

APPENDIX A.5.e
Electives Alignments

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts								
A. Know and use the elements and principles of each art form to create works in the arts and humanities.								
Elements: Visual Arts								
• color	Coloring the Season	• Colors All Around Us	Elements of Art	• Mixing Colors • Color: Paint an Animal	Laying the Foundation	• Color in Your World	Summer Strokes	• Practice and Patience • Using Watercolor • A View of the Water: A Watercolor Seascape
					Principles of Art	• Unity and Harmony • Variety	Autumn Arts	• Harvest Still Life
							Spring into Art	• Weather in Art
• form/shape	Art Is Everywhere	• Art Is Everywhere!	Elements of Art	• Shapes • Organic Shape Collage • Draw Animals Using Shapes	Laying the Foundation	• Everything Has a Shape • Seeing in Three Dimensions	Summer Strokes	• Practice and Patience
	Springtime Painting	• Painting Shapes			Principles of Art	• Unity and Harmony • Variety	Autumn Arts	• A Leaf Montage • Harvest Still Life
• line	Art Is Everywhere	• Art Is Everywhere! • Let's Draw Lines	Elements of Art	• Learning About Lines: Practice Drawing • Lines: Making a Drawing	Laying the Foundation	• What Can You Do with a Line? • Texture	Winter Highlights	• Fur, Fuzz, and Feathers
					Principles of Art	• Unity and Harmony • Variety	Spring into Art	• Flowers, Sprouts, and Weeds
• space	Coloring the Season	• Autumn Arrangement • Painting the Seasons			Laying the Foundation	• The Area Around You		
• texture	Winter Is Taking Shape	• It's Wintertime!	Elements of Art	• Discovering Texture • Form and Texture in Clay	Laying the Foundation	• Texture	Winter Highlights	• Fur, Fuzz, and Feathers
	Summertime Art	• Outdoor Art			Principles of Art	• Unity and Harmony • Variety	Spring into Art	• Flowers, Sprouts, and Weeds
• value			Elements of Art	• Color Value: Paint a Landscape	Laying the Foundation	• Value		
Principles: Visual Arts								
• balance	Coloring the Season	• Autumn Arrangement • Painting the Seasons	Principles of Design	• In Balance	Principles of Art	• Get in Balance		
	Winter Is Taking Shape	• Art Around the World	Art Media	• Mixed Media African Mask				
	Summertime Art	• See and Draw Like an Artist						
• contrast			Principles of Design	• Creating Contrast in Art	Principles of Art	• Contrast and Emphasis		
• emphasis/focal point			Principles of Design	• Emphasis in Artwork	Principles of Art	• Contrast and Emphasis		

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• movement/rhythm			Principles of Design	• Getting the Movement and Rhythm in Art	Principles of Art	• Movement and Rhythm		
• proportion/scale			Themes in Art	• A Portrait of My Family				
• repetition			Principles of Design	• Patterns All Around Us • Getting the Movement and Rhythm in Art	Principles of Art	• Pattern	Summer Strokes	• Back-to-School Expressions: Pattern Portraits
• unity/harmony			Principles of Design	• Working with Harmony and Unity	Principles of Art	• Unity and Harmony		
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.								
Visual Arts								
• paint	Art Is Everywhere	• Art Is Everywhere!	Elements of Art	• Mixing Colors • Color: Paint an Animal • Color Value: Paint a Landscape	Laying the Foundation	• Color in Your World • Value	Summer Strokes	• Using Watercolor • A View of the Water: A Watercolor Seascape
	Coloring the Season	• Painting the Seasons	Principles of Design	• Patterns All Around Us • Creating Contrast in Art	Principles of Art	• Unity and Harmony	Autumn Arts	• A Leaf Montage
	Art Forms	• Clay Animals • Painting a Mural	Art Media	• Nighttime Crayon Resist			Winter Highlights	• Seeing Shadows
	Springtime Painting	• It's Springtime • Blooming Flowers • Learning to See Like an Artist					Spring into Art	• Flowers, Sprouts, and Weeds
• draw	Art Is Everywhere	• Let's Draw Lines	Elements of Art	• Lines: Making a Drawing • Draw Animals Using Shapes	Laying the Foundation	• What Can You Do with a Line? • The Area Around You	Summer Strokes	• Practice and Patience • Back-to-School Expressions: Pattern Portraits
	Art Forms	• Learning To See and Draw Like an Artist	Principles of Design	• Emphasis in Artwork • Getting the Movement and Rhythm in Art • Working with Harmony and Unity	Principles of Art	• Movement and Rhythm • Contrast and Emphasis	Autumn Arts	• A Leaf Montage • Harvest Still Life
			Art Media	• Nighttime Crayon Resist	Mixing the Media: The Making of Art	• Art Where You Live • Games We Like to Play	Winter Highlights	• Seeing Shadows • Portraits and Importance
			Themes in Art	• My Self-Portrait • A Portrait of My Family • Objects from Every Day	Connections: Art in Other Subjects	• Art and History: A Portrait from the Past • Art And Seasons: Four Seasons Drawings	Spring into Art	• Flowers, Sprouts, and Weeds • Outdoor Action Figures
	Winter Is Taking Shape	• Snowflakes	Art Media	• Mixed Media African Mask	Principles of Art	• Get in Balance	Autumn Arts	• Masks from Many Cultures

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• craft	Art Forms	• Carnival Mask			Mixing the Media: The Making of Art	• The Ins and Outs of Weaving • Sculpture: Art We Can Walk Around		
• sculpt	Art Forms	• Clay Animals	Elements of Art	• Form and Texture in Clay	Laying the Foundation	• Seeing in Three Dimensions	Spring into Art	• Sensational Suns
					Mixing the Media: The Making of Art	• Sculpture: Art We Can Walk Around		
• print			Art Media	• Monoprinting with Paint	Connections: Art in Other Subjects	• Art and Science: Rainforest Printmaking	Winter Highlights	• Fur, Fuzz, and Feathers
• design for environment, communication, multi-media							Teacher to add LiveLesson component to provide students with the opportunity to recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts: design for environment, communication, multi-media.	
C. Recognize and use fundamental vocabulary within each of the arts forms.	Art Is Everywhere	• Art Is Everywhere! • Let's Draw Lines • Lots and Lots of Dots	Elements of Art	• Lines: Making a Drawing • Shapes • Mixing Colors	Laying the Foundation	• What Can You Do with a Line? • Everything Has a Shape	Summer Strokes	• Practice and Patience • Back-to-School Expressions: Pattern Portraits • Summer Tunnel Book
	Coloring the Season	• Colors All Around Us • Fluttering Colors • See and Draw Like an Artist	Principles of Design	• Patterns All Around Us • In Balance • Emphasis in Artwork	Principles of Art	• Get in Balance • Pattern • Movement and Rhythm	Autumn Arts	• A Leaf Montage • Harvest Still Life • Masks from Many Cultures
	Winter Is Taking Shape	• Shapes in Art • Snowflakes • Art Around the World	Art Media	• Magazine Photo Collage • Nighttime Crayon Resist • Monoprinting with Paint	Mixing the Media: The Making of Art	• Art Where You Live • Games We Like to Play • The Ins and Outs of Weaving	Winter Highlights	• Fur, Fuzz, and Feathers • Weaving Warmth • Seeing Shadows
	Art Forms	• Clay Animals • Painting a Mural	Themes in Art	• My Self-Portrait • A Portrait of My Family • Objects from Every Day	Connections: Art in Other Subjects	• Art and Language: Letter Designs Using Your Name • Art and History: A Portrait from the Past	Spring into Art	• Flowers, Sprouts, and Weeds • Weather in Art • Sensational Suns
	Springtime Painting	• It's Springtime						
	Summertime Art	• Outdoor Art						

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.							Teacher to add LiveLesson component to provide students with the opportunity to use knowledge of varied styles within each art form through a performance or exhibition of unique work.	
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	Winter Is Taking Shape	<ul style="list-style-type: none"> Snowflakes It's Wintertime! 	Elements of Art	<ul style="list-style-type: none"> Draw Animals Using Shapes Color: Paint an Animal Form and Texture in Clay 	Laying the Foundation	<ul style="list-style-type: none"> The Area Around You 	Summer Strokes	<ul style="list-style-type: none"> Practice and Patience Back-to-School Expressions: Pattern Portraits Summer Tunnel Book
	Art Forms	<ul style="list-style-type: none"> Clay Animals Painting a Mural 	Art Media	<ul style="list-style-type: none"> The Potter's Art 	Principles of Art	<ul style="list-style-type: none"> Movement and Rhythm 	Autumn Arts	<ul style="list-style-type: none"> Harvest Still Life Pottery and People
	Springtime Painting	<ul style="list-style-type: none"> Learning to See Like an Artist 	Themes in Art	<ul style="list-style-type: none"> Objects from Every Day A Special Occasion 	Mixing the Media: The Making of Art	<ul style="list-style-type: none"> Games We Like to Play Sculpture: Art We Can Walk Around 	Winter Highlights	<ul style="list-style-type: none"> Fur, Fuzz, and Feathers
							Spring into Art	<ul style="list-style-type: none"> Outdoor Action Figures
F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).							Spring into Art	<ul style="list-style-type: none"> Flowers, Sprouts, and Weeds Weather in Art Teacher to add LiveLesson component to the lessons to include exhibition.
H. Handle materials, equipment and tools safely at work and performance spaces.								
<ul style="list-style-type: none"> Identify materials used. 	Teacher to add LiveLesson component to Art Is Everywhere:							
	Springtime Painting	<ul style="list-style-type: none"> It's Springtime Blooming Flowers 	Elements of Art	<ul style="list-style-type: none"> Mixing Colors Color: Paint an Animal Color Value: Paint a Landscape 	Laying the Foundation	<ul style="list-style-type: none"> Color in Your World Value Seeing in Three Dimensions 	Summer Strokes	<ul style="list-style-type: none"> Using Watercolor A View of the Water: A Watercolor Seascape Teacher to add LiveLesson component to Summer Strokes: Using Watercolor to include identifying issues of cleanliness related to the arts.

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Identify issues of cleanliness related to the arts. 			Principles of Design	<ul style="list-style-type: none"> Patterns All Around Us 	Principles of Art	<ul style="list-style-type: none"> Pattern 	Autumn Arts	<ul style="list-style-type: none"> A Leaf Montage Harvest Still Life Pottery and People
			Art Media	<ul style="list-style-type: none"> Magazine Photo Collage Nighttime Crayon Resist Monoprinting with Paint 	Mixing the Media: The Making of Art	<ul style="list-style-type: none"> Art Where You Live 	Winter Highlights	<ul style="list-style-type: none"> Fur, Fuzz, and Feathers Weaving Warmth Seeing Shadows
			Themes in Art	<ul style="list-style-type: none"> Under the Sea Crayon Resist 	Connections: Art in Other Subjects	<ul style="list-style-type: none"> Art and Science: Rainforest Printmaking Art and Language: Letter Designs Using Your Name Art and History: A Portrait from the Past 	Spring into Art	<ul style="list-style-type: none"> Flowers, Sprouts, and Weeds Sensational Suns
<ul style="list-style-type: none"> Recognize some mechanical/electrical equipment. 							Teacher to add LiveLesson component to provide students with the opportunity to recognize some mechanical/electrical equipment.	
<ul style="list-style-type: none"> Recognize differences in selected physical space/environments. 							Teacher to add LiveLesson component to provide students with the opportunity to recognize differences in selected physical space/environments.	
<ul style="list-style-type: none"> Identify methods for storing materials in the arts. 							Teacher to add LiveLesson component to Summer Strokes: Using Watercolor to provide students with the opportunity to identify methods for storing materials in the arts.	
<ul style="list-style-type: none"> Identify arts events that take place in schools and in communities. 							Teacher to add LiveLesson component to provide students with the opportunity to identify arts events that take place in schools and in communities.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.								
<ul style="list-style-type: none"> Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for woodcarving, looms, stage equipment). 							Teacher to add LiveLesson component to provide students with the opportunity to know and use traditional technologies.	
<ul style="list-style-type: none"> Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders). 							Teacher to add LiveLesson component to provide students with the opportunity to know and use contemporary technologies.	
K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.							Teacher to add LiveLesson component to provide students with the opportunity to know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	
9.2. Historical and Cultural Contexts								
A. Explain the historical, cultural and social context of an individual work in the arts.	Art Is Everywhere	<ul style="list-style-type: none"> Art Around the World 	Art Media	<ul style="list-style-type: none"> Mixed Media African Mask 	Mixing the Media: The Making of Art	<ul style="list-style-type: none"> The Ins and Outs of Weaving Sculpture: Art We Can Walk Around 	Autumn Arts	<ul style="list-style-type: none"> Masks from Many Cultures
	Winter Is Taking Shape	<ul style="list-style-type: none"> Art Around the World 			Connections: Art in Other Subjects	<ul style="list-style-type: none"> Art and Science: Rainforest Printmaking Art and History: A Portrait from the Past Art And Seasons: Four Seasons Drawings 	Winter Highlights	<ul style="list-style-type: none"> Portraits and Importance
	Art Forms	<ul style="list-style-type: none"> Art Around the World 						
	Springtime Painting	<ul style="list-style-type: none"> Art Around the World 					Spring into Art	<ul style="list-style-type: none"> Flowers, Sprouts, and Weeds Weather in Art Sensational Suns
	Summertime Art	<ul style="list-style-type: none"> Art Around the World 						

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).								
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to relate works in the arts to varying styles and genre and to the periods in which they were created.	
D. Analyze a work of art from its historical and cultural perspective.							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to analyze a work of art from its historical and cultural perspective.	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to analyze how historical events and culture impact forms, techniques and purposes of works in the arts	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to know and apply appropriate vocabulary used between social studies and the arts and humanities.	
G. Relate works in the arts to geographic regions:								
• Africa	Springtime Painting	• Art Around the World	Art Media	• Mixed Media African Mask	Mixing the Media: The Making of Art	• The Ins and Outs of Weaving • Sculpture: Art We Can Walk Around	Autumn Arts	• Masks from Many Cultures

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
					Connections: Art in Other Subjects	• Art and History: A Portrait from the Past		
• Asia	Art Is Everywhere	• Art Around the World			Mixing the Media: The Making of Art	• The Ins and Outs of Weaving	Autumn Arts	• Masks from Many Cultures
	Winter Is Taking Shape	• Art Around the World			Connections: Art in Other Subjects	• Art and History: A Portrait from the Past	Spring into Art	• Weather in Art
• Australia							Teacher to add LiveLesson component to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America							Autumn Arts	• Masks from Many Cultures
• Europe	Art Forms	• Art Around the World			Connections: Art in Other Subjects	• Art and Science: Rainforest Printmaking • Art and History: A Portrait from the Past • Art And Seasons: Four Seasons Drawings	Autumn Arts	• Masks from Many Cultures
• North America					Mixing the Media: The Making of Art	• The Ins and Outs of Weaving	Winter Highlights	• Portraits and Importance
					Connections: Art in Other Subjects	• Art and History: A Portrait from the Past	Spring into Art	• Flowers, Sprouts, and Weeds • Sensational Suns
• South America	Summertime Art	• Art Around the World						
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.							Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).							Teacher to add LiveLesson component to provide students with the opportunity to identify, explain and analyze philosophical beliefs as they relate to works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).							Teacher to add LiveLesson component to Spring into Art: Weather in Art to provide students with the opportunity to identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).							Teacher to add LiveLesson component to Spring into Art: Weather in Art to provide students with the opportunity to identify, explain and analyze traditions as they relate to works in the arts.	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).							Teacher to add LiveLesson component to provide students with the opportunity to identify, explain and analyze common themes, forms and techniques from works in the arts.	
9.3. Critical Response								
A. Recognize critical processes used in the examination of works in the arts and humanities.								
• Compare and contrast							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to compare and contrast.	
• Analyze							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to analyze.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Interpret							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to interpret.	
• Form and test hypotheses							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to form and test hypotheses.	
• Evaluate/form judgments							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to evaluate/form judgments.	
B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian’s Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel’s Bolero).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know that works in the arts can be described by using the arts elements, principles and concepts.	
C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know classification skills with materials and processes used to create works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.	
E. Recognize and identify types of critical analysis in the arts and humanities.								
• Contextual criticism							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to contextual criticism.	
• Formal criticism							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to formal criticism.	
• Intuitive criticism							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to intuitive criticism.	
F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know how to recognize and identify similar and different characteristics among works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.	
9.4. Aesthetic Response								
A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can art works that depict or are about ugly or unpleasant things ever be beautiful?").							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know how to respond to a philosophical statement about works in the arts and humanities.	
B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know how to communicate an informed individual opinion about the meaning of works in the arts.	
C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to recognize that the environment of the observer influences individual aesthetic responses to works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
A. Know and use the elements and principles of each art form to create works in the arts and humanities.				
Elements: Visual Arts				
• color	A European Adventure	<ul style="list-style-type: none"> All About Color Warm and Cool Expressions 	Baroque/Rococo	<ul style="list-style-type: none"> Quiet Time
• form/shape	A European Adventure	<ul style="list-style-type: none"> Shape, Space, Cityscape Forms and Shapes: Still Life 	The Ancient World	<ul style="list-style-type: none"> Arts, Rocks, and Shapes Ancient Greece: Vases and Stories
• line	A European Adventure	<ul style="list-style-type: none"> Expressions in Lines 	The Ancient World	<ul style="list-style-type: none"> The Lines of Ancient Animals
• space	A European Adventure	<ul style="list-style-type: none"> Shape, Space, Cityscape 	The Ancient World	<ul style="list-style-type: none"> Ancient Greece: Vases and Stories
• texture	A European Adventure	<ul style="list-style-type: none"> Expressions in Lines Texture: What You See and Feel 	The Ancient World	<ul style="list-style-type: none"> Textures in Ancient Mexico
• value			Baroque/Rococo	<ul style="list-style-type: none"> Games Children Play
Principles: Visual Arts				
• balance	African Travels	<ul style="list-style-type: none"> Ceremonial Dress: Create a Mask with Meaning 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> Colored Light: Radial Balance in a Rose Window
	The Expressive Art of Asia	<ul style="list-style-type: none"> Indonesian Batik Design 		
• contrast	Teacher will add LiveLesson component to African Travels to provide students with the opportunity to contrast.			

