance-time graph to determine speed
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	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	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			

Module 4: Work, Power, and Machines

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	Name, describe, and give an example of a lever Name, describe, and give an example of a wheel and axle Name, describe, and give an example of an inclined plane Name, describe, and give examples of a wedge and a screw Name, describe, and give examples of pulleys and pulley systems Define and identify compound machines
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	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.	45	Describe the relationship between work and energy Relate kinetic energy to mass and speed and calculate these quantities Analyze how potential energy is related to an object's position and give examples of gravitational and elastic potential energy Give examples of the major forms of energy and explain how each is produced Describe how the energy of a moving object is influenced by its mass
Quiz: Energy and Its Forms			
Conversion and Conservation	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. Students solve equations that show the conservation of mechanical energy.	45	Describe conversions of energy from one form to another State and apply the law of conservation of energy Analyze how energy is conserved in conversions between kinetic energy and potential energy and solve equations that equate initial energy to final energy Describe the relationship between energy and mass and calculate how much energy is equivalent to a given mass
Quiz: Conversion and Conservation			
Energy Resources	This lesson discusses renewable and nonrenewable energy resources and suggests ways that resources can be conserved.	45	Classify energy resources as renewable or nonrenewable Describe ways to conserve energy resources
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	Explain how heat and work transfer energy Calculate thermal energy, temperature change, or mass using the specific heat equation Describe how a calorimeter operates and calculate thermal energy changes or specific heat using calorimetry measurements
Quiz: Thermal Energy and Matter			
Heat	This lesson presents the three major types of heat transfer: conduction, convection, and radiation.	45	Describe conduction Describe convection Describe radiation
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	Apply the law of conservation energy to conversions between thermal energy and other forms of energy Apply the second law of thermodynamics in situations where thermal energy moves from cooler to warmer objects State the third law of thermodynamics

Quiz: The Laws of Thermodynamics			

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 indentify 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			

Physics

Pearson

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 Fnet=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

Pearson

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, ∑ΔV=0∑ΔV=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 (∑V=0∑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 (t1/2) 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

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

Pearson

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

Pearson

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

Pearson

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

Pearson

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

Pearson

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

Pearson

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

Pearson

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
        - 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
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

Pearson

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

Pearson

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

Pearson

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)

Pearson

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
    - 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

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
    - 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

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

Pearson

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

Pearson

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

Pearson

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

Pearson

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

Pearson

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.

<u>Semester B Outline</u>

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

Pearson

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 county 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

US History

This course examines social, economic, historical, and political change in the United States from the birth of the county 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

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 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 county 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 county 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.

<u>Semester B Outline</u>

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)

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	Define government and the basic powers every government holds Describe the four characteristics of the state Identify four theories that attempt to explain the origin of the state Understand the purpose of government in the United States and other countries
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	Identify how basic legislation has helped to clarify the Constitution over time Describe how the Constitution has been altered by executive and judicial actions Analyze how political parties and customs have affected the meaning of the Constitution
❓ 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	Define federalism and explain why the Framers chose this system of government Identify powers delegated to and denied to the national government, and powers reserved for and denied to the states Explain the differences between exclusive and concurrent powers Examine how the Constitution functions as "the supreme Law of the Land"

Quiz: Federalism: Powers Divided			

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			

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	Explain the issues raised by campaign spending Describe the various sources of funding for campaign spending Examine the federal laws that regulate campaign finance Outline the role of the Federal Election Commission in enforcing campaign finance laws Describe the difference between hard money and soft money
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	Describe how interest groups influence public policy Compare political parties and interest groups Explain why people see interest groups as both good and bad for American politics
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	Explain how the American tradition of joining organizations has resulted in many interest groups Describe four categories of groups based on economic interests Outline the reasons why other interest groups have been created Identify the purpose of public-interest groups
Quiz: Types of Interest Groups			
Interest Groups at Work	This lesson identifies the methods used to influence public opinion and policy.	45	Understand the difference between direct and indirect approaches of interest groups Describe how lobbyists influence the branches of government Examine how interest groups use grass-roots lobbying Identify the methods used to influence public opinion and policy
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)
Other Expressed Powers	This lesson covers the foreign relations powers of Congress and the relationship between Congress and the President with regard to war and national defense.	45	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
Quiz: Other Expressed Powers			
Implied Powers	This lesson covers the key developments in the battle over the implied powers of Congress.	45	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
Quiz: Implied Powers			
Nonlegislative Powers	This lesson describes the role of Congress in amending the Constitution, deciding elections, and its power to impeach.	45	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
Quiz: Nonlegislative Powers			
★ Posttest 8			