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• emphasis/focal point	African Travels	• Mudcloth Resist	The Middle Ages to the Renaissance	• Your Large Initial: Illuminated Manuscripts Teacher to add LiveLesson component to The Ancient World: All Roads Lead to Rome to include focal point.
• movement/rhythm	African Travels	• Mudcloth Resist	The Middle Ages to the Renaissance	• Art in Medieval Japan: Painted Patterns • Movement and Rhythm: A Renaissance Cityscape
• proportion/scale	African Travels	• A View from the Side: Egyptian Profiles Teacher to add LiveLesson component to A European Adventure: Picasso and the Circus to include scale.		
• repetition	African Travels	• Mudcloth Resist Teacher to add LiveLesson component to African Travels: Mudcloth Resist to include repetition.	The Middle Ages to the Renaissance	• Your Large Initial: Illuminated Manuscripts
• unity/harmony			The Middle Ages to the Renaissance	• Paint Like Michelangelo Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to include unity.

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.				
Visual Arts				
<ul style="list-style-type: none"> • paint 	A European Adventure	<ul style="list-style-type: none"> • Expressions in Lines • All About Color 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> • Paint Like Michelangelo Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to include reviewing or revising.
<ul style="list-style-type: none"> • draw 	A European Adventure	<ul style="list-style-type: none"> • Texture: What You See and Feel • Warm and Cool Expressions • Forms and Shapes: Still Life <p>Teacher to add LiveLesson component to A European Adventure: Texture: What You See and Feel to include reviewing or revising.</p>	The Ancient World	<ul style="list-style-type: none"> • The Lines of Ancient Animals • All Roads Lead to Rome

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• craft	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning • Colorful Beads Teacher to add LiveLesson component to African Travels: Ceremonial Dress: Create a Mask with Meaning to include reviewing or revising.		
• sculpt	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Beauty Around Us: Designs of Native America 	The Ancient World	<ul style="list-style-type: none"> • Textures in Ancient Mexico Teacher to add LiveLesson component to The Ancient World: Textures in Ancient Mexico to include reviewing or revising.
• print			Teacher to add LiveLesson component to provide students with the opportunity to print.	
• design for environment, communication, multi-media			The Ancient World	<ul style="list-style-type: none"> • The Lines of Ancient Animals • Ancient Greece: Vases and Stories
			Romanticism and the Modern Age	<ul style="list-style-type: none"> • Taking a Walk around Cubism: Picasso Teacher to add LiveLesson component to include addressing the environment.

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Know and use fundamental vocabulary within each of the arts forms.	A European Adventure	<ul style="list-style-type: none"> • Expressions in Lines • Texture: What You See and Feel • All About Color 	The Ancient World	<ul style="list-style-type: none"> • Arts, Rocks, and Shapes • Textures in Ancient Mexico • Ancient Greece: Vases and Stories
D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.			Teacher to add LiveLesson component to provide students with the opportunity to describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.	
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of	A European Adventure	• Expressions in Lines	The Ancient World	• Ancient Greece: Vases and Stories
	The Expressive Art of Asia	• Stories in Miniature	Baroque/Rococo	• Quiet Time
F. Describe works of others through performance or exhibition in two art forms.			Teacher to add LiveLesson component to provide students with the opportunity to describe works of others through performance or exhibition in two art forms.	
H. Use and maintain materials, equipment and tools safely at work and performance spaces.				
• Describe some materials used.	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning 	The Ancient World	• Bits and Pieces: Islamic Mosaics

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Describe issues of cleanliness related to the arts. 	A European Adventure	<ul style="list-style-type: none"> All About Color 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> Paint Like Michelangelo Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to include describing issues.
<ul style="list-style-type: none"> Describe types of mechanical/electrical equipment usage. 			Teacher to add LiveLesson component to provide students with the opportunity to describe types of mechanical/electrical equipment usage.	
<ul style="list-style-type: none"> Know how to work in selected physical space/environments. 			Teacher to add LiveLesson component to provide students with the opportunity to know how to work in selected physical space/environments.	
<ul style="list-style-type: none"> Describe methods for storing materials in the arts. 			Teacher to add LiveLesson component to provide students with the opportunity to describe methods for storing materials in the arts.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
I. Describe arts events that take place in schools and in communities.			Teacher to add LiveLesson component to provide students with the opportunity to describe arts events that take place in schools and in communities.	
J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.				
<ul style="list-style-type: none"> Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). 	African Travels	<ul style="list-style-type: none"> Ceremonial Dress: Create a Mask with Meaning 		
<ul style="list-style-type: none"> Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues). 			Critiquing Art	<ul style="list-style-type: none"> What Does an Artist Do?
K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.			Teacher to add LiveLesson component to provide students with the opportunity to apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.	
9.2. Historical and Cultural Contexts				

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Explain the historical, cultural and social context of an individual work in the arts.	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning • Special Guardians: Kota Figures • Mudcloth Resist 		
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).			The Ancient World	<ul style="list-style-type: none"> • The Lines of Ancient Animals
			The Middle Ages to the Renaissance	<ul style="list-style-type: none"> • Colored Light: Radial Balance in a Rose Window • Paint Like Michelangelo
			Baroque/Rococo	<ul style="list-style-type: none"> • In The Royal Style: Versailles
			Romanticism and the Modern Age	<ul style="list-style-type: none"> • Constable's Romantic Landscape • Your Impressionism: Monet, Cassatt, Van Gogh • Color Your World Differently: Matisse
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Expressing Mood: Abstract Expressionism 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> • Colored Light: Radial Balance in a Rose Window • Paint Like Michelangelo

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Analyze a work of art from its historical and cultural perspective.	Teacher to add LiveLesson component to Above and Below: Art in the Americas to provide students with the opportunity to analyze a work of art from its historical and cultural perspective.			
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	African Travels	<ul style="list-style-type: none"> • African Style: Changes and Interpretations 		
	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Transition to the New World 		
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Transition to the New World 		
G. Relate works in the arts to geographic regions:				
<ul style="list-style-type: none"> • Africa 	African Travels	<ul style="list-style-type: none"> • African Style: Changes and Interpretations • Special Guardians: Kota Figures • Mudcloth Resists 		
<ul style="list-style-type: none"> • Asia 	The Expressive Art of Asia	<ul style="list-style-type: none"> • Painting Quietly: Sumi-e • Paper: More Than Just for Writing • The Dance of the Dragon 		

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Australia 			Teacher to add LiveLesson component to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
<ul style="list-style-type: none"> Central America 	Above and Below: Art in the Americas	<ul style="list-style-type: none"> The Art of the Kuna: Mola Designs 		
<ul style="list-style-type: none"> Europe 	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 		
<ul style="list-style-type: none"> North America 	Above and Below: Art in the Americas	<ul style="list-style-type: none"> The Harlem Renaissance Beauty Around Us: Designs of Native America 		
<ul style="list-style-type: none"> South America 	Teacher to add LiveLesson component to Above and Below: Art in the Americas to provide students with the opportunity to relate works in the arts to geographic regions: South America.			
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Teacher to add LiveLesson component to Above and Below: Art in the Americas to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.			

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	African Travels	<ul style="list-style-type: none"> • Special Guardians: Kota Figures Teacher to add LiveLesson component to African Travels: Special Guardians: Kota Figures to include explaining or analyzing.		
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).			Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to provide students with the opportunity to identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).	African Travels	<ul style="list-style-type: none"> • Mudcloth Resist 	The Ancient World	<ul style="list-style-type: none"> • Bits and Pieces: Islamic Mosaics Teacher to add LiveLesson component to The Ancient World: Bits and Pieces: Islamic Mosaics to include explaining or analyzing.

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> Colored Light: Radial Balance in a Rose Window Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Colored Light: Radial Balance in a Rose Window to include explaining and analyzing.
9.3. Critical Response				
A. Identify critical processes in the examination of works in the arts and humanities.				
<ul style="list-style-type: none"> Compare and contrast 	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 	Romanticism and the Modern Age	<ul style="list-style-type: none"> Taking a Walk around Cubism: Picasso
<ul style="list-style-type: none"> Analyze 	A European Adventure	<ul style="list-style-type: none"> Picasso and the Circus Create a Colorful Portrait 	Baroque/Rococo	<ul style="list-style-type: none"> Games Children Play
<ul style="list-style-type: none"> Interpret 	African Travels	<ul style="list-style-type: none"> Colorful Beads 	Baroque/Rococo	<ul style="list-style-type: none"> Quiet Time
<ul style="list-style-type: none"> Form and test hypotheses 			Teacher to add LiveLesson component to provide students with the opportunity to form and test hypotheses.	
<ul style="list-style-type: none"> Evaluate/form judgments 			Critiquing Art	<ul style="list-style-type: none"> Aesthetics: How You Look at Art It's Your Call: Art Criticism
B. Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 		

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).			Teacher to add LiveLesson component to provide students with the opportunity to classify works in the arts by forms in which they are found.	
D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	Above and Below: Art in the Americas	<ul style="list-style-type: none"> The Harlem Renaissance Teacher to add LiveLesson component to Above and Below: Art in the Americas: The Harlem Renaissance to include a set of guidelines using comprehensive vocabulary.		
E. Describe and use types of critical analysis in the arts and humanities.				
<ul style="list-style-type: none"> Contextual criticism 			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe and use types of critical analysis in the arts and humanities: contextual criticism.	
<ul style="list-style-type: none"> Formal criticism 			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe and use types of critical analysis in the arts and humanities: formal criticism.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Intuitive criticism 			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe and use types of critical analysis in the arts and humanities: intuitive criticism.	
F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.			Critiquing Art	<ul style="list-style-type: none"> • It's Your Call: Art Criticism
G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse).			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe a critic's position or opinion about selected works in the arts and humanities.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.4. Aesthetic Response				
A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).	African Travels	<ul style="list-style-type: none"> • Symbols in Cloth: Adinkra Designs 	Romanticism and the Modern Age	<ul style="list-style-type: none"> • Icons and Illusions: Pop and Op
B. Investigate and communicate multiple philosophical views about works in the arts.			Teacher to add LiveLesson component to to provide students with the opportunity to investigate and communicate multiple philosophical views about works in the arts.	
C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus videotaped concerts from the 1970s).			Teacher to add LiveLesson component to provide students with the opportunity to identify the attributes of various audiences' environments as they influence individual aesthetic response.	
D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).			Teacher to add LiveLesson component to provide students with the opportunity to explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and						
Elements: Visual Arts						
• color	The Elements of Art	• The Colors Around Us	Course Overview	• Getting Started in Middle School Art	Art In Your Life	• Textile Art: The Fabric of Your Life
			The World of Art	• The Ideal: Representations of Soldiers and Saints		
• form/shape	Course Overview	• Getting Started in Middle School Art			Art In Your Life	• Textile Art: The Fabric of Your Life
	What Is Art?	• Defining Art				
	The Elements of Art	• The Shapes that Form the World				
• line	The Elements of Art	• Interpreting Lines				
• space	The Elements of Art	• The Space In Between	Course Overview	• Getting Started in Middle School Art	Protecting and Respecting Art	• External Memory: Art Reveals Culture
			The World of Art	• The Ideal: Representations of Soldiers and Saints		
• texture	The Elements of Art	• What You See and What You Feel				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• value	The Elements of Art	• The Value in Art	Course Overview	• Getting Started in Middle School		
			Art in Your Life	• Convincing Images: The Art of Advertising		
Principles: Visual Arts						
• balance	Principles of Design	• Balancing Act				
• contrast	Principles of Design	• Variety in Art	The World of Art	• The Creation of American Culture Through Art	Art In Your Life	• The Fabric of Your Life
• emphasis/focal point	Principles of Design	• What We Emphasize	Protecting and Respecting Art	• A Path to Preservation and Respect		
• movement/rhythm	Principles of Design	• Is There Movement in a Still Image?	The World of Art	• The Ideal: Representations of Soldiers and Saints		
• proportion/scale	Principles of Design	• Proportion			Protecting and Respecting Art	• Who Determines the Display?
• repetition	Principles of Design	• The Patterns You See	The World of Art	• The Creation of American Culture Through Art	Art In Your Life	• Textile Art: The Fabric of Your Life
• unity/harmony	Principles of Design	• Harmony Created			Art In Your Life	• Textile Art: The Fabric of Your Life
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.						
Visual Arts						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• paint	The Elements of Art	• The Colors Around Us	The World of Art	• Harmonious Principles: The World of Chinese Art		
• draw			Protecting and Respecting Art	• The Evolution of Style • A Path to Preservation and Respect		
• craft	The Elements of Art	• The Space In Between	Art in Your Life	• Intersecting Art Forms		
• sculpt	Principles of Design	• Harmony Created				
• print			Art in Your Life	• Reproductions: The Art and History of Printing		
• design for environment, communication, multi-media	Principles of Design	• What We Emphasize	Art in Your Life	• Interior Landscapes: Designing a Room • Convincing Images: The Art of Advertising	The World of Art	• Designing a World: Engineering Movies
C. Identify and use comprehensive vocabulary within each of the arts forms.	What Is Art?	• Defining Art	Art in Your Community	• Building Community: Architecture	The World of Art	• Engineering Empires • Democratic Architecture
	The Elements of Art	• The Colors Around Us • It's All About Perspective				
	Principles of Design	• Principles in Review				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.			Protecting and Respecting Art	• The Evolution of Style	Art in Your Community	• Revealing Landscapes: Metropolis and Nature
			The World of Art	• Harmonious Principles: The World of Chinese Art		
			Art in Your Life	• Interior Landscapes: Designing a Room		
E. Communicate a unifying theme or point of view through the production of works in the arts.					Art In Your Life	• Finding Inspiration: Artistic Motivation
F. Explain works of others within each art form through performance or exhibition.	What Is Art?	• Art and Aesthetics			Protecting and Respecting Art	• Who Determines the Display?
G. Explain the function and benefits of rehearsal and practice sessions.					Teacher to add LiveLesson component to Art In Your Life: Art of Your Generation to provide students with the opportunity to explain the function and benefits of rehearsal and practice sessions.	
H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Analyze the use of materials. 			Protecting and Respecting Art	<ul style="list-style-type: none"> Pick Your Medium 	The World of Art	<ul style="list-style-type: none"> Designing a World: Engineering Movies
			Art in Your Life	<ul style="list-style-type: none"> Caring for the Environment: Recycled Art 		
<ul style="list-style-type: none"> Explain issues of cleanliness related to the arts. 					Teacher to add LiveLesson component to provide students with the opportunity to explain issues of cleanliness related to the arts.	
<ul style="list-style-type: none"> Explain the use of mechanical/electrical equipment. 					Teacher to add LiveLesson component to provide students with the opportunity to explain the use of mechanical/electrical equipment.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Demonstrate how to work in selected physical space/environment. 					Teacher to add LiveLesson component to Art in Your Community: Multiple Paths to Creativity to provide students with the opportunity to demonstrate how to work in selected physical space/ environment.	
<ul style="list-style-type: none"> Demonstrate the selection of safe props/stage equipment. 					Teacher to add LiveLesson component to The World of Art: Designing a World: Engineering Movies to provide students with the opportunity to demonstrate the selection of safe props/ stage equipment.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Demonstrate methods for storing materials in the arts. 	Teacher to add LiveLesson component to The Elements of Art: What You See and What You Feel to provide students with the opportunity to demonstrate methods for storing materials in the arts.					
I. Know where arts events, performances and exhibitions occur and how to gain admission.					Teacher to add LiveLesson component to provide students with the opportunity to know where arts events, performances and exhibitions occur and how to gain admission.	
J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). 			Art in Your Life	<ul style="list-style-type: none"> Reproductions: The Art and History of Printing 	Art In Your Life	<ul style="list-style-type: none"> Textile Art: The Fabric of Your Life
<ul style="list-style-type: none"> Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design). 	Teacher to add LiveLesson component to What is Art?: Defining Art to provide students with the opportunity to explain and demonstrate contemporary technologies.					

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.					Teacher to add LiveLesson component to Protecting and Respecting Art: Advanced Art Preservation, or The World of Art: Machu Picchu to Movies to provide students with the opportunity to incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	
9.2. Historical and Cultural						
A. Explain the historical, cultural and social context of an individual work in the arts.	What Is Art?	<ul style="list-style-type: none"> Defining Art Tell Your Story 	The World of Art	<ul style="list-style-type: none"> The Beast: Animal Representations in Art The Creation of American Culture Through Art 		
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).					The World of Art	<ul style="list-style-type: none"> Machu Picchu to Movies

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).			The World of Art	<ul style="list-style-type: none"> Mathematics Meets Art: The Golden Ratio 	The World of Art	<ul style="list-style-type: none"> Machu Picchu to Movies
D. Analyze a work of art from its historical and cultural perspective.			Protecting and Respecting Art	<ul style="list-style-type: none"> The Evolution of Style 	Protecting and Respecting Art	<ul style="list-style-type: none"> External Memory: Art Reveals Culture
					Art in Your Community	<ul style="list-style-type: none"> Revealing Landscapes: Metropolis and Nature
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)			The World of Art	<ul style="list-style-type: none"> Harmonious Principles: The World of Chinese Art The Beast: Animal Representations in Art The Creation of American Culture Through Art 	Protecting and Respecting Art	<ul style="list-style-type: none"> External Memory: Art Reveals Opinions
			Art in Your Community	<ul style="list-style-type: none"> Monumental Sculptures: We Remember 	The World of Art	<ul style="list-style-type: none"> The Art of War Mass Art: Technology and the Industrial Revolution
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.					The World of Art	<ul style="list-style-type: none"> Machu Picchu to Movies

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Relate works in the arts to geographic regions:						
• Africa					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Africa.	
• Asia					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Asia.	
• Australia					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Central America					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Central America.	
• Europe					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Europe.	
• North America					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: North America.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • South America 					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: South America.	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.					Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).			The World of Art	<ul style="list-style-type: none"> • Harmonious Principles: The World of Chinese Art 	The World of Art	<ul style="list-style-type: none"> • Democratic Architecture • Machu Picchu to Movies
			Art in Your Life	<ul style="list-style-type: none"> • Caring for the Environment: Recycled Art 		

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).					Teacher to add LiveLesson component to provide students with the opportunity to identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).			Art in Your Community	• Monumental Sculptures: We Remember		
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).			The World of Art	<ul style="list-style-type: none"> • The Beast: Animal Representations in Art • The Ideal: Representations of Soldiers and Saints 	The World of Art	• Democratic Architecture
			Art in Your Community	• The Art of Money	Art in Your Community	• Revealing Landscapes: Metropolis and Nature
9.3. Critical Response						
A. Know and use the critical process of the examination of works in the arts and humanities.						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Compare and contrast	What Is Art?	• Tell Your Story	Protecting and Respecting Art	• A Path to Preservation and Respect	The World of Art	• Machu Picchu to Movies
	Responding to Art	• The Portrait	The World of Art	• The Ideal: Representations of Soldiers and Saints		
• Analyze	What Is Art?	• Tell Your Story • Art and Aesthetics			Protecting and Respecting Art	• External Memory: Art Reveals Culture
	Responding to Art	• Responding to Criteria			Art in Your Community	• Revealing Landscapes: Metropolis and Nature
• Interpret	The Elements of Art	• The Value in Art			Protecting and Respecting Art	• External Memory: Art Reveals Culture
	Responding to Art	• Responding to Criteria				
• Form and test hypotheses	The Elements of Art	• The Value in Art				
• Evaluate/form judgments	What Is Art?	• Defining Art • Art and Aesthetics	Protecting and Respecting Art	• Passive Observer Responsible Viewer		
	The Elements of Art	• The Value in Art				
	Responding to Art	• Responding to Criteria				
B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).			The World of Art	• Mathematics Meets Art: The Golden Ratio		

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).	What Is Art?	<ul style="list-style-type: none"> Defining Art 	Art in Your Community	<ul style="list-style-type: none"> Building Community: Architecture 	The World of Art	<ul style="list-style-type: none"> Democratic Architecture
	Responding to Art	<ul style="list-style-type: none"> The Art of Impressionism 				
D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.	What Is Art?	<ul style="list-style-type: none"> Defining Art Art and Aesthetics 	Protecting and Respecting Art	<ul style="list-style-type: none"> Passive Observer Responsible Viewer? A Path to Preservation and Respect 		
	Responding to Art	<ul style="list-style-type: none"> Being an Art Critic 	The World of Art	<ul style="list-style-type: none"> The Ideal: Representations of Soldiers and Saints 		
E. Interpret and use various types of critical analysis in the arts and humanities.						
<ul style="list-style-type: none"> Contextual criticism 					Art in Your Community	<ul style="list-style-type: none"> Wearable Art
<ul style="list-style-type: none"> Formal criticism 	What Is Art?	<ul style="list-style-type: none"> Art and Aesthetics 				
	Responding to Art	<ul style="list-style-type: none"> Responding to Criteria Being an Art Critic 				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Intuitive criticism 			Teacher to add LiveLesson component to Protecting and Respecting Art: Passive Observer Responsible Viewer? to provide students with the opportunity to interpret and use various types of critical analysis in the arts and humanities: intuitive criticism.			
F. Apply the process of criticism to identify characteristics among works in the arts.	The Elements of Art	<ul style="list-style-type: none"> • The Value in Art 			The World of Art	<ul style="list-style-type: none"> • Democratic Architecture
	Responding to Art	<ul style="list-style-type: none"> • Being an Art Critic 				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic’s review and comparison of Alvin Ailey’s Revelations to Tchaikovsky’s Swan Lake).			Protecting and Respecting Art	• Passive Observer Responsible Viewer?		
			Art in Your Community	• Monumental Design		
9.4. Aesthetic Response						
A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual’s concept of musical theatre).					Teacher to add LiveLesson component to provide students with the opportunity to compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.	
B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist’s website).			Art in Your Community	• Monumental Design Teacher to add LiveLesson component to the lesson to compare and contrast more explicitly.		

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).	Responding to Art	<ul style="list-style-type: none"> The Art of Impressionism 	Art in Your Community	<ul style="list-style-type: none"> Monumental Design 		
D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).			The World of Art	<ul style="list-style-type: none"> The Creation of American Culture Through Art 		

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and humanities.						
Elements: Visual Arts						
• color			Composition	• Drawing Practice	Elements of Design Layout	• Line • Type Layout
• form/shape			Composition	• Drawing Practice	Elements of Design Layout	• Shape • Type Layout
• line			Composition	• Drawing Practice	Elements of Design Layout	• Line • Type Layout
• space			Composition	• Drawing Practice	Elements of Design Layout	• Space • Type Layout
• texture			Composition	• Drawing Practice	Elements of Design	• Texture
• value			Composition	• Drawing Practice		
Principles: Visual Arts						
• balance			Art Evaluation and Careers	• Portfolio Project	Principles of Design Layout	• Balance • Balance, Hierarchy, and Consistency
• contrast			Composition	• Drawing Practice	Principles of Design Layout	• Contrast • General Layout Guidelines
• emphasis/focal point			Composition	• Drawing Practice	Principles of Design Layout	• Dominance • Balance, Hierarchy, and Consistency
• movement/rhythm			Art Evaluation and Careers	• Portfolio Project	Principles of Design Layout	• Rhythm • General Layout Guidelines
• proportion/scale			Composition	• Drawing Practice	Final Project and Exam Layout	• Flag Design Final Project • Layout
• repetition			Art Evaluation and Careers	• Portfolio Project	Final Project and Exam Layout	• Flag Design Final Project • General Layout Guidelines
• unity/harmony			Art Evaluation and Careers	• Portfolio Project	Principles of Design Layout	• Harmony • Layout
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.						

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
Visual Arts						
• paint	Art at the Start: Early Civilization	• Prehistoric Expression: Making Pictures Teacher to add LiveLesson component to the lesson to include producing.				
• draw	Art at the Start: Early Civilization	• Prehistoric Expression: Making Pictures	Art Evaluation and Careers	• Portfolio Project	Layout	• Layout
• craft	Greece: Gods and Glory	• Greek Pottery Teacher to add				
• sculpt	Art at the Start: Early Civilization	• Art History A Midterm Project Teacher to add LiveLesson component to the lesson to include producing.				
	Greece: Gods and Glory	• Art History B Midterm Project				
• print					Final Project and Exam	• Flag Design Final Project
					Layout	• Layout
• design for environment, communication, multi-media					Designing for the Web	• Branding and Visual Identity
C. Integrate and apply advanced vocabulary to the arts forms.	Journey Through Ancient Art History	• The Principles of Art	Art Evaluation and Careers	• You're the Critic Practice Activity	Elements of Design	• Elements of Design Unit Test
	Greece: Gods and Glory	• Greek Architecture			Layout	• Test: Layout
D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).					Teacher to add LiveLesson component to provide students with the opportunity to demonstrate specific styles in combination through the production or performance of a unique work of art.	

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.			Drawing Gestures and Action	• Gesture and Action Drawing Project	Designing for the Web	• Branding and Visual Identity
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• Evaluating Art	Final Project and Exam	• Culminating Art Project
	Greece: Gods and Glory	• Art History B Midterm Project				
G. Analyze the effect of rehearsal and practice sessions.			Drawing Gestures and Action	• Gesture and Action Drawing Project		
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts atwork and performance spaces.						
• Evaluate the use and applications of materials.			Materials and Techniques	• Pencil Drawing Techniques		
• Evaluate issues of cleanliness related to the arts.			Teacher to add LiveLesson component to Materials and Techniques to provide students with the opportunity to evaluate issues of cleanliness related to the arts.			
• Evaluate the use and applications of mechanical/electrical equipment.					Teacher to add LiveLesson component to provide students with the opportunity to evaluate the use and applications of mechanical/electrical equipment.	
• Evaluate differences among selected physical space/environment.			Teacher to add LiveLesson component to Materials and Techniques to provide students with the opportunity to evaluate differences among selected physical space/environment.			

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Evaluate the use and apply safe methods for storing materials in the arts. 			Teacher to add LiveLesson component to Materials and Techniques to provide students with the opportunity to evaluate the use and apply safe methods for storing materials in the arts.			
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.			Teacher to add LiveLesson component to Art Evaluation and Careers to provide students with the opportunity to distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.			
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.						
<ul style="list-style-type: none"> Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). 					Art Form and Media	• Graphic Design Media
<ul style="list-style-type: none"> Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band 					Art Form and Media	• Graphic Design Media
					Designing for the Web	• Interface Design
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.					Art Form and Media	• Graphic Design Media

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.2. Historical and Cultural Contexts						
A. Explain the historical, cultural and social context of an individual work in the arts.	Egypt: Art on the Nile	• An Oasis of Art: Geography and History			Graphic Design Style and Movements	• Victorian
	Greece: Gods and Glory	• The World of Ancient Greece				
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	Egypt: Art on the Nile	• Grand New Egypt: King Tut and the New Kingdom			History of Graphic Design Part 1	• Art Deco
	Final Review and Exam	• Art History B Final Review				
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Egypt: Art on the Nile	• A Grand New Egypt: Monuments to a Grand New Egypt			History of Graphic Design Part 2	• Project: History of Graphic Design
	Greece: Gods and Glory	• Hellenistic Sculpture				
D. Analyze a work of art from its historical and cultural perspective.	Art at the Start: Early Civilization	• Fertile Crescent: Sumerian Art and Architecture			History of Graphic Design Part 2	• Pop Art
	Ancient Rome: Art of an Empire	• Domestic Roman Architecture				
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)					History of Graphic Design Part 1	• Arts and Crafts
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	Greece: Gods and Glory	• The World of Ancient Greece			History of Graphic Design Part 1	• Arts and Crafts
G. Relate works in the arts to geographic regions:						
• Africa	Egypt: Art on the Nile	• An Oasis of Art: Art Written in Stone				
• Asia	Art at the Start: Early Civilization	• Fertile Crescent: Sumerian Art and Architecture				
• Australia	Journey Through Ancient Art History	• Elements of Art Teacher to add LiveLesson component to the lesson to include relating works in the arts to Australia.				

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Central America	Teacher to add LiveLesson component to Journey Through Ancient Art History to provide students with the opportunity to relate works in the arts to geographic regions: Central America.					
• Europe	Art at the Start: Early Civilization	• Prehistoric Expression: Stone Monoliths			History of Graphic Design Part 1	• Arts and Crafts
	Ancient Rome: Art of an Empire	• Roman Architecture: Arches and Columns				
• North America					History of Graphic Design Part 1	• Arts and Crafts
					History of Graphic Design Part 2	• Pop Art
• South America	Teacher to add LiveLesson component to Journey Through Ancient Art History to provide students with the opportunity to relate works in the arts to geographic regions: South America.					
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.					Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	Greece: Gods and Glory	• The World of Ancient Greece				
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	Egypt: Art on the Nile	• Grand New Egypt: King Tut and the New Kingdom			History of Graphic Design Part 1	• Bauhaus
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).					Teacher to add LiveLesson component to History of Graphic Design Part 1 to provide students with the opportunity to identify, explain and analyze traditions as they relate to works in the arts.	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).	Greece: Gods and Glory	• Archaic Sculpture				
9.3. Critical Response						
A. Explain and apply the critical examination processes of works in the arts and humanities.						
• Compare and contrast	Greece: Gods and Glory	• Archaic Sculpture			What is Design?	• Design with a Purpose
• Analyze	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• You're the Critic Practice Activity	What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project
• Interpret	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• You're the Critic Practice Activity	What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project
• Form and test hypotheses	Art at the Start: Early Civilization	• Art History A Midterm Project			What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project
• Evaluate/form judgments	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• You're the Critic Practice Activity	What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in Woman Combing Her Hair).					Teacher to add LiveLesson component to provide students with the opportunity to determine and apply criteria to a person’s work and works of others in the arts.	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.					Final Project and Exam	• Culminating Art Project
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	Art at the Start: Early Civilization	• Art History A Midterm Project			Final Project and Exam	• Culminating Art Project
	Greece: Gods and Glory	• Art History B Midterm Project				
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.						
• Contextual criticism					Final Project and Exam	• Culminating Art Project
• Formal criticism					Final Project and Exam	• Culminating Art Project
• Intuitive criticism					Final Project and Exam	• Culminating Art Project
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.					Final Project and Exam	• Culminating Art Project
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.					• Culminating Art Project	• Culminating Art Project

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.4. Aesthetic Response						
A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.			Teacher to add LiveLesson component to Art Evaluation and Careers to provide students with the opportunity to evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.			
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles’ 1938 radio broadcast, War of the Worlds).					History of Graphic Design Part 2	<ul style="list-style-type: none"> • Doo-Wop Teacher to add LiveLesson component to the lesson to analyze the effects on individuals and groups.
C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).	Teacher to add LiveLesson component to provide students with the opportunity to compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.					
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.					History of Graphic Design Part 1	<ul style="list-style-type: none"> • Arts and Crafts • Bauhaus

PA 23/24 Standards Discovering Music II & III	Discovering Music II		Discovering Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
A. Know and use the elements and principles of each art form to create works in the arts and humanities.				
Elements: Music				
• duration	Rock-Solid Rhythm	• Short & Sweet		
• intensity	Musical Tapestry	• Composition/Improvisation Portfolio		
• pitch	Musical Tapestry	• Which Pitch?		
• timbre	Colors of the Orchestra	• The Art of Arranging Teacher to add LiveLesson component to lesson to include the qualities of timbre.		
Principles: Music				
• composition	Musical Tapestry	• Following the Leader	Creative Foundations	• Melodic Master
• form			Creative Foundations	• Making Melodies
• genre			Creative Foundations	• Back to the Top
• harmony	Musical Tapestry	• Intervals		
• rhythm	Rock-Solid Rhythm	• Back to the Basics		
• texture	Colors of the Orchestra	• Composition Portfolio Teacher to add LiveLesson component to lesson to include the qualities of texture.		
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.				
Music				
• sing			Creative Foundations	• Silence is Golden • Scale Singing
• play an instrument	Rock-Solid Rhythm	• Off the Beaten Path		
• read and notate music			Creative Foundations	• Major Keys
• compose and arrange	Musical Tapestry	• Composition/Improvisation Portfolio		
	Colors of the Orchestra	• Composition Portfolio		
• improvise	Musical Tapestry	• Composition/Improvisation Portfolio		
C. Know and use fundamental vocabulary within each of the arts forms.			Creative Foundations	• Melodic Master

D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.			Creative Foundations	• Melodic Master
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.			Creative Foundations	• Melodic Master
F. Describe works of others through performance or exhibition in two art forms.	Teacher to add LiveLesson component to Musical Makings to provide students with the opportunity to describe works of others through performance or exhibition in two art forms.			
G. Identify the function and benefits of rehearsal and practice sessions.			Teacher to add LiveLesson component to provide students with the opportunity to identify the function and benefits of rehearsal and practice sessions.	
H. Use and maintain materials, equipment and tools safely at work and performance spaces.				
• Describe some materials used.	Colors of the Orchestra	• Instrument Families		
• Describe issues of cleanliness related to the arts.			Teacher to add LiveLesson component to provide students with the opportunity to describe issues of cleanliness related to the arts.	
• Describe types of mechanical/electrical equipment usage.			Teacher to add LiveLesson component to provide students with the opportunity to describe types of mechanical/electrical equipment usage.	
• Know how to work in selected physical space/environments.	Colors of the Orchestra	• The Role of the Conductor Teacher to add LiveLesson component to lesson to include how to work in selected physical space/environments.		
• Identify the qualities of safe props/stage equipment.			Teacher to add LiveLesson component to provide students with the opportunity to identify the qualities of safe props/stage equipment.	