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	Explain how a bill is introduced in the Senate Compare the Senate's rules for debate with those of the House Describe the role of conference committees in the legislative process Describe the actions the President can take after both houses have passed a bill
❓ 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	Examine the term public opinion and understand why it is difficult to define Analyze how family and education shape public opinion Describe four additional factors that shape public opinion
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

Quiz: Foreign Affairs and Diplomacy			

Lesson	Description	Time (min)	Objective(s)
National Security	This lesson details the functions, components, and organization of the Department of Defense and the other military departments.	45	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
Quiz: National Security			
American Foreign Policy Overview	This lesson covers U.S. foreign policy through two world wars, the Cold War, and today.	45	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
Quiz: American Foreign Policy Overview			

🗀 Foreign Aid and Defense Alliances	This lesson describes the major security alliances developed by the United States, including its role in the United Nations.	45	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

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	Explain why the Constitution created a national judiciary and describe its structure List the types of cases heard in federal courts and compare the types of federal court jurisdiction Understand the appointment process for federal judges and list their terms of office Understand the impact of judicial philosophy Examine the role of federal court officers
❓ Quiz: National Judiciary			
💼 The Inferior Courts	This lesson describes the structure and jurisdiction of the federal district courts, federal courts of appeals, and other consitutional courts.	45	Describe the structure and jurisdiction of the federal district courts Describe the structure and jurisdiction of the federal courts of appeals Describe the structure and jurisdiction of the two other constitutional courts

❓ 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)

Civil Liberties: First Amendment Freedoms	This module lesson introduces students to the First Amendment freedoms.	15	

Lesson	Description	Time (min)	Objective(s)
Unalienable Rights	This lesson discusses the actions of Americans that led to the Bill of Rights and the guarantee of those individual rights.	45	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
Quiz: Unalienable Rights			
Freedom of Religion	This lesson covers the Supreme Court rulings on religion and education, as well as other Establishment Clause cases.	45	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
Quiz: Freedom of Religion			
Freedom of Speech and Press	This lesson covers the guarantees associated with the freedom of expression.	45	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

❓ 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)
Freedom and Security of the Person	This lesson explains the constitutional provisions designed to guarantee the security of home and person.	45	Outline Supreme Court decisions regarding slavery and involuntary servitude Explain the intent and application of the 2nd Amendment's protection of the right to keep and bear arms Summarize the constitutional provisions designed to guarantee security of home and person
Quiz: Freedom and Security of the Person			
Rights of the Accused	This lesson explains the writ of habeas corpus, bills of attainder, ex post facto laws, and other rights of the accused.	45	Define the writ of habeas corpus, bills of attainder, and ex post facto laws Outline how the right to a grand jury and the guarantee against double jeopardy help ensure the rights of the accused Describe issues that arise from the guarantee of a speedy and public trial Determine what constitutes a fair trial by jury Examine the right to an adequate defense and the guarantee against self-incrimination
Quiz: Rights of the Accused			

Punishment	This lesson details the purpose of bail and preventative detention and the Supreme Court's interpretation of captial punishment.	45	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

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	Understand what it means to live in a heterogeneous society Summarize the history of race-based discrimination in the United States Examine past and present discrimination against women
❓ 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	Explain the importance of the Equal Protection Clause Describe the history of segregation in America Examine how classification by gender relates to discrimination
❓ 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	Outline the history of civil rights legislation from the Reconstruction period to today Explore the issues surrounding affirmative action

❓ Quiz: Federal Civil Rights Laws			

Lesson	Description	Time (min)	Objective(s)
American Citizenship	This lesson discusses how the United States is a nation of immigrants and how people from other countries can become American citizens.	45	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
❓ Quiz: American Citizenship			
★ Posttest 9			

Review Test

Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

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	Describe the colonists' political heritage Explain the colonists' reaction to new taxes Describe the methods the colonists used to protest British taxes Understand the significance of the First Continental Congress in 1774
Quiz: Causes of the Revolution			

Lesson	Description	Time (min)	Objective(s)
Declaration of Independence	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.	45	Explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress Describe the Loyalists' view of the Patriots Analyze the impact of Thomas Paine's Common Sense Assess why Congress declared independence and the ideas underlying the Declaration of Independence
Quiz: Declaration of Independence			
Turning Points of the Revolution	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.	45	Explain the advantages the British held at the start of the war and the mistakes they made by underestimating the Patriots Describe the frontier war Evaluate the major military turning points of the war
Quiz: Turning Points of the Revolution			
The Revolution's End and Impact	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.	45	Assess why the British failed to win the war in the South Describe how the British were finally defeated List the terms of the peace treaty Explain how the war and the peace treaty affected minority groups and women Assess the impact of the American Revolution on other countries