• Describe methods for storing materials in the arts.			Teacher to add LiveLesson component to provide students with the opportunity to describe methods for storing materials in the arts.	
I. Describe arts events that take place in schools and in communities.			Teacher to add LiveLesson component to provide students with the opportunity to describe arts events that take place in schools and in communities.	
J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.				
• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).			Musical Influences	• Twentieth-Century Web
• Experiment with contemporary technologies (e.g., color fills on computers, texture methods on			Many Musical Roles	• A Musical Society
			Musical Influences	• MIDI
K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.			Musical Influences	• Technology and Music
9.2. Historical and Cultural Contexts				
A. Explain the historical, cultural and social context of an individual work in the arts.	Musical Makings	• Composer Spotlight: Romantic Period	Musical Influences	• Innovation
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	Musical Makings	• Composer Spotlight: Baroque Period • Composer Spotlight: Classical Period	Musical Influences	• Innovation
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical,	Rock-Solid Rhythm	• Off the Beaten Path		
	Musical Makings	• Composer Spotlight: Romantic Period		
D. Analyze a work of art from its historical and cultural perspective.	Musical Makings	• Composer Spotlight: Baroque Period		
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	Musical Makings	• Composer Spotlight: The Twentieth Century		
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.			A Musical Community	• Recording the Future
G. Relate works in the arts to geographic regions:				
• Africa			Musical Influences	• Innovation
• Asia	Musical Makings	• Composer Spotlight: The Twentieth Century	Musical Influences	• Innovation

• Australia			Teacher to add LiveLesson component to A Musical Community to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America			Teacher to add LiveLesson component to A Musical Community to provide students with the opportunity to relate works in the arts to geographic regions: Central America.	
• Europe	Musical Makings	<ul style="list-style-type: none"> • Composer Spotlight: Baroque Period • Composer Spotlight: Classical Period • Composer Spotlight: Romantic Period 		
• North America			A Musical Community	• Music and Culture
• South America			A Musical Community	• Music and Culture Teacher to add LiveLesson component to the lesson to include relating works in the arts to geographic regions, South America.
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.			Teacher to add LiveLesson component to A Musical Community to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).			A Musical Community	<ul style="list-style-type: none"> • Music and Culture • Folk Forms
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	Musical Makings	<ul style="list-style-type: none"> • Composer Spotlight: Romantic Period 		
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).			Musical Influences	• Innovation

L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).			A Musical Community	• Evolution of Rock
9.3. Critical Response				
A. Identify critical processes in the examination of works in the arts and humanities.				
• Compare and contrast	Musical Makings	• Composer Spotlight: Romantic Period	Musical Influences	• You Be the Judge
• Analyze			Musical Influences	• Impressionism
• Interpret			Musical Influences	• Twentieth-Century Web
• Form and test hypotheses			Teacher to add LiveLesson component to Creative Foundations to provide students with the opportunity to form and test hypotheses.	
• Evaluate/form judgments			Musical Influences	• You Be the Judge • Everyone's a Critic
B. Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's <i>In the Hall of the Mountain King</i> and in tap dance).			Musical Influences	• MIDI
C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).			Many Musical Roles	• A Musical Society
D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.			A Musical Community	• Your Own Drum
E. Describe and use types of critical analysis in the arts and humanities.				
• Contextual criticism			Musical Influences	• Against the Grain
• Formal criticism			Musical Influences	• You Be the Judge • Everyone's a Critic
• Intuitive criticism			Musical Influences	• You Be the Judge
F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.			Musical Influences	• Everyone's a Critic
G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's <i>Evolution of Mickey and Minnie Mouse</i>).			Teacher to add LiveLesson component to Musical Influences to provide students with the opportunity to describe a critic's position or opinion about selected works in the arts and humanities.	

9.4. Aesthetic Response				
A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).			A Musical Community	<ul style="list-style-type: none"> • Musical Meditation • Music and Culture
B. Investigate and communicate multiple philosophical views about works in the arts.			Many Musical Roles	<ul style="list-style-type: none"> • A Musical Society
C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).			A Musical Community	<ul style="list-style-type: none"> • Musical Meditation
D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).			Musical Influences	<ul style="list-style-type: none"> • You Be the Judge • Everyone's a Critic

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts								
A. Know and use the elements and principles of each art form to create works in the arts and humanities.								
Elements: Music								
• duration			A Musical Adventure!	<ul style="list-style-type: none"> • Rhythm Teacher to add LiveLesson component to A Musical Adventure!: Rhythm to include duration. 	Creative Foundations	<ul style="list-style-type: none"> • Quarter Notes • Two Eighths for a Quarter • Two Quarters Make a Half • Two Halves Make a... 		
• intensity	Music and Me!	• Time to Sing!	High, Low, Loud, Soft!	<ul style="list-style-type: none"> • Shh . . . Did You Hear That? • Quiet Down, It's Loud in Here! • Which One Is It: Soft or Loud? 	Creative Foundations	<ul style="list-style-type: none"> • Making Choices: Loud or Soft Lessons describe qualities of intensity, namely dynamics. Teacher to add LiveLesson component to Creative Foundations: Making Choices: Loud or Soft to include intensity. 	Expressing Groovy Beats	• Loud and Soft
• pitch	Music and Me!	• Time to Sing!			Creative Foundations	<ul style="list-style-type: none"> • Pitch Perfect • A Musical Roller Coaster 	Expressing Groovy Beats	• Welcome to Music
• timbre			High, Low, Loud, Soft!	• What's that Sound?				
Principles: Music								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• composition			Singing, Moving, and Shaking!	• Music is Everywhere!	A Musician's Role	• Exploring Context • Responding Through Composition • Composing and Performing	Expressing Groovy Beats	• Welcome to Music
• form							Traveling Through Time: A Musical Journey	• Baroque I • Romantic I Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Baroque I to include form.
• genre					Musical Cultures	• Discovering Musical Culture		
• harmony							Musical Palette	• A Musician's Palette
• rhythm	Music and Me!	• Getting the Rhythm!	Singing, Moving, and Shaking!	• Beat or Rhythm?	Creative Foundations	• Get the Rhythm	Expressing Groovy Beats	• Welcome to Music • Writing a Groovy Beat • Quicker Rhythms

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• texture							Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra Teacher to add LiveLesson component to Instrument Family Reunion: Welcome to the Orchestra to include texture.
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.								
Music								
• sing	Music and Me!	• Time to Sing!	Singing, Moving, and Shaking!	<ul style="list-style-type: none"> Making a Melody I Can Sing! 	Creative Foundations	• A Musical Roller Coaster	Musical Palette	• Unit 2 Composition Portfolio
			A Musical Adventure!	• Sol and Mi Buddies!				
• play an instrument	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Little Bit Loud A Little Bit Soft 	A Musical Adventure!	• Destination Island	A Musician's Role	• Taking the Stage	Musical Palette	• Unit 2 Composition Portfolio
• read and notate music			A Musical Adventure!	<ul style="list-style-type: none"> Seeing the Big Picture Staircases in the House Treasure Hunt 	A Musician's Role	<ul style="list-style-type: none"> Creating Music Taking the Stage 	Instrument Family Reunion	<ul style="list-style-type: none"> The Band Composition Portfolio

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• compose and arrange	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Exploring Europe Arriving in Australia Share Your Own Culture 			A Musician's Role	<ul style="list-style-type: none"> Exploring Context Responding Through Composition Composing and Performing 	Musical Palette	<ul style="list-style-type: none"> Unit 2 Composition Portfolio
• improvise	Music and Me!	<ul style="list-style-type: none"> Getting the Rhythm! 	Singing, Moving, and Shaking!	<ul style="list-style-type: none"> Making a Melody 	Musical Cultures	<ul style="list-style-type: none"> Cool Jazz Country Crooning Rocking Out 	Expressing Groovy Beats	<ul style="list-style-type: none"> Quicker Rhythms
C. Recognize and use fundamental vocabulary within each of the arts forms.	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Full Scale 	Singing, Moving, and Shaking!	<ul style="list-style-type: none"> Beat or Rhythm? Making a Melody I'd Like to Write a Song! How Many Are Coming for Dinner? 	Creative Foundations	<ul style="list-style-type: none"> Get the Rhythm Pitch Perfect A Musical Roller Coaster Making Choices: Fast or Slow Making Choices: Loud or Soft 	Musical Palette	<ul style="list-style-type: none"> Unit 2 Composition Portfolio
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Exploring Europe Arriving in Australia Share Your Own Culture 			The Art of Music	<ul style="list-style-type: none"> If It Isn't Baroque... Impressed with Impressionism Express Yourself The Sounds of the Future Keeping Things Simple 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Baroque I Romantic I Romantic II

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	Fast and Slow, Stop and Go	• Fast as a Hare!	High, Low, Loud, Soft!	• What's that Sound?	A Musician's Role	<ul style="list-style-type: none"> • Taking the Stage • Responding to Music • Exploring Context • Composing and Performing 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Baroque I • Romantic I • Romantic II
					The Art of Music	• Music and Storytelling		
F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).							Teacher to add LiveLesson component to provide students with the opportunity to identify works of others through a performance or exhibition.	
G. Recognize the function of rehearsals and practice sessions.							Teacher to add LiveLesson component to provide students with the opportunity to recognize the function of rehearsals and practice sessions.	
H. Handle materials, equipment and tools safely at work and performance spaces.								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Identify materials used. 	High and Low, Loud and Soft	<ul style="list-style-type: none"> Notes on a Ladder High and Low Loud and Soft A Little Bit Loud A Little Bit Soft 	High, Low, Loud, Soft!	<ul style="list-style-type: none"> Up, Up, and Away! Putting Them Together Shh . . . Did You Hear That? 			Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra Strings Woodwinds Brass Percussion Keyboards
<ul style="list-style-type: none"> Identify issues of cleanliness related to the arts. 							Teacher to add LiveLesson component to provide students with the opportunity to identify issues of cleanliness related to the arts.	
<ul style="list-style-type: none"> Recognize some mechanical/electrical equipment. 					Musical Cultures	<ul style="list-style-type: none"> Experimenting With Electronic Music 		

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Recognize differences in selected physical space/environments. 							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey to provide students with the opportunity to recognize differences in selected physical space/environments.	
<ul style="list-style-type: none"> Recognize the need to select safe props/stage equipment. 							Teacher to add LiveLesson component to provide students with the opportunity to recognize the need to select safe props/stage equipment.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Identify methods for storing materials in the arts. 							Teacher to add LiveLesson component to provide students with the opportunity to identify methods for storing materials in the arts.	
I. Identify arts events that take place in schools and in communities.							Teacher to add LiveLesson component to provide students with the opportunity to identify arts events that take place in schools and in communities.	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). 	High and Low, Loud and Soft	<ul style="list-style-type: none"> Notes on a Ladder High and Low Loud and Soft A Little Bit Loud A Little Bit Soft 	High, Low, Loud, Soft!	<ul style="list-style-type: none"> Up, Up, and Away! Putting Them Together Shh . . . Did You Hear That? 			Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra Strings Woodwinds Brass Percussion Keyboards
	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Exploring Europe Arriving in Australia African Music Adventure 						
<ul style="list-style-type: none"> Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders). 							Instrument Family Reunion	<ul style="list-style-type: none"> Electronic Instruments
K. Know and use traditional and contemporary	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Little Bit Loud 					Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra
9.2. Historical and Cultural Contexts								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Explain the historical, cultural and social context of an individual work in the arts.			Sound Familiar?	• You and Me in the USA: Music and Culture	The Art of Music	<ul style="list-style-type: none"> • If It Isn't Baroque... • A Love of Nature • Impressed with Impressionism • Express Yourself • Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II • Classical I • Modern
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).					The Art of Music	<ul style="list-style-type: none"> • If It Isn't Baroque... • A Love of Nature • Impressed with Impressionism • Express Yourself • Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II • Classical I
C. Relate works in the arts to varying styles and genre and					The Art of Music	<ul style="list-style-type: none"> • If It Isn't Baroque... • A Love of Nature 	Traveling Through Time:	• Early Western Classical Styles
D. Analyze a work of art from its historical and cultural perspective.	Music Around The World	• Exploring Europe	Sound Familiar?	• You and Me in the USA: Music and Culture	The Art of Music	<ul style="list-style-type: none"> • Dance to the Music • If It Isn't Baroque... • A Love of Nature • Impressed with Impressionism • Express Yourself • Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)			Sound Familiar?	• You and Me in the USA: Music and Culture	The Art of Music	<ul style="list-style-type: none"> • Impressed with Impressionism • Express Yourself • Breaking the Mold • The Sounds of the Future 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II • Romantic I • Modern

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	High and Low, Loud and Soft	<ul style="list-style-type: none"> Notes on a Ladder High and Low Loud and Soft A Little Bit Loud A Little Bit Soft A Full Scale 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> If It Isn't Baroque... A Love of Nature Impressed with Impressionism Express Yourself Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Classical I Romantic II
G. Relate works in the arts to geographic regions:								
<ul style="list-style-type: none"> Africa 	Music Around The World	<ul style="list-style-type: none"> African Music Adventure 	Sound Familiar?	<ul style="list-style-type: none"> African Music and Culture 				
<ul style="list-style-type: none"> Asia 	Music Around The World	<ul style="list-style-type: none"> Asian Music and Drama 	Sound Familiar?	<ul style="list-style-type: none"> China: Rhythms and Rhymes 				
<ul style="list-style-type: none"> Australia 	Music Around The World	<ul style="list-style-type: none"> Arriving in Australia 						
<ul style="list-style-type: none"> Central America 	Music Around The World	<ul style="list-style-type: none"> Rhythms of Latin America 						
<ul style="list-style-type: none"> Europe 	Music Around The World	<ul style="list-style-type: none"> Exploring Europe 					Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Classical I Classical II Romantic I Romantic II
<ul style="list-style-type: none"> North America 			Sound Familiar?	<ul style="list-style-type: none"> You and Me in the USA: Music and Culture 	Musical Cultures	<ul style="list-style-type: none"> Cool Jazz 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Modern Modern II
<ul style="list-style-type: none"> South America 	Music Around The World	<ul style="list-style-type: none"> Rhythms of Latin America 						

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Teacher to add LiveLesson component to Music Around the World to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.							
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Asian Music and Drama 			Musical Cultures	<ul style="list-style-type: none"> Cool Jazz Country Crooning 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles
					The Art of Music	<ul style="list-style-type: none"> If It Isn't Baroque... A Love of Nature Impressed with Impressionism Express Yourself Breaking the Mold The Sounds of the Future 		

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama 					Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Romantic I Modern
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> You and Me in the USA: Music and Culture China: Rhythms and Rhymes 	Musical Cultures	<ul style="list-style-type: none"> Sharing Music the Old-Fashioned Way Cool Jazz Free Swinging Beats Down with the Blues Country Crooning Rocking Out Get the Beat with Hip-Hop 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World 			The Art of Music	<ul style="list-style-type: none"> A Love of Nature Impressed with Impressionism Express Yourself 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Romantic II
9.3. Critical Response								
A. Recognize critical processes used in the examination of works in the arts and humanities.								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Compare and contrast	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Exploring Europe Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> China: Rhythms and Rhymes We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> The Sounds of the Future 	Instrument Family Reunion	<ul style="list-style-type: none"> The Band
• Analyze	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Asian Music and Drama Arriving in Australia 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> Music in Response to Art Creating Art in Response to Music 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Baroque II Romantic II
• Interpret	Music Around The World	<ul style="list-style-type: none"> Exploring Europe Arriving in Australia 			Creative Foundations	<ul style="list-style-type: none"> Making Choices: Loud or Soft 		
					The Art of Music	<ul style="list-style-type: none"> Music in Response to Art Creating Art in Response to Music 		
• Form and test hypotheses							Teacher to add LiveLesson component to provide students with the opportunity to form and test hypotheses.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Evaluate/form judgments 	Music Around The World	<ul style="list-style-type: none"> Asian Music and Drama Exploring Europe 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> The Sounds of the Future 		
B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Full Scale 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> Making Music from Images Music in Response to Art 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Classical II Romantic II Modern II
C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).							Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Introduction to Music History
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Exploring Europe Arriving in Australia African Music Adventure Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> You and Me in the USA: Music and Culture China: Rhythms and Rhymes We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> Music in Response to Art 	Musical Palette	<ul style="list-style-type: none"> A Musician's Palette Step Ladder Catchy Tunes Articulation Unit 2 Composition Portfolio

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Recognize and identify types of critical analysis in the arts and humanities.								
<ul style="list-style-type: none"> Contextual criticism 							Teacher to add LiveLesson component to provide students with the opportunity to recognize and identify types of critical analysis in the arts and humanities: contextual criticism.	
<ul style="list-style-type: none"> Formal criticism 							Teacher to add LiveLesson component to provide students with the opportunity to recognize and identify types of critical analysis in the arts and humanities: formal criticism.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Intuitive criticism 							Teacher to add LiveLesson component to provide students with the opportunity to recognize and identify types of critical analysis in the arts and humanities: intuitive criticism.	
F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).	Music Around The World	<ul style="list-style-type: none"> • Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> • China: Rhythms and Rhymes • We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> • Impressed with Impressionism • Express Yourself 		

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).					Teacher to add LiveLesson component to Musical Cultures: Your Musical Autobiography to provide students with the opportunity to know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.			
9.4. Aesthetic Response								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., “Can artworks that depict or are about ugly or unpleasant things ever be beautiful?”).							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Modern II to provide students with the opportunity to know how to respond to a philosophical statement about works in the arts and humanities.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Modern II to provide students with the opportunity to know how to communicate an informed individual opinion about the meaning of works in the arts.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Modern II to provide students with the opportunity to recognize that the environment of the observer influences individual aesthetic responses to works in the arts.	
D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist’s interpretation through the use of classical ballet of the American West in Agnes De Mille’s Rodeo).							Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Baroque I • Baroque II • Modern • Modern II

PA 23/24 Standards Exploring Music I-III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and humanities.						
Elements: Music						
• duration			Cool Pulsations	• Rhythm—It's Everywhere! • Dots and Ties		
• intensity	Feel the Pulse	• Turn Up the Volume!	Cool Pulsations	• Speed It Up, Slow It Down		
• pitch	Building Blocks	• Notating Pitch	Absolute-ly	• Grand Staff		
• timbre	Building Blocks	• Compositional Tools				
Principles: Music						
• composition	Building Blocks	• Making Melodies				
• form			Absolute-ly	• Triads		
• genre			Absolute-ly	• Composition Portfolio		
• harmony			Architecturally Sound	• Organize Your Music		
• rhythm	Feel the Pulse	• Rhythmic Groove				
• texture	Building Blocks	• Texture	Architecturally Sound	• Organize Your Music		
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.						
Music						
• sing	Building Blocks	• Singing It				
• play an instrument	Building Blocks	• Do It Yourself				
• read and notate music	Building Blocks	• Major Scales	Absolute-ly	• Step Ladder		
• compose and arrange	Building Blocks	• Do It Yourself	Absolute-ly	• Composition Portfolio		
• improvise			Cool Pulsations	• Dots and Ties	A Musician's Role	• Spontaneous Compositions
C. Identify and use comprehensive vocabulary within each of the arts forms.			Architecturally Sound	• Organize Your Music		
D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.			Absolute-ly	• Composition Portfolio		
E. Communicate a unifying theme or point of view through the production of works in the arts.			Absolute-ly	• Composition Portfolio	Creative Foundations	• One Step at a Time
F. Explain works of others within each art form through performance or exhibition.					Creative Foundations	• Musical Communication
G. Explain the function and benefits of rehearsal and practice sessions.					Teacher to add LiveLesson component to provide students with the opportunity to explain the function and benefits of rehearsal and practice sessions.	
H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.						
• Analyze the use of materials.	What Is an Orchestra	• What Is an Orchestra?				
• Explain issues of cleanliness related to the arts.					Teacher to add LiveLesson component to provide students with the opportunity to explain issues of cleanliness related to the arts.	
• Explain the use of mechanical/electrical equipment.	What Is an Orchestra	• Electronic Instruments				
• Demonstrate how to work in selected physical space/environment.	What Is an Orchestra	• What Is an Orchestra?				

PA 23/24 Standards Exploring Music I-III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Demonstrate the selection of safe props/stage equipment.					Teacher to add LiveLesson component to provide students with the opportunity to demonstrate the selection of safe props/stage equipment.	
• Demonstrate methods for storing materials in the arts.					Teacher to add LiveLesson component to provide students with the opportunity to demonstrate methods for storing materials in the arts.	
I. Know where arts events, performances and exhibitions occur and how to gain admission.					Teacher to add LiveLesson component to The Art of Music to provide students with the opportunity to know where arts events, performances and exhibitions occur and how to gain admission.	
J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.						
• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).	What Is an Orchestra	• Strings • Woodwinds				
• Explain and demonstrate contemporary technologies(e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).	What Is an Orchestra	• Electronic Instruments			A Musician's Role	• A Musical Society
K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	What Is an Orchestra	• Electronic Instruments			The Art of Music	• Technology in Music
9.2. Historical and Cultural Contexts						
A. Explain the historical, cultural and social context of an individual work in the arts.	Time Travel	• The Classical Period				
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	Time Travel	• Introduction to Music History				
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Time Travel	• If It Ain't Baroque				
D. Analyze a work of art from its historical and cultural perspective.			Stylistic Imprints	• The Rebirth		
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	Time Travel	• Isn't It Romantic?	Stylistic Imprints	• A Historical Journey		
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.					The Art of Music Musical Cultures	• Artistic Influence • Music and Culture
G. Relate works in the arts to geographic regions:						
• Africa	What Is an Orchestra	• The Percussion Family			Musical Cultures	• Music and Culture
• Asia	What Is an Orchestra	• Strings			The Art of Music	• Tradition vs. Innovation

PA 23/24 Standards Exploring Music I-III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Australia					Teacher to add LiveLesson component to Musical Cultures to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America					Musical Cultures	• Music and Language Teacher to add LiveLesson component to lesson to include works of art in Central America.
• Europe	Time Travel	• If It Ain't Baroque • The Classical Period • Isn't It Romantic?				
• North America					Musical Cultures	• Music and Culture
• South America					Musical Cultures	• Music and Language Teacher to add LiveLesson component to lesson to include works of art in South America.
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.					Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical			Stylistic Imprints	• A Historical Journey	A Musician's Role	• Enhanced Listening
					Musical Cultures	• Music and Culture
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).			Stylistic Imprints	• A Historical Journey		
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).					The Art of Music	• Tradition vs. Innovation
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).			Stylistic Imprints	• Baroque Brilliance		
9.3. Critical Response						
A. Know and use the critical process of the examination of works in the arts and humanities.						
• Compare and contrast			Stylistic Imprints	• The First Viennese School	The Art of Music	• You Be the Judge • Tradition vs. Innovation
• Analyze	Feel the Pulse What Is an Orchestra	• Silence, Please! • What Is an Orchestra?				
• Interpret					Creative Foundations A Musician's Role	• Making Melodies • Enhanced Listening
• Form and test hypotheses	Building Blocks	• About the Bass				
• Evaluate/form judgments					The Art of Music	• You Be the Judge
B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).	What Is an Orchestra	• What Is an Orchestra				

PA 23/24 Standards Exploring Music I-III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).			Architecturally Sound	• Mozart: The Magic Flute I & II		
D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.			Stylistic Imprints	• Copy Me!		
E. Interpret and use various types of critical analysis in the arts and humanities.						
• Contextual criticism					The Art of Music	• You Be the Judge • Popular Music
• Formal criticism					The Art of Music	• You Be the Judge
• Intuitive criticism					The Art of Music	• Everyone's A Critic
F. Apply the process of criticism to identify characteristics among works in the arts.					The Art of Music	• You Be the Judge
G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).	Time Travel	• Beethoven Teacher to add LiveLesson component to include compare and contrast critical positions.				
9.4. Aesthetic Response						
A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).					The Art of Music	• Current Artistic Communities
B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserv or at an artist's website).					Teacher to add LiveLesson component to The Art of Music to provide students with the opportunity to compare and contrast informed individual opinions about the meaning of works in the arts to others.	
C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).			Stylistic Imprints	• Life and Times in the Middle Ages		
D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).					Teacher to add LiveLesson component to The Art of Music to provide students with the opportunity to describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.	

PA 23/24 Standards Living Music I & II	Living Music I		Living Music II	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
A. Know and use the elements and principles of each art form to create works in the arts and humanities.				
Elements: Music				
• duration	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> Measuring Time: Beats and Duration Measuring Time: New Notes Measuring Silence: Rests Grouping Beats Breaking the Pattern 	Inspired to Move	<ul style="list-style-type: none"> Getting Started Rhythm: The Building Blocks Meter: It's Simple Working Together: Texture Portfolio Meter: Not So Simple
	Keeping Score: Understanding Music Notation	• Composition Portfolio	Inspired to Relate	• Your Turn: Composition Portfolio
• intensity	Keeping Time: Understanding Rhythm	• Dynamics	Inspired to Move	• Getting Started
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> Themes and Forms Finishing Touches: Ornamentation and Articulation Composition Portfolio 	Inspired to Relate	• Your Turn: Composition Portfolio
	It's All Relative: The Musical Family Tree	• Correcting the Concerto Portfolio	Inspired to Create	• The Romantic Period: Not Just for Romance I
• pitch	Keeping Time: Understanding Rhythm	• Welcome to Music	Inspired to Move	• Getting Started
	Keeping Score: Understanding Musical Notation	<ul style="list-style-type: none"> Introduction to Musical Notation Pitch Intervals Major Scales and Key Signatures Minor Scales and More Composition Portfolio 	Inspired to Relate	<ul style="list-style-type: none"> The Warm-Up Pitch Intervals: Quantity and Quality In Harmony: Triads Beyond Do, Re, Mi: All Sorts of Scales Unlocking Key Signatures Not-By-Accidentals Fully Functional Conclusive Cadences Your Turn: Composition Portfolio
• timbre	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> Welcome to Music Measuring Time: Beats and Duration 	Inspired to Move	• Getting Started
	Keeping Score: Understanding Music Notation	• Composition Portfolio		
	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> What Is an Orchestra? Chamber Music 		
Principles: Music				
• composition	Keeping Time: Understanding Rhythm	• Welcome to Music	Inspired to Move	• Getting Started
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> Phrases and Cadences Composition Portfolio 	Inspired to Relate	• Your Turn: Composition Portfolio

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
• form	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Themes and Forms • Composition Portfolio 	Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit I • The Enlightened Classical Spirit II: Composition • No Holds Barred: Music of the Twentieth Century
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Mozart's Marvelous Melodies 	Inspired to Understand	<ul style="list-style-type: none"> • Introduction to Analysis • Bach: Brandenburg Concerto No. 5 I • Schubert: Piano Trio No. 1 III • Brahms: Piano Concerto No. 2 III
• genre	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Pre-Baroque and Baroque Periods • The Classical Period • The Romantic Period • Twentieth and Twenty-First Century Music • Stylistic Composition Portfolio 	Inspired to Create	<ul style="list-style-type: none"> • The Middle Ages and the Renaissance • The Enlightened Classical Spirit II: Composition • No Holds Barred: Music of the Twentieth Century
• harmony	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Intervals • Chords and Harmony • Composition Portfolio 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started
			Inspired to Relate	<ul style="list-style-type: none"> • The Warm-Up Pitch • Intervals: Quantity and Quality • In Harmony: Triads • Beyond Do, Re, Mi: All Sorts of Scales • Fully Functional • Your Turn: Composition Portfolio
• rhythm	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music • Measuring Time: Beats and Duration • Measuring Time: New Notes • Measuring Silence: Rests • Grouping Beats • Breaking the Pattern 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Rhythm: The Building Blocks • Meter: It's Simple! • Working Together: Texture Portfolio • Meter: Not So Simple
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Composition Portfolio 		
• texture	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Working Together: Texture Portfolio
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Measuring Time: Beats and Duration • Texture • Composition Portfolio 	Inspired to Relate	<ul style="list-style-type: none"> • Your Turn: Composition Portfolio
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.				
Music				

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
• sing	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Phrases and Cadences • Finishing Touches: Ornamentation and Articulation 	Inspired to Relate	<ul style="list-style-type: none"> • The Warm-Up Pitch • Intervals: Quantity and Quality • In Harmony: Triads • Beyond Do, Re, Mi: All Sorts of Scales • Not-By-Accidentals
• play an instrument	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Major Scales and Key Signatures 	Inspired to Create	• The Middle Ages and the Renaissance
	It's All Relative: The Musical Family Tree	• The String Family		
• read and notate music	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Grouping Beats • Conducting Patterns and Tempo • Breaking the Pattern • Dynamics 	Inspired to Move	<ul style="list-style-type: none"> • Rhythm: The Building Blocks • Working Together: Texture Portfolio
• compose and arrange	Keeping Time: Understanding Rhythm	• Grouping Beats	Inspired to Relate	• Your Turn: Composition Portfolio
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Major Scales and Key Signatures • Texture • Composition Portfolio 	Inspired to Create	• The Enlightened Classical Spirit II: Composition
			Inspired to Understand	• Mozart: The Magic Flute I
• improvise	Keeping Time: Understanding Rhythm	• Welcome to Music	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Working Together: Texture Portfolio
C. Integrate and apply advanced vocabulary to the arts forms.	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music • Dynamics 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Working Together: Texture Portfolio
	It's All Relative: The Musical Family Tree	• The String Family	Inspired to Understand	• Brahms: Piano Concerto No. 2 III
	The Big Picture: Music History and Styles	• Twentieth and Twenty-First Century Music		
D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Stylistic Composition Portfolio Teacher to add LiveLesson component to The Big Picture: Music History and Styles: Stylistic Composition Portfolio to include combinations of specific styles.	Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit II: Composition • No Holds Barred: Music of the Twentieth Century
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	Keeping Time: Understanding Rhythm	• Welcome to Music		
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	Keeping Score: Understanding Music Notation	• Themes and Forms	Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • The Middle Ages and the Renaissance • The Enlightened Classical Spirit I • The Enlightened Classical Spirit II: Composition • The Romantic Period: Not Just for Romance I • Rise of the Jazz Cats

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Beethoven's Revolutionary Writing • The Romantic Period • Debussy's Desires and Dreams 		
G. Analyze the effect of rehearsal and practice sessions.	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music Teacher to add LiveLesson component to Keeping Time: Understanding Rhythm: Welcome to Music to include analyzing.		
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Major Scales and Key Signatures 		
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.				
<ul style="list-style-type: none"> • Evaluate the use and applications of materials. 	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree to provide students with the opportunity to evaluate the use and applications of materials.			
<ul style="list-style-type: none"> • Evaluate issues of cleanliness related to the arts. 	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree to provide students with the opportunity to evaluate issues of cleanliness related to the arts.			
<ul style="list-style-type: none"> • Evaluate the use and applications of mechanical/electrical equipment. 	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to include evaluating.		
<ul style="list-style-type: none"> • Evaluate differences among selected physical space/environment. 	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to include evaluating.		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • The Study of Music 		
<ul style="list-style-type: none"> • Evaluate the use and applications of safe props/stage equipment. 	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree to provide students with the opportunity to evaluate the use and applications of safe props/stage equipment.			
<ul style="list-style-type: none"> • Evaluate the use and apply safe methods for storing materials in the arts. 	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to include evaluating.		

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.			Teacher to add LiveLesson component to Inspired to Create to provide students with the opportunity to distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.				
• Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family • The Woodwind Family • The Brass Family • The Percussion Family • Keyboard Instruments 		
• Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics,	It's All Relative: The Musical Family Tree	• The String Family		
	The Big Picture: Music History and Styles	• Twentieth and Twenty-First Century Music		
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to provide students with the opportunity to analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.			
9.2. Historical and Cultural Contexts				
A. Explain the historical, cultural and social context of an individual work in the arts.			Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • The Middle Ages and the Renaissance • Baroque Grandeur I • Baroque Grandeur II
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).			Teacher to add LiveLesson component to Inspired to Create: Rise of the Jazz Cats to provide students with the opportunity to relate works in the arts chronologically to historical events.	

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> Behold, the Beauty of Bach The Classical Period Mozart's Marvelous Melodies Chopin's Lacy Lyricism Twentieth and Twenty-First Century Music Debussy's Desires and Dreams Stylistic Composition Portfolio 	Inspired to Create	<ul style="list-style-type: none"> The Middle Ages and the Renaissance Baroque Grandeur I Baroque Grandeur II The Enlightened Classical Spirit I The Romantic Period: Not Just for Romance I The Romantic Period: Not Just for Romance II No Holds Barred: Music of the Twentieth Century
			Inspired to Understand	<ul style="list-style-type: none"> Brahms: Piano Concerto No. 2 III
D. Analyze a work of art from its historical and cultural perspective.	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> Debussy's Desires and Dreams 	Inspired to Create	<ul style="list-style-type: none"> The Middle Ages and the Renaissance The Enlightened Classical Spirit I Rise of the Jazz Cats
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)			Inspired to Create	<ul style="list-style-type: none"> More than Entertainment: Functions of Music The Enlightened Classical Spirit I The Enlightened Classical Spirit II: Composition Rise of the Jazz Cats
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> The Study of Music 	Inspired to Create	<ul style="list-style-type: none"> More than Entertainment: Functions of Music
G. Relate works in the arts to geographic regions:				
<ul style="list-style-type: none"> Africa 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Africa.			
<ul style="list-style-type: none"> Asia 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Asia.			
<ul style="list-style-type: none"> Australia 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Australia.			

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
<ul style="list-style-type: none"> Central America 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Central America.			
<ul style="list-style-type: none"> Europe 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Europe.			
<ul style="list-style-type: none"> North America 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: North America.			
<ul style="list-style-type: none"> South America 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: South America.			
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.			
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).			Inspired to Create	<ul style="list-style-type: none"> The Enlightened Classical Spirit I
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).				<ul style="list-style-type: none"> The Enlightened Classical Spirit II: Composition The Romantic Period: Not Just for Romance II Rise of the Jazz Cats
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling-plays, oral histories- poetry, work songs- blue grass).	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> The Study of Music 	Inspired to Create	<ul style="list-style-type: none"> More than Entertainment: Functions of Music The Middle Ages and the Renaissance The Romantic Period: Not Just for Romance II

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Themes and Forms • Finishing Touches: Ornamentation and Articulation 		<ul style="list-style-type: none"> • The Enlightened Classical Spirit I • The Romantic Period: Not Just for Romance I • Mozart: The Magic Flute III
9.3. Critical Response				
A. Explain and apply the critical examination processes of works in the arts and humanities.				
<ul style="list-style-type: none"> • Compare and contrast 	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music 	Inspired to Understand	<ul style="list-style-type: none"> • Bach: Brandenburg Concerto No. 5 IV • Mozart: The Magic Flute II • Mozart: The Magic Flute III • Brahms: Piano Concerto No. 2 III
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Minor Scales and More 		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Chopin's Lacy Lyricism 		
<ul style="list-style-type: none"> • Analyze 	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music • Measuring Time: Beats and Duration • Measuring Time: New Notes • Measuring Silence: Rests • Grouping Beats • Conducting Patterns and Tempo • Breaking the Pattern • Dynamics 	Inspired to Understand	<ul style="list-style-type: none"> • Bach: Brandenburg Concerto No. 5 I • Bach: Brandenburg Concerto No. 5 II • Bach: Brandenburg Concerto No. 5 III • Bach: Brandenburg Concerto No. 5 IV • Mozart: The Magic Flute I • Mozart: The Magic Flute II • Mozart: The Magic Flute III • Schubert: Piano Trio No. 1 I • Schubert: Piano Trio No. 1 II • Brahms: Piano Concerto No. 2 I • Brahms: Piano Concerto No. 2 II
<ul style="list-style-type: none"> • Interpret 			Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit I
			Inspired to Understand	<ul style="list-style-type: none"> • Mozart: The Magic Flute II • Brahms: Piano Concerto No. 2 I • Brahms: Piano Concerto No. 2 II
<ul style="list-style-type: none"> • Form and test hypotheses 	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Minor Scales and More 		
<ul style="list-style-type: none"> • Evaluate/form judgments 	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Measuring Silence: Rests 		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Twentieth and Twenty-First Century Music 		
B. Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in Woman Combing Her Hair).	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to determine and apply criteria to a person’s work and works of others in the arts.			

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to apply systems of classification for interpreting works in the arts and forming a critical response.			
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.			
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.				
• Contextual criticism	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to examine and evaluate various types of critical analysis of works in the arts and humanities: contextual criticism.			
• Formal criticism	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to examine and evaluate various types of critical analysis of works in the arts and humanities: formal criticism.			
• Intuitive criticism	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to examine and evaluate various types of critical analysis of works in the arts and humanities: intuitive criticism.			
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	The Big Picture: Music History and Styles	• The Study of Music Teacher to add LiveLesson component to The Big Picture: Music History and Styles: The Study of Music to include analyzing.		