Quiz: The Revolution's End and Impact			

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			

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			

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			

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	Summarize the key developments in the transportation revolution of the early 1800s Analyze the rise of industry in the United States in the early 1800s Describe some of the leading inventions and industrial developments in the early 1800s Analyze why industrialization took root in the northern part of the United States Describe the impact of industrialization on northern life Analyze the reasons that agriculture and slavery became entrenched in the South
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	Analyze the causes and effects of nationalism on domestic policy during the years following the War of 1812 Describe the impact of nationalism on the nation's foreign policy Summarize the struggle over the issue of slavery as the nation grew
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	Analyze the movement toward greater democracy and its impact Describe the personal and political qualities of Andrew Jackson Summarize the causes and effects of the removal of Native Americans in the early 1800s Evaluate the significance of the debate over tariffs and the idea of nullification Summarize the key events over the second Bank of the United States in the 1830s Analyze the political environment in the United States after Andrew Jackson
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	Describe the lives of enslaved and free African Americans Identify the leaders and tactics of the abolition movement Summarize the opposition to abolition
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 early1800s, 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			

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	Compare the candidates in the election of 1860, and analyze the results Analyze why southern states seceded from the Union Assess the events that led to the outbreak of war
❓ 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	Contrast the resources and strategies of the North and the South Describe the outcomes and effects of the early battles of the Civil War
❓ 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	Analyze why Lincoln decided to issue the Emancipation Proclamation and what it achieved Assess the different roles that African Americans played in the Civil War

❓ Quiz: Emancipation			

Lesson	Description	Time (min)	Objective(s)
💼 Life During the War	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.	45	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
❓ Quiz: Life During the War			
💼 Turning Points of the War	This lesson covers the battles of Vicksburg and Gettysburg. In addition, students learn how the Union pressed its military advantage after 1863.	45	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
❓ Quiz: Turning Points of the War			
💼 The War's End and Impact	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.	45	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
❓ Quiz: The War's End and Impact			
★ Posttest 7			

Module 8: Reconstruction

Lesson	Description	Time (min)	Objective(s)

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	Explain why a plan was needed for Reconstruction of the South Compare the Reconstruction plans of Lincoln, Johnson, and Congress Discuss Johnson's political difficulties and impeachment
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\u2019s response.	45	Explain how Republicans gained control of southern state governments Discuss how freedmen adjusted to freedom and the South's new economic system Summarize efforts to limit African Americans' rights and the federal government's response
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	Explain why Reconstruction ended Evaluate the successes and failures of Reconstruction
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	Explain how the southern economy changed in the late 1800s Analyze how southern farmers consolidated their political power Describe the experience of African Americans in the changing South
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	Compare the ways Native Americans and white settlers viewed and used the land Describe the conflicts between white settlers and Indians Evaluate the impact of the Indian Wars
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	Analyze the impact of mining and railroads on the settlement of the West Explain how ranching affected western development Discuss the ways various peoples lived in the West and their impact on the environment
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)

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	Assess how whites created a segregated society in the South and how African Americans responded Analyze efforts to limit immigration and the effects Compare the situations of Mexican Americans and of women to those of other groups
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	Analyze the issue of corruption in national politics in the 1870s and 1880s Discuss civil service reform during the 1870s and 1880s 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 Assess the goals of the Populists, and explain why the Populist Party did not last
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)
Origins of Progressivism	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.	45	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
Quiz: Origins of Progressivism			
The Struggle Against Discrimination	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.	45	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 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
Quiz: The Struggle Against Discrimination			

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	Discuss Theodore Roosevelt's ideas on the role of government Analyze how Roosevelt changed the government's role in the economy Explain the impact of Roosevelt's ctions on natural resources Compare and contrast Taft's policies with Roosevelt's
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	Evaluate what Wilson hoped to do with his New Freedom program Describe Wilson's efforts to regulate the economy Assess the legacy of the Progressive Era
Quiz: Wilson's New Freedom			
★ Posttest 11			

Review Test

Lesson	Description	Time (min)	Objective(s)
☆ Review Test			

US History

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	Identify the key factors that prodded America to expand Explain how the United States took its first steps toward increased global power Summarize the chain of events leading up to the U.S. annexation of Hawaii
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	Explain the causes of the Spanish-American War Identify the major battles of the war Describe the consequences of the war, including the debate over imperialism