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.			
9.4. Aesthetic Response				
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.			Teacher to add LiveLesson component to Inspired to Create: The Enlightened Classical Spirit I to provide students with the opportunity to evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).			Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • Rise of the Jazz Cats
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • Chamber Music 		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • The Study of Music • Beethoven's Revolutionary Writing 		
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.			Inspired to Create	<ul style="list-style-type: none"> • Baroque Grandeur I • The Enlightened Classical Spirit I

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
11.1. Financial and Resource Management		
A. Analyze current conservation practices and their effect on future renewable and non-renewable resources.		
• Refuse	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
• Reduce	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
• Reuse	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
• Recycle	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).	In the Store	<ul style="list-style-type: none"> • Money Sense Teacher to add LiveLesson component to the lesson to include explaining.
C. Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).	Teacher to add LiveLesson component to provide students with the opportunity to delineate and assess the factors affecting the availability of housing.	
D. Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).	Teacher to add LiveLesson component to provide students with the opportunity to explain how consumer rights and responsibilities are protected.	
E. Compare the influences of income and fringe benefits to make decisions about work.	Teacher to add LiveLesson component to provide students with the opportunity to compare the influences of income and fringe benefits to make decisions about work.	
F. Evaluate different strategies to obtain consumer goods and services.	Teacher to add LiveLesson component to provide students with the opportunity to evaluate different strategies to obtain consumer goods and services.	
G. Analyze how public, nonpublic and for-profit service providers serve the family.	Teacher to add LiveLesson component to provide students with the opportunity to analyze how public, nonpublic and for-profit service providers serve the family.	

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
11.2. Balancing Family, Work and Community Responsibility		
A. Solve dilemmas using a practical reasoning approach		
• Identify situation	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to identify situation.	
• Identify reliable information	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to identify reliable information.	
• List choices and examine the consequences of each	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to list choices and examine the consequences of each.	
• Develop a plan of action	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to develop a plan of action.	
• Draw conclusions	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to draw conclusions.	
• Reflect on decisions	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to reflect on decisions.	
B. Know FCCLA action planning procedure and how to apply it to family, work and community decisions.	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to know FCCLA action planning procedure and how to apply it to family, work and community decisions.	
C. Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.	In the Family	• Family Outing Teacher to add LiveLesson component to the lesson to include assessing.
D. Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).	In the Family	• Pet Care
E. Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to evaluate the impact of technology and justify the use or nonuse of it.	

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
F. Contrast past and present family functions and predict their probable impact on the future of the family.	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to contrast past and present family functions and predict their probable impact on the future of the family.	
G. Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to explain the influences of family life cycle stages on the needs of families and communities.	
H. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.	In the Family	<ul style="list-style-type: none"> • Family Outing Teacher to add LiveLesson component to the lesson to include justifying the significance of interpersonal communication skills.
11.3. Food Science and Nutrition		
A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to explain how scientific and technological developments enhance our food supply.	
B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	
C. Analyze the impact of food addictions and eating disorders on health.	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to analyze the impact of food addictions and eating disorders on health.	
D. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to analyze relationship between diet and disease and risk factors.	

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.	
F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	In the Kitchen	<ul style="list-style-type: none"> • Pizza Pie Teacher to add LiveLesson component to the lesson to include hypothesizing.
G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	In the Kitchen	<ul style="list-style-type: none"> • Baking Teacher to add LiveLesson component to the lesson to include analyzing preservation.
11.4. Child Development		
A. Analyze physical, intellectual and social/emotional development in relation to theories of child development.	Teacher to add LiveLesson component to provide students with the opportunity to analyze physical, intellectual and social/emotional development in relation to theories of child development.	
B. Evaluate health and safety hazards relating to children at each stage of child development.	Teacher to add LiveLesson component to provide students with the opportunity to evaluate health and safety hazards relating to children at each stage of child development.	
C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.	Teacher to add LiveLesson component to provide students with the opportunity to evaluate various environments to determine if they provide the characteristics of a proper learning environment.	
D. Analyze the roles, responsibilities and opportunity for family involvement in schools.	Teacher to add LiveLesson component to provide students with the opportunity to analyze the roles, responsibilities and opportunity for family involvement in schools.	
E. Explain how storytelling, story reading and writing enhance literacy development in children.	Teacher to add LiveLesson component to provide students with the opportunity to explain how storytelling, story reading and writing enhance literacy development in children.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health								
A. Identify and describe the stages of growth and development.								
• infancy							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: infancy.	
• childhood							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: childhood.	
• adolescence							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: adolescence.	
• adulthood							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: adulthood.	
• late adulthood							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: late adulthood.	
B. Identify and know the location and function of the major body organs and systems.								
• circulatory					How Strong Are You?	• Jump Start Your Heart		
• respiratory	Effects of Exercise	• The Lungs						
• muscular	Effects of Exercise	• Building Muscle Strength					Your Body and Exercise	• Body Composition
• skeletal							Developing a Healthy Exercise Routine	• Strength and Endurance Training
• digestive							Your Body and Exercise	• Body Composition
							Teacher to add LiveLesson component to provide students with the opportunity to identify and know the location and function of the major body organs and systems: digestive.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Explain the role of the food guide pyramid in helping people eat a healthy diet.								
• food groups			Making Healthy Choices	• Nutrition: USDA's MyPlate • Nutrition: Choosing Healthy Food	Making Healthy Choices	• Nutrition: MyPlate • Nutrition: Choosing Healthy Food	Your Body and Exercise	• Nutrition and Healthy Eating
• number of servings			Making Healthy Choices	• Nutrition: USDA's MyPlate	Making Healthy Choices	• Nutrition: MyPlate	Your Body and Exercise	• Nutrition and Healthy Eating
• variety of food			Making Healthy Choices	• Nutrition: Choosing Healthy Food	Making Healthy Choices	• Nutrition: MyPlate	Your Body and Exercise	• Nutrition and Healthy Eating
• nutrients							Your Body and Exercise	• Nutrition and Healthy Eating
D. Know age appropriate drug information.								
• definition of drugs							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: definition of drugs.	
• effects of drugs							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: effects of drugs.	
• proper use of medicine							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: proper use of medicine.	
• healthy/unhealthy risk-taking (e.g. inhalant use, smoking)					How Strong Are You?	• Jump Start Your Heart Smoking is mentioned as a risk/bad habit for your health. Teacher to add LiveLesson component to the lesson to include knowing age appropriate drug information.		
• skills to avoid drugs							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: skills to avoid drugs.	
E. Identify types and causes of common health problems of children.								
• infectious diseases (e.g., colds, flu, chickenpox)							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: infectious diseases.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• noninfectious diseases (e.g., asthma, hay fever, allergies, Lyme disease)							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: noninfectious diseases.	
• germs							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: germs.	
• pathogens							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: pathogens.	
• heredity							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: heredity.	
10.2. Healthful Living								
A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.			Making Healthy Choices	• Personal Hygiene Teacher to add LiveLesson component to the lesson to include identifying community helpers that promote health and prevent the spread of disease.	Making Healthy Choices	• Personal Hygiene Teacher to add LiveLesson component to the lesson to include identifying community helpers that promote health and prevent the spread of disease.		
B. Identify health-related information.								
• signs and symbols					Teacher to add LiveLesson component to Making Healthy Choices: Nutrition: MyPlate to provide students with the opportunity to identify health-related information: signs and symbols.			
• terminology					How Strong Are You?	• Get Up and Dance! • Lets Build Your Muscles!	Your Body and Exercise	• Body Composition • The Importance of Fluids
• products and services							Your Body and Exercise	• The Importance of Fluids
C. Identify media sources that influence health and safety.			Making Healthy Choices	• Nutrition: USDA's MyPlate	Making Healthy Choices	• Nutrition: MyPlate		

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Identify the steps in a decision-making process.							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to identify the steps in a decision-making process.	
E. Identify environmental factors that affect health.								
• pollution (e.g., air, water, noise, soil)							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: pollution.	
• waste disposal							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: waste disposal.	
• temperature extremes							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: temperature extremes.	
• insects/animals							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: insects/animals.	
10.3. Safety and Injury Prevention								
A. Recognize safe/unsafe practices in the home, school and community.								
• general (e.g., fire, electrical, animals)							Teacher to add LiveLesson component to provide students with the opportunity to recognize safe/unsafe practices in the home, school and community: general.	
• modes of transportation (e.g., pedestrian, bicycle, vehicular)							Teacher to add LiveLesson component to provide students with the opportunity to recognize safe/unsafe practices in the home, school and community: modes of transportation.	
• outdoor (e.g., play, weather, water)	Responsibility, Respect, and Enjoyment	• Staying Safe in the Water					Your Body and Exercise	• Injuries

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> safe around people (e.g., safe/unsafe touch, abuse, stranger, bully) 							Teacher to add LiveLesson component to provide students with the opportunity to recognize safe/unsafe practices in the home, school and community: safe around people.	
B. Recognize emergency situations and explain appropriate responses.								
<ul style="list-style-type: none"> importance of remaining calm 	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment: Emergencies to provide students with the opportunity to recognize emergency situations and explain appropriate responses: importance of remaining calm.							
<ul style="list-style-type: none"> how to call for help 	Responsibility, Respect, and Enjoyment	<ul style="list-style-type: none"> Emergencies 						
<ul style="list-style-type: none"> simple assistance procedures 	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment: Emergencies to provide students with the opportunity to recognize emergency situations and explain appropriate responses: simple assistance procedures.							
<ul style="list-style-type: none"> how to protect self 	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment: Emergencies to provide students with the opportunity to recognize emergency situations and explain appropriate responses: how to protect self.							
C. Recognize conflict situations and identify strategies to avoid or resolve.								
<ul style="list-style-type: none"> walk away 							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: walk away.	
<ul style="list-style-type: none"> I-statements 							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: I-statements.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• refusal skills							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: refusal skills.	
• adult intervention							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: adult intervention.	
D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).	Physically Active Lifestyle	• Physical Activities					Your Body and Exercise	• Injuries
	Responsibility, Respect, and Enjoyment	• Importance of Following Rules • Dressing for Physical Activity • Using Equipment					Developing a Healthy Exercise Routine	• A Healthy Exercise Routine • Flexibility Training
10.4. Physical Activity								
A. Identify and engage in physical activities that promote physical fitness and health.	Physically Active Lifestyle	• Physical Activities	Get Up and Move	• Introduction to Physical Education 1	Get Up and Move	• Introduction to Physical Education 2	The Presidential Fitness Challenge: Introduction	• About the President's Challenge
B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	Physically Active Lifestyle	• Benefits of Physical Activity • Feelings and Physical Activity			Making Healthy Choices	• Exercise		
	Effects of Exercise	• Daily Physical Activity			How Strong Are You?	• Jump Start Your Heart		
C. Know and recognize changes in body responses during moderate to vigorous physical activity.								
• heart rate	Effects of Exercise	• Do You Notice a Change?	Making Healthy Choices	• Exercise	Making Healthy Choices	• Exercise		
• breathing rate	Effects of Exercise	• Do You Notice a Change?			Making Healthy Choices	• Exercise		
D. Identify likes and dislikes related to participation in physical activities.	Physically Active Lifestyle	• Enjoyable Physical Activities						
E. Identify reasons why regular participation in physical activities improves motor skills.					Teacher to add LiveLesson component to Making Healthy Choices: Exercise to provide students with the opportunity to identify reasons why regular participation in physical activities improves motor skills.			
F. Recognize positive and negative interactions of small group activities.								
• roles (e.g., leader, follower)	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment to provide students with the opportunity to recognize positive and negative interactions of small group activities: roles.							

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• cooperation/sharing	Responsibility, Respect, and Enjoyment	• Working Together			Games from Around the World	• Germany: Hit the Pot and Sardines		
• on task participation	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment to provide students with the opportunity to recognize positive and negative interactions of small group activities: on task participation.							
10.5. Concepts, Principles and Strategies of Movement								
A. Recognize and use basic movement skills and concepts.								
• locomotor movements (e.g., run, leap, hop)	Introduction to Common Movements	• Moving Forward, Sideways, and Backward	Get Up and Move	• Side Straddle Hop • Marsupial Mania	Get Up and Move	• Side Straddle Hop	Moving, Stretching, and Strengthening	• Jumping and Leaping
	Let's Move	• Let's Travel			Games You Can Make!	• Make Your Own Cheerleader Pompons • Make Your Own Coffee Can Stilts		
• non-locomotor movements (e.g., bend, stretch, twist)	Introduction to Common Movements	• Stretching			Get Up and Move	• Space Awareness: Balance • Where Are You Going?	The Presidential Fitness Challenge: Introduction	• Terrific Trunk Lift and Stretchy Sit-and-Reach
	Let's Move	• Bending, Pushing, Pulling, and Squatting • Twist and Bend your Body					Developing a Healthy Exercise Routine	• Flexibility Training
							Moving, Stretching, and Strengthening	• Twist and Turn
• manipulative movements (e.g., throw, catch, kick)	Introduction to Common Movements	• Playing Ball	Get Up and Move	• Ping-Pong Pass	Get Up and Move	• Body Toss	Moving, Stretching, and Strengthening	• Did You Catch That?
• relationships (e.g., over, under, beside)	Introduction to Common Movements	• Determining Direction						
• combination movements (e.g., locomotor, non-locomotor, manipulative)	Introduction to Common Movements	• Balancing and Body Parts	Get Up and Move	• Limbo Lights	Get Up and Move	• Tightrope Walker	Games Around the World	• Europe
					Games You Can Make!	• Make Your Own Swirling Dancing Ribbons		
• space awareness (e.g., self-space, levels, pathways, directions)	Let's Move	• My Space, Our Space			Games You Can Make!	• Make Your Own Swirling Dancing Ribbons	Moving, Stretching, and Strengthening	• Move It! • Which Way Am I Going?
• effort (e.g., speed, force)	Let's Move	• Are You Fast or Slow?	Get Up and Move	• Plyometrics	Get Up and Move	• Jumping Jacks to the Music	Moving, Stretching, and Strengthening	• Upper Body Strength
					Games You Can Make!	• Ab Wheelie • Beach Ball Lift		
B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.								
• form							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to recognize and describe the concepts of motor skill development using appropriate vocabulary: form.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• developmental differences							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to recognize and describe the concepts of motor skill development using appropriate vocabulary: developmental differences.	
• critical elements							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to recognize and describe the concepts of motor skill development using appropriate vocabulary: critical elements.	
• feedback							Your Body and Exercise	• The Importance of Fluids
C. Know the function of practice.			Get Up and Move	• Plyometrics				
D. Identify and use principles of exercise to improve movement and fitness activities.								
• frequency/how often to exercise							Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
• intensity/how hard to exercise					How Strong Are You?	• Let's Build Your Muscles!	Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
• time/how long to exercise							Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
• type/what kind of exercise							Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.								
• gravity						Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to know and describe scientific principles that affect movement and skills using appropriate vocabulary: gravity.		
• force production/absorption						Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to know and describe scientific principles that affect movement and skills using appropriate vocabulary: force production/absorption.		
• balance					Get Up and Move	• Space Awareness: Balance	Moving, Stretching, and Strengthening	• I Am Strong and Sturdy
					Games from Around the World	• Greece: The Snail Game		

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• rotation					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to know and describe scientific principles that affect movement and skills using appropriate vocabulary: rotation.			
F. Recognize and describe game strategies using appropriate vocabulary.								
• faking/dodging					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: faking/dodging.			
• passing/receiving					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: passing/receiving.			
• MOVING to be open					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: MOVING to be open.			
• defending space					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: defending space.			
• following rules of play	Responsibility, Respect, and Enjoyment	• Importance of Following Rules						

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health						
A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.						
• education					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: education.	
• socioeconomic					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: socioeconomic.	
B. Identify and describe the structure and function of the major body systems.						
• nervous					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems • Heart, Lungs, and Nerves Working Together
• muscular					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems • Bones and Muscles Working Together
• integumentary					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems
• urinary					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems • The Digestion and Elimination Cycle

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• endocrine					Teacher to add LiveLesson component to Human Body Systems: Your Cells and Systems to provide students with the opportunity to identify and describe the structure and function of the major body systems: endocrine.	
• reproductive					Teacher to add LiveLesson component to Human Body Systems: Your Cells and Systems to provide students with the opportunity to identify and describe the structure and function of the major body systems: reproductive.	
• immune					Teacher to add LiveLesson component to Human Body Systems: Your Cells and Systems to provide students with the opportunity to identify and describe the structure and function of the major body systems: immune.	
C. Analyze nutritional concepts that impact health.						
• caloric content of foods	Your Body and Exercise	• Body Composition • Nutrition & Healthy Eating	Your Body and Exercise	• Body Composition • Nutrition & Healthy Eating	Nutrition	• Nutrients Your Body Needs • Guidelines for Eating Healthy
• relationship of food intake and physical activity (energy output)	Your Body and Exercise	• Body Composition • Nutrition & Healthy Eating	Your Body and Exercise	• Body Composition • Nutrition & Healthy Eating	Nutrition	• Nutrients Your Body Needs
• nutrient requirements	Your Body and Exercise	• Nutrition & Healthy Eating	Your Body and Exercise	• Nutrition & Healthy Eating	Nutrition	• Nutrients Your Body Needs • Guidelines for Eating Healthy
• label reading	Your Body and Exercise	• Nutrition & Healthy Eating	Your Body and Exercise	• Nutrition & Healthy Eating	Nutrition	• Nutrients Your Body Needs • Guidelines for Eating Healthy • Healthy Choices

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> healthful food selection 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition Nutrition & Healthy Eating 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition Nutrition & Healthy Eating 	Nutrition	<ul style="list-style-type: none"> Nutrients Your Body Needs Guidelines for Eating Healthy
D. Explain factors that influence childhood and adolescent drug use.						
<ul style="list-style-type: none"> peer influence 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking Teacher to add LiveLesson component to Using Alcohol and Other Drugs: Alcohol: Dangerous Drinking to include explaining.
<ul style="list-style-type: none"> body image (e.g., steroids, enhancers) 					Teacher to add LiveLesson component to Personal Health: Using Medicines Responsibly to provide students with the opportunity to explain factors that influence childhood and adolescent drug use: body image.	
<ul style="list-style-type: none"> social acceptance 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking
<ul style="list-style-type: none"> stress 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> The Dangers of Alcohol Use Teacher to add LiveLesson component to Using Alcohol and Other Drugs: The Dangers of Alcohol Use to include explaining.
<ul style="list-style-type: none"> media influence 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking The Dangers of Alcohol Use
<ul style="list-style-type: none"> decision-making/refusal skills 					Healthy Relationships	<ul style="list-style-type: none"> How to Use Refusal Skills
<ul style="list-style-type: none"> rules, regulations and laws 					Tobacco	<ul style="list-style-type: none"> Free From Tobacco
<ul style="list-style-type: none"> consequences 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking
E. Identify health problems that can occur throughout life and describe ways to prevent them.						

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) 					Your Health and Wellness	<ul style="list-style-type: none"> Your Health Is Your Responsibility Teacher to add LiveLesson component to Your Health and Wellness: Your Health Is Your Responsibility to include describing ways to prevent diseases.
<ul style="list-style-type: none"> preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) 					Your Health and Wellness	<ul style="list-style-type: none"> Your Health Is Your Responsibility
					Nutrition	<ul style="list-style-type: none"> Nutrients Your Body Needs Guidelines for Eating Healthy Healthy Choices
					Tobacco	<ul style="list-style-type: none"> The Dangers of Tobacco Free From Tobacco
					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> The Dangers of Alcohol Use
10.2. Healthful Living						
A. Explain the relationship between personal health practices and individual well-being.						
<ul style="list-style-type: none"> immunizations 					Teacher to add LiveLesson component to Personal Health: Using Medicines Responsibly to provide students with the opportunity to explain the relationship between personal health practices and individual well-being: immunizations.	
<ul style="list-style-type: none"> health examinations 					Personal Health	<ul style="list-style-type: none"> Health Care in Your Community Teacher to add LiveLesson component to Personal Health: Health Care in Your Community to include explaining in relation to health examinations.
B. Explain the relationship between health-related information and consumer choices.						
<ul style="list-style-type: none"> dietary guidelines/food selection 					Nutrition	<ul style="list-style-type: none"> Nutrients Your Body Needs Guidelines for Eating Healthy Healthy Choices

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> sun exposure guidelines/sunscreen selection 					Personal Health	<ul style="list-style-type: none"> Your Teeth, Skin, and Hair Teacher to add LiveLesson component to Personal Health: Your Teeth, Skin, and Hair to include explaining.
C. Explain the media's effect on health and safety issues.					Personal Health	<ul style="list-style-type: none"> Choosing Health Products
D. Describe and apply the steps of a decision-making process to health and safety issues.					Your Health and Wellness	<ul style="list-style-type: none"> Responsible Decision Making
E. Analyze environmental factors that impact health.						
<ul style="list-style-type: none"> indoor air quality (e.g., secondhand smoke, allergens) 					Teacher to add LiveLesson component to Human Body Systems: Heart, Lungs, and Nerves Working Together to provide students with the opportunity to analyze environmental factors that impact health: indoor air quality (e.g., secondhand smoke, allergens).	
<ul style="list-style-type: none"> chemicals, metals, gases (e.g., lead, radon, carbon monoxide) 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to analyze environmental factors that impact health: chemicals, metals, gases (e.g., lead, radon, carbon monoxide).	
<ul style="list-style-type: none"> radiation 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to analyze environmental factors that impact health: radiation.	

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> natural disasters 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to analyze environmental factors that impact health: natural disasters.	
10.3. Safety and Injury Prevention						
A. Explain and apply safe practices in the home, school and community.						
<ul style="list-style-type: none"> emergencies (e.g., fire, natural disasters) 					Personal Health	<ul style="list-style-type: none"> First Aid for Emergencies
<ul style="list-style-type: none"> personal safety (e.g., home alone, latch key, harassment) 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to explain and apply safe practices in the home, school and community: personal safety (e.g., home alone, latch key, harassment).	
<ul style="list-style-type: none"> communication (e.g., telephone, Internet) 					Healthy Relationships	<ul style="list-style-type: none"> Friends and Peers
<ul style="list-style-type: none"> violence prevention (e.g., gangs, weapons) 					Healthy Relationships Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Communication Skills The Look of Illegal Drug Use Teacher to add LiveLesson component to Using Alcohol and Other Drugs: The Look of Illegal Drug Use to include violence prevention.
B. Know and apply appropriate emergency responses.						
<ul style="list-style-type: none"> basic first aid 					Personal Health	<ul style="list-style-type: none"> First Aid for Emergencies

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Heimlich maneuver					Teacher to add LiveLesson component to Personal Health: First Aid for Emergencies to provide students with the opportunity to know and apply appropriate emergency responses: Heimlich maneuver.	
• universal precautions					Personal Health	• First Aid for Emergencies
C. Describe strategies to avoid or manage conflict and violence.						
• anger management					Your Character Counts	• Expressing Emotions • Emotional Problems
• peer mediation					Healthy Relationships	• Communication Skills • Friends and Peers
• reflective listening					Your Character Counts	• Expressing Emotions Teacher to add LiveLesson component to Your Character Counts: Expressing Emotions to include describing.
					Healthy Relationships	• Communication Skills • Resolving Conflicts
• negotiation					Healthy Relationships	• Communication Skills • Resolving Conflicts Teacher to add LiveLesson component to Healthy Relationships: Resolving Conflicts to include describing.
D. Analyze the role of individual responsibility for safety during physical activity.	Your Body and Exercise	• Injuries Teacher to add LiveLesson component to Your Body and Exercise: Injuries to include analyzing.	Your Body and Exercise	• Injuries Teacher to add LiveLesson component to Your Body and Exercise: Injuries to include analyzing.	Your Health and Wellness	• Your Health Is Your Responsibility
10.4. Physical Activity						
A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	The Presidential Fitness Challenge: Introduction	• About the Presidential Fitness Challenge • Powerful Pacer and Mighty Mile	The Presidential Fitness Challenge: Introduction	• About the Presidential Fitness Challenge • Powerful Pacer and Mighty Mile	Your Health and Wellness	• Overall Health • Create Your Health Goals
	Learning Locomotor Skills	• Jumping and Leaping	Learning Locomotor Skills	• Jumping and Leaping		
B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.					Human Body Systems	• Bones and Muscles Working Together
C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.						

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> heart rate monitoring 			Developing a Healthy Exercise Routine	<ul style="list-style-type: none"> Aerobic Training 		
<ul style="list-style-type: none"> checking blood pressure 			Teacher to add LiveLesson component to Developing a Healthy Exercise Routine: Aerobic Training to provide students with the opportunity to identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity: checking blood pressure.			
<ul style="list-style-type: none"> fitness assessment 	The Presidential Fitness Challenge: Introduction	<ul style="list-style-type: none"> About the Presidential Fitness Challenge Powerful Pacer and Mighty Mile 	The Presidential Fitness Challenge: Introduction	<ul style="list-style-type: none"> About the Presidential Fitness Challenge Powerful Pacer and Mighty Mile 	Your Health and Wellness	<ul style="list-style-type: none"> Overall Health Create Your Health Goals
	The Presidential Fitness Challenge	<ul style="list-style-type: none"> Endurance Run/Walk and Shuttle Run 	The Presidential Fitness Challenge	<ul style="list-style-type: none"> Endurance Run/Walk and Shuttle Run 		
D. Identify likes and dislikes related to participation in physical activities.						
<ul style="list-style-type: none"> enjoyment 					Your Health and Wellness	<ul style="list-style-type: none"> Create Your Health Goals
<ul style="list-style-type: none"> personal interest 					Your Health and Wellness	<ul style="list-style-type: none"> Create Your Health Goals
<ul style="list-style-type: none"> social experience 					Teacher to add LiveLesson component to Your Health and Wellness: Create Your Health Goals to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: social experience.	
<ul style="list-style-type: none"> opportunities to learn new activities 					Teacher to add LiveLesson component to Your Health and Wellness: Create Your Health Goals to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: opportunities to learn new activities.	

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• parental preference					Teacher to add LiveLesson component to Your Health and Wellness: Create Your Health Goals to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: parental preference.	
• environment					Personal Health	• Health Care in Your Community
E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.						
• success-oriented activities	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: success-oriented activities.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: success-oriented activities.			
• school-community resources	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: school-community resources.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: school-community resources.			

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • variety of activities 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: variety of activities.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: variety of activities.			
<ul style="list-style-type: none"> • time on task 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: time on task.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: time on task.			
F. Identify and describe positive and negative interactions of group members in physical activities.						
<ul style="list-style-type: none"> • leading 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: leading.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: leading.			
<ul style="list-style-type: none"> • following 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: following.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: following.			

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• teamwork	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: teamwork.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: teamwork.			
• etiquette	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: etiquette.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: etiquette.			
• adherence to rules	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: adherence to rules.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: adherence to rules.			
10.5. Concepts, Principles and Strategies of Movement						
A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	Learning Locomotor Skills	• Did You Catch That?	Learning Locomotor Skills	• Let's Have a Ball Teacher to add LiveLesson component to Learning Locomotor Skills: Let's Have a Ball to include explaining.		
B. Identify and apply the concepts of motor skill development to a variety of basic skills.						
• transfer between skills					Your Health and Wellness	• Your Health Is Your Responsibility

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> selecting relevant cues 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: selecting relevant cues.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: selecting relevant cues.			
<ul style="list-style-type: none"> types of feedback 					Your Health and Wellness	<ul style="list-style-type: none"> Overall Health
<ul style="list-style-type: none"> movement efficiency 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: movement efficiency.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: movement efficiency.			
<ul style="list-style-type: none"> product (outcome/result) 					Your Character Counts	<ul style="list-style-type: none"> A Healthy Self-Concept
C. Describe the relationship between practice and skill development.					Your Character Counts	<ul style="list-style-type: none"> Your Character Counts
D. Describe and apply the principles of exercise to the components of health related and skill-related fitness.						
<ul style="list-style-type: none"> cardiorespiratory endurance 			Developing a Healthy Exercise Routine	<ul style="list-style-type: none"> Aerobic Training 		
<ul style="list-style-type: none"> muscular strength 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Strength and Endurance Training 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Training for Strength and Endurance Teacher to add LiveLesson component to Developing A Healthy Exercise Routine: Training for Strength and Endurance to include describing.		
<ul style="list-style-type: none"> muscular endurance 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Strength and Endurance Training 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Training for Strength and Endurance Teacher to add LiveLesson component to Developing A Healthy Exercise Routine: Training for Strength and Endurance to include describing.		
<ul style="list-style-type: none"> flexibility 			Developing a Healthy Exercise Routine	<ul style="list-style-type: none"> Flexibility Training 		
<ul style="list-style-type: none"> body composition 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition 		

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.						
<ul style="list-style-type: none"> Newton's Laws of Motion 	Teacher to add LiveLesson component to Learning Locomotor Skills: Did You Catch That? to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: Newton's Laws of Motion.					
<ul style="list-style-type: none"> application of force 			Teacher to add LiveLesson component to Developing a Healthy Exercise Routine: Training for Strength and Endurance to provide students with the opportunity to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: application of force.			
<ul style="list-style-type: none"> static/dynamic balance 	Teacher to add LiveLesson component to Learning Locomotor Skills: I Am Strong and Sturdy to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: static/dynamic balance.					

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• levers			Teacher to add LiveLesson component to Developing a Healthy Exercise Routine: Training for Strength and Endurance to provide students with the opportunity to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: levers.			
• flight	Teacher to add LiveLesson component to Learning Locomotor Skills: Jumping and Leaping to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: flight.					
F. Identify and apply game strategies to basic games and physical activities.						
• give and go	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: give and go.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: give and go.			
• one on one	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: one on one.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: one on one.			

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> peer communication 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: peer communication.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: peer communication.			

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health				
A. Analyze factors that impact growth and development between adolescence and adulthood.				
• relationships (e.g., dating, friendships, peer pressure)	Resolving Conflicts and Preventing Violence	• Conflict Resolution		
• interpersonal communication	Mental and Emotional Health	• Personality		
• risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)			Understanding Your Health	• Changes in the Teen Years
• abstinence			Your Body Systems	• Human Reproductive System
• STD and HIV prevention			Your Body Systems	• Human Reproductive System Teacher to add LiveLesson component to the lesson to include analyzing factors that impact growth and development between adolescence and adulthood: STD and HIV prevention.
• community	Understanding Health and Wellness	• Factors That Affect Your Health		
B. Analyze the interdependence existing among the body systems.			Your Body Systems	• Human Skeletal System
C. Analyze factors that impact nutritional choices of adolescents.				
• body image	Food and Nutrition	• Healthy Body Image • Maintaining a Healthy Weight		
• advertising	Food and Nutrition	• Choosing Food Wisely		
• dietary guidelines	Food and Nutrition	• Nutrients • Choosing Food Wisely		
• eating disorders	Food and Nutrition	• Maintaining a Healthy Weight	Your Body Image	• Living with an Eating Disorder
• peer influence	Food and Nutrition	• Choosing Food Wisely		
• athletic goals			Nutrition for Health	• The Benefits of Nutrition Teacher to add LiveLesson component to lesson to include analyzing factors that impact nutritional choices of adolescents: athletic goals.
D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.				
• decision-making/refusal skills	Understanding Health and Wellness	• Taking Responsibility for Your Health		
	Alcohol	• Choosing Not to Drink		
• situation avoidance	Tobacco	• Saying No to Tobacco		
• goal setting	Drugs	• Choosing to Be Drug Free		
• professional assistance (e.g., medical, counseling, support groups)	Alcohol	• Long-Term Risks of Alcohol		

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• parent involvement	Drugs	• Factors Affecting Drug Abuse		
E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.	Alcohol	• Long-Term Risks of Alcohol		
10.2. Healthful Living				
A. Identify and describe health care products and services that impact adolescent health practices.			Understanding Your Health	• How to Make Responsible Health Decisions Teacher to add LiveLesson component to the lesson to include health care products.
B. Analyze the relationship between health-related information and adolescent consumer choices.				
• tobacco products	Tobacco	• Chemicals in Tobacco Products • Teens and Tobacco		
• weight control products	Teacher to add LiveLesson component to Food and Nutrition: Maintaining a Healthy Weight to provide students with the opportunity to analyze the relationship between health-related information and adolescent consumer choices: weight control products.			
C. Analyze media health and safety messages and describe their impact on personal health and safety.	Understanding Health and Wellness	• Understanding Health Risks		
D. Analyze and apply a decision-making process to adolescent health and safety issues.	Resolving Conflicts and Preventing Violence	• Conflict Resolution		
E. Explain the interrelationship between the environment and personal health.				
• ozone layer/skin cancer	Teacher to add LiveLesson component to Understanding Health and Wellness: Factors That Affect Your Health to provide students with the opportunity to explain the interrelationship between the environment and personal health: ozone layer/skin cancer.			
• availability of health care/individual health			Understanding Your Health	• How to Make Responsible Health Decisions Teacher to add LiveLesson component to the lesson to expand on individual care aspect and to include availability of health care.

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> air pollution/respiratory disease 	Understanding Health and Wellness Tobacco	<ul style="list-style-type: none"> Factors That Affect Your Health The Respiratory System 		
<ul style="list-style-type: none"> breeding environments/lyme disease/west nile virus 			Safety and Emergencies Infectious Diseases	<ul style="list-style-type: none"> Being Safe Outdoors and on the Road Understanding Infectious Diseases
10.3. Safety and Injury Prevention				
A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.				
<ul style="list-style-type: none"> modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) 			Safety and Emergencies	<ul style="list-style-type: none"> Being Safe Outdoors and on the Road
<ul style="list-style-type: none"> violence prevention in school 	Resolving Conflicts and Preventing Violence	<ul style="list-style-type: none"> Violence 		
<ul style="list-style-type: none"> self-protection in the home 	Resolving Conflicts and Preventing Violence	<ul style="list-style-type: none"> Abuse 		
<ul style="list-style-type: none"> self-protection in public places 	Resolving Conflicts and Preventing Violence	<ul style="list-style-type: none"> Violence 		
B. Describe and apply strategies for emergency and long-term management of injuries.				
<ul style="list-style-type: none"> rescue breathing 			Safety and Emergencies	<ul style="list-style-type: none"> First Aid Teacher to add LiveLesson component to the lesson to include describing and applying strategies for emergency and long-term management of injuries: rescue breathing.
<ul style="list-style-type: none"> water rescue 			Safety and Emergencies	<ul style="list-style-type: none"> Being Safe Outdoors and on the Road
<ul style="list-style-type: none"> self-care 			Teacher to add LiveLesson component to Safety and Emergencies to provide students with the opportunity to describe and apply strategies for emergency and long-term management of injuries: self-care.	
<ul style="list-style-type: none"> sport injuries 			Safety and Emergencies	<ul style="list-style-type: none"> Being Safe Outdoors and on the Road Handling Common Emergencies
C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.				
<ul style="list-style-type: none"> effective negotiation 	Resolving Conflicts and Preventing Violence	<ul style="list-style-type: none"> Conflict 		

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• assertive behavior	Resolving Conflicts and Preventing Violence	• Conflict Resolution		
D. Analyze the role of individual responsibility for safety during organized group activities.	Resolving Conflicts and Preventing Violence	• Conflict Resolution • Violence		
10.4. Physical Activity				
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	Understanding Health and Wellness	• Overall Health		
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.				
• stress management	Mental and Emotional Health	• Stress		
• disease prevention			Infectious Diseases	• Common Infectious Diseases Teacher to add LiveLesson component to the lesson to include analyzing the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement: disease prevention.
• weight management	Food and Nutrition	• Maintaining a Healthy Weight		
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.				
• exercise (e.g., climate, altitude, location, temperature)	Teacher to add LiveLesson component to Understanding Health and Wellness: Factors That Affect Your Health to provide students with the opportunity to analyze factors that affect the responses of body systems during moderate to vigorous physical activities: exercise.			
• healthy fitness zone	Understanding Health and Wellness	• Overall Health		
• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)			Your Body Systems	• Human Muscular System • Human Respiratory System
• drug/substance use/abuse	Tobacco	• The Respiratory System		
D. Analyze factors that affect physical activity preferences of adolescents.				