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

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

Quiz: Economic and Political Changes			
Social and Cultural Tensions	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.	45	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

Lesson	Description	Time (min)	Objective(s)
Quiz: Social and Cultural Tensions			
The Harlem Renaissance	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.	45	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
Quiz: The Harlem Renaissance			
Causes of the Depression	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.	45	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
Quiz: Causes of the Depression			

★ Posttest 3			

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	Examine the spread of unemployment in America's cities Discuss the impact of the Great Depression on rural America Explain the human and geographical factors that created the Dust Bowl
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	Discuss how Hoover's initial conservative response to the Great Depression failed Explain the changes in the President's policies as the crisis continued Describe how Americans reacted to Hoover's relief programs
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			

Module 5: Europe at War

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	Explain how dictators and militaristic regimes arose in several countries in the 1930s Summarize the actions taken by aggressive regimes in Europe and Asia Analyze the responses of Britain, France, and the United States to the aggressive regimes
Quiz: Dictators and Wars			
From Isolation to Involvement	This lesson describes the events leading up to American involvement in World War II.	45	Understand the course of the early years of World War II in Europe Describe Franklin Roosevelt's foreign policy in the mid-1930s and the great debate between interventionists and isolationists Explain how the United States became more involved in the conflict
Quiz: From Isolation to Involvement			

America Enters the War	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.	45	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
Quiz: America Enters the War			
★ Posttest 5			

Module 6: World War II

Lesson	Description	Time (min)	Objective(s)
World War II	An introduction to World War II.	10	
The Allies Turn the Tide	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.	45	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
Quiz: The Allies Turn the Tide			

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			

The Movement Gains Ground	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.	45	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
Quiz: The Movement Gains Ground			
Successes and Challenges	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.	45	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
Quiz: Successes and Challenges			
★ Posttest 8			

Module 9: Politics of the 1960s

Lesson	**Description**	**Time (min)**	**Objective(s)**
Politics of the 1960s	An introduction to Politics of the 1960s.	10	

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	Explain the steps Kennedy took to change American foreign policy Analyze the causes and effects of the Bay of Pigs invasion and the Cuban missile crisis Assess the results of the Berlin Crisis and other foreign-policy events of the 1960s
Quiz: President John F. Kennedy			
The New Frontier	This lesson describes Kennedy's domestic policies and his assassination.	45	Evaluate Kennedy's domestic policies Assess the impact of the Kennedy assassination
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	Evaluate Johnson's policies up to his victory in the 1964 presidential election Analyze Johnson's goals and actions as seen in his Great Society programs Assess the achievements of the Great Society
Quiz: President Lyndon B. Johnson			
★ Posttest 9			

Module 10: The Vietnam Era

Lesson	Description	Time (min)	Objective(s)

Lesson	Description	Time (min)	Objective(s)

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)**

The End of the Vietnam War	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.	45	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
Quiz: The End of the Vietnam War			
Era of Change	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.	45	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
Quiz: Era of Change			
★ Posttest 10			

Module 11: The Conservative Revolution

Lesson	Description	Time (min)	Objective(s)
The Conservative Revolution	An introduction to The Conservative Revolution.	10	

Lesson	Description	Time (min)	Objective(s)
President Richard M. Nixon	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.	45	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
Quiz: President Richard M. Nixon			
The Ford and Carter Years	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.	45	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
Quiz: The Ford and Carter Years			

Lesson	Description	Time (min)	Objective(s)
The Reagan Revolution	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.	45	Describe the differences between liberal and conservative viewpoints Analyze the reasons behind the rise of conservatism in the early 1980s Explain why Ronald Reagan won the presidency in 1980 Analyze Reagan's economic policies as President Summarize how Reagan strengthened the conservative movement Evaluate the steps taken to address various problems in the 1980s and early 1990s
Quiz: The Reagan Revolution			
The Cold War Ends	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.	45	Analyze the ways that Ronald Reagan challenged communism and the Soviet Union Explain why communism collapsed in Europe and in the Soviet Union Describe other foreign policy challenges that faced the United States in the 1980s
Quiz: The Cold War Ends			
★ Posttest 11			

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			

President William J. Clinton	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.	45	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
Quiz: President William J. Clinton			

Lesson	Description	Time (min)	Objective(s)
President George W. Bush	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.	45	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
Quiz: President George W. Bush			

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

Pearson

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

Pearson

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 Perúvian 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

Pearson

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 liasons to connect sounds in French
        - Examine liasons 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 cultur
    - 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