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • skill competence 			Teacher to add LiveLesson component to Understanding Your Health: Factors Affecting Overall Health to provide students with the opportunity to analyze factors that affect physical activity preferences of adolescents: skill competence.	
<ul style="list-style-type: none"> • social benefits 			Understanding Your Health	<ul style="list-style-type: none"> • Factors Affecting Overall Health
<ul style="list-style-type: none"> • previous experience 			Teacher to add LiveLesson component to Understanding Your Health: Factors Affecting Overall Health to provide students with the opportunity to analyze factors that affect physical activity preferences of adolescents: previous experience.	
<ul style="list-style-type: none"> • activity confidence 	Mental and Emotional Health	<ul style="list-style-type: none"> • Self-Esteem 		
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.				
<ul style="list-style-type: none"> • personal choice 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: personal choice.	
<ul style="list-style-type: none"> • developmental differences 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: developmental differences.	
<ul style="list-style-type: none"> • amount of physical activity 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: amount of physical activity.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • authentic practice 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: authentic practice.	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.				
<ul style="list-style-type: none"> • group dynamics 			Teacher to add LiveLesson component to Understanding Your Health to provide students with the opportunity to analyze the effects of positive and negative interactions of adolescent group members in physical activities: group dynamics.	
<ul style="list-style-type: none"> • social pressure 			Teacher to add LiveLesson component to Understanding Your Health to provide students with the opportunity to analyze the effects of positive and negative interactions of adolescent group members in physical activities: social pressure.	
10.5. Concepts, Principles and Strategies of Movement				
A. Describe and apply the components of skill-related fitness to movement performance.				
<ul style="list-style-type: none"> • agility 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: agility.	
<ul style="list-style-type: none"> • balance 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: balance.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• coordination			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: coordination.	
• power			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: power.	
• reaction time			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: reaction time.	
• speed			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: speed.	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.				
• response selection			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: response selection.	
• stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: stages of learning a motor skill.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> types of skill (i.e. discrete, serial, continuous) 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: types of skill.	
C. Identify and apply practice strategies for skill improvement.			Teacher to add LiveLesson component to provide students with the opportunity to identify and apply practice strategies for skill improvement.	
D. Identify and describe the principles of training using appropriate vocabulary.				
<ul style="list-style-type: none"> specificity 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> overload 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> progression 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> aerobic/anaerobic 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> circuit/interval 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> repetition/set 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
E. Analyze and apply scientific and biomechanical principles to complex movements.				
<ul style="list-style-type: none"> centripetal/centrifugal force 			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: centripetal/centrifugal force.	
<ul style="list-style-type: none"> linear motion 			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: linear motion.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• rotary motion			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: rotary motion.	
• friction/resistance			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: friction/resistance.	
• equilibrium			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: equilibrium.	
• number of moving segments			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: number of moving segments.	
F. Describe and apply game strategies to complex games and physical activities.				
• offensive strategies			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply game strategies to complex games and physical activities: offensive strategies.	
• defensive strategies			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply game strategies to complex games and physical activities: defensive strategies.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> time management 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply game strategies to complex games and physical activities: time management.	

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health						
A. Evaluate factors that impact growth and development during adulthood and late adulthood.						
• acute and chronic illness			Cardiovascular Fitness	<ul style="list-style-type: none"> Respiratory System Functions Teacher to add LiveLesson component to the lesson to include evaluating acute and chronic illness factors that impact growth and development during adulthood and late adulthood.	Strengthen your Muscles	<ul style="list-style-type: none"> The Respiratory System Poor Aerobic Conditioning and Body Composition
• communicable and non-communicable disease					Health and Wellness	<ul style="list-style-type: none"> Risk Factors Teacher to add LiveLesson component to lesson to include evaluating communicable and non-communicable disease factors that impact growth and development during adulthood and late adulthood.
• health status			Cardiovascular Fitness	• Body Fat and Obesity	Building a Healthy Body	• Weight Control
					Developing an Exercise Plan	<ul style="list-style-type: none"> Exercise for Medical Conditions Teacher to add LiveLesson component to the lesson to include evaluating health status factors that impact growth and development during adulthood and late adulthood.
• relationships (e.g., marriage, divorce, loss)					Building a Healthy Body	<ul style="list-style-type: none"> Healthy Relationships Teacher to add LiveLesson component to the lesson to include evaluating relationships that impact growth and development during adulthood and late adulthood.
					Reproductive Health	• Responsibilities of Marriage
• career choice					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate factors that impact growth and development during adulthood and late adulthood: career choice.	

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• aging process						Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate factors that impact growth and development during adulthood and late adulthood: aging process.
• retirement						Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate factors that impact growth and development during adulthood and late adulthood: retirement.
B. Evaluate factors that impact the body systems and apply protective/preventive strategies.						
• fitness level			Teacher to add LiveLesson component to Personal Fitness: Fitness Awareness and Understanding to provide students with the opportunity to evaluate factors that impact the body systems and apply protective/preventive strategies: fitness level.			
• environment (e.g., pollutants, available health care)					Health and Wellness	• Risk Factors Teacher to add LiveLesson component to the lesson to include evaluating the environmental factors that impact the body systems and apply protective/preventive strategies.
• health status (e.g., physical, mental, social)			Cardiovascular Fitness	• Diseases Associated With Poor Aerobic Conditioning • Aerobic Training Benefits • Body Fat and Obesity	Strengthen your Muscles	• Poor Aerobic Conditioning and Body Composition Teacher to add LiveLesson component to the lesson to include evaluating the health status factors that impact the body systems and apply protective/preventive strategies.
			Nutrition	• Stress		
• nutrition			Nutrition	• Understanding Nutrients	Building a Healthy Body	• Nutrition and Staying Healthy Teacher to add LiveLesson component to the lesson to include evaluating the nutritional factors that impact the body systems and apply protective/preventive strategies.

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Analyze factors that impact nutritional choices of adults.						
• cost					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Building a Healthy Body: Nutrition and Staying Healthy to provide students with the opportunity to analyze factors that impact nutritional choices of adults: cost.	
• food preparation (e.g., time, skills)					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Building a Healthy Body: Nutrition and Staying Healthy to provide students with the opportunity to analyze factors that impact nutritional choices of adults: food preparation (e.g., time, skills).	
• consumer skills (e.g., understanding food labels, evaluating fads)			Nutrition	• Understanding Nutrients • Fad Diets	Building a Healthy Body	• Fad Diets
• nutritional knowledge			Nutrition	• Understanding Nutrients	Building a Healthy Body	• Nutrition and Staying Healthy
• changes in nutritional requirements (e.g., age, physical activity level)			Nutrition	• Understanding Nutrients		
D. Evaluate issues relating to the use/non-use of drugs.						
• psychology of addiction					Building a Healthy Body	• Healthy Relationships Teacher to add LiveLesson component to the lesson to include evaluating the psychology of addiction.
• social impact (e.g., cost, relationships)					Building a Healthy Body	• Drugs and Alcohol Teacher to add LiveLesson component to the lesson to include evaluating the social impact.
• chemical use and fetal development					Reproductive Health	• How We Are Born Teacher to add LiveLesson component to the lesson to include evaluating chemical use and fetal development.
• laws relating to alcohol, tobacco and chemical substances					Building a Healthy Body	• Drugs and Alcohol Teacher to add LiveLesson component to the lesson to include evaluating laws relating to alcohol, tobacco and chemical substances.
• impact on the individual			Cardiovascular Fitness	• Respiratory System Functions	Health and Wellness	• Risk Factors
					Strengthen your Muscles	• The Respiratory System

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • impact on the community 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Building a Healthy Body to provide students with the opportunity to evaluate issues relating to the use/non-use of drugs: impact on the community.	
E. Identify and analyze factors that influence the prevention and control of health problems.						
<ul style="list-style-type: none"> • research 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: research.	
<ul style="list-style-type: none"> • medical advances 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: medical advances.	
<ul style="list-style-type: none"> • technology 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: technology.	
<ul style="list-style-type: none"> • government policies/regulations 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: government policies/regulations.	
10.2. Healthful Living						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Evaluate health care products and services that impact adult health practices.					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate health care products and services that impact adult health practices.	
B. Assess factors that impact adult health consumer choices.						
• access to health information					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: access to health information.	
• access to health care					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: access to health care.	
• cost					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: cost.	
• safety					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: safety.	
C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.					Developing an Exercise Plan	• Exercise Myths Teacher to add LiveLesson component to the lesson to include comparing and contrasting the positive and negative effects of the media on adult personal health and safety.
D. Examine and apply a decision-making process to the development of short and long-term health goals.					Developing an Exercise Plan	• Designing Your Exercise Program

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Analyze the interrelationship between environmental factors and community health.						
<ul style="list-style-type: none"> public health policies and laws/health promotion and disease prevention 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to analyze the interrelationship between environmental factors and community health: public health policies and laws/health promotion and disease prevention.	
<ul style="list-style-type: none"> individual choices/maintenance of environment 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to analyze the interrelationship between environmental factors and community health: individual choices/maintenance of environment.	
<ul style="list-style-type: none"> recreational opportunities/health status 	Individual Sports	<ul style="list-style-type: none"> Lifelong Recreation Activities Teacher to add LiveLesson component to the lesson to include analyzing the interrelationship between recreational opportunities/health status.				
10.3. Safety and Injury Prevention						
A. Assess the personal and legal consequences of unsafe practices in the home, school or community.						
<ul style="list-style-type: none"> loss of personal freedom 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: loss of personal freedom.	

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• personal injury					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: personal injury.	
• loss of income					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: loss of income.	
• impact on others					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: impact on others.	
• loss of motor vehicle operator's license					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: loss of motor vehicle operator's license.	
B. Analyze and apply strategies for the management of injuries.						
• CPR					Developing an Exercise Plan	• The Importance of First Aid
• advanced first aid					Developing an Exercise Plan	• The Importance of First Aid
C. Analyze the impact of violence on the victim and surrounding community.						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	Individual Sports	<ul style="list-style-type: none"> Lifelong Recreation Activities Teacher to add LiveLesson component to the lesson to include evaluating the benefits, risks and safety factors associated with self-selected life-long physical activities.				
10.4. Physical Activity						
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	Fitness	<ul style="list-style-type: none"> Stretching Lesson Cardiovascular Training Weight Training 	Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Fitness Testing Guidelines for the Exercise Session 	Developing an Exercise Plan	<ul style="list-style-type: none"> Designing Your Exercise Program
			Cardiovascular Fitness	<ul style="list-style-type: none"> Anatomical Structure of the Heart and How It Works 		
			Designing Your Personal Exercise Program	<ul style="list-style-type: none"> Exercising Safely/Designing Your Exercise Program 		
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.						
<ul style="list-style-type: none"> social 			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Teacher to add LiveLesson component to the lesson to include analyzing the social effects of regular participation in a self-selected program of moderate to vigorous physical activities.	Health and Wellness	<ul style="list-style-type: none"> Health, Wellness, and the Importance of Fitness
<ul style="list-style-type: none"> physiological 			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Teacher to add LiveLesson component to the lesson to include analyzing the physiological effects of regular participation in a self-selected program of moderate to vigorous physical activities.	Health and Wellness	<ul style="list-style-type: none"> Health, Wellness, and the Importance of Fitness
<ul style="list-style-type: none"> psychological 			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Teacher to add LiveLesson component to the lesson to include analyzing the psychological effects of regular participation in a self-selected program of moderate to vigorous physical activities.	Health and Wellness	<ul style="list-style-type: none"> Health, Wellness, and the Importance of Fitness
C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• aging					Teacher to add LiveLesson component to the lesson to Health, Fitness, and Nutrition: Health and Wellness: Risk Factors to provide students with the opportunity to evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity: aging.	
• injury			Designing Your Personal Exercise Program	• Exercising Safely/Designing Your Exercise Program Teacher to add LiveLesson component to the lesson to include evaluating how injuries in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.		
• disease					Developing an Exercise Plan	• Exercise for Medical Conditions Teacher to add LiveLesson component to the lesson to include evaluating how disease in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
D. Identify likes and dislikes related to participation in physical activities.						
• personal challenge			Teacher to add LiveLesson component to Personal Fitness: Fitness Awareness and Understanding: The Importance of Fitness to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: personal challenge.			
• physical benefits			Fitness Awareness and Understanding	• The Importance of Fitness		
• finances			Fitness Awareness and Understanding	• The Importance of Fitness		
• motivation			Fitness Awareness and Understanding	• The Importance of Fitness		
			Designing Your Personal Exercise Plan	• Exercising Safely/Designing Your Exercise Program		
• access to activity			Fitness Awareness and Understanding	• The Importance of Fitness	Health and Wellness	• Risk Factors
• self-improvement			Fitness Awareness and Understanding	• The Importance of Fitness		
			Designing Your Personal Exercise Program	• Exercising Safely/Designing Your Exercise Program		

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	Team Sports	<ul style="list-style-type: none"> Baseball and Softball Skills Progression Teacher to add LiveLesson component to the lesson to include analyzing the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness 		
F. Assess and use strategies for enhancing adult group interaction in physical activities.						
<ul style="list-style-type: none"> shared responsibility 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports to provide students with the opportunity to assess and use strategies for enhancing adult group interaction in physical activities: shared responsibility.					
<ul style="list-style-type: none"> open communication 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports to provide students with the opportunity to assess and use strategies for enhancing adult group interaction in physical activities: open communication.					
<ul style="list-style-type: none"> goal setting 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports to provide students with the opportunity to assess and use strategies for enhancing adult group interaction in physical activities: goal setting.					

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.5. Concepts, Principles and Strategies of Movement						
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	Team Sports	<ul style="list-style-type: none"> Baseball and Softball Skill Progression Teacher to add LiveLesson component to the lesson to include evaluating physical activities that promote personal lifelong participation.				
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.						
<ul style="list-style-type: none"> open and closed skills 	Team Sports	<ul style="list-style-type: none"> Soccer Skill Progression Basketball Skill Progression Baseball and Softball Skills Progression Volleyball Skills Progression 				
<ul style="list-style-type: none"> short-term and long-term memory 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: short-term and long-term memory.	
<ul style="list-style-type: none"> aspects of good performance 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: aspects of good performance.					
C. Evaluate the impact of practice strategies on skill development and improvement.	Team Sports	<ul style="list-style-type: none"> Baseball and Softball Skills Progression 				
D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.			Designing Your Personal Exercise Program	<ul style="list-style-type: none"> Exercising Safely/Designing Your Exercise Plan 		
E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.						

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• efficiency of movement			Fitness Awareness and Understanding	<ul style="list-style-type: none"> Fitness Testing Teacher to add LiveLesson component to the lesson to include evaluating efficiency of movement.		
• mechanical advantage	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: mechanical advantage.					
• kinetic energy	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: kinetic energy.					
• potential energy	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: potential energy.					
• inertia	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: inertia.					
• safety			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness 	Developing an Exercise Plan	<ul style="list-style-type: none"> Injury Prevention and Exercising Safely The Importance of Proper Exercise Attire
F. Analyze the application of game strategies for different categories of physical activities.						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• individual	Individual Sports	<ul style="list-style-type: none"> • Golf Skills • Golf Rules and Scoring • Tennis Skills and Rules 				
• team	Team Sports	<ul style="list-style-type: none"> • Soccer Skill Progression • Soccer Rules and Positions • Basketball Skills Progression • Basketball Rules, Positions, and Current Events • Baseball and Softball Skills Progression • Baseball and Softball Rules and History • Volleyball Skills Progression • Volleyball Rules, Rotation, and Scoring 				
• lifetime	Individual Sports	<ul style="list-style-type: none"> • Lifelong Recreation Activities 				
• outdoor	Individual Sports	<ul style="list-style-type: none"> • Lifelong Recreation Activities 				

APPENDIX A.5.f

Pennsylvania Pathway Alignments for Career & Technical Classes

This appendix includes:

- PA Proposed Programs of Study
- PA Administrative Assistant and Secretarial Science Pathway
- PA Computer Systems Networking & Telecommunications Pathway
- PA Dental Assisting Pathway
- PA Health and Medical Assisting Pathway
- PA Medical Clinical Assistant Pathway
- PA Sales Distribution and Marking Operations Pathway
- PA Web Page Digital Media Information Resources Design Pathway

PA Proposed Programs of Study

Description	Task List and Crosswalk	EDYN Courses Aligned to Task List	Sequence	Mini Certifications	Industry Certifications
<p>A program that prepares individuals to apply HTML, CSS, XML, Javascript, graphics applications and other authoring tools to the design, editing and publishing (Launching) of documents, images, graphics, sound and multimedia products on the World Wide Web. Includes instruction in Internet theory, web page standards and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, and emerging web technologies</p>	<p>11.081 Task List High School Graduation Years 2022, 2023, 2024</p>	Principles of Information Technology 1a: Introduction	Year 1	CompTIA Fundamentals iC3 Computing Fundamentals iC3 Key Applications iC3 Living Online	CIW Site Development Associate ICT Web Design Essentials
		Principles of Information Technology 1b: Working with Computers	Year 1		
		Digital Media Fundamentals 1a	Year 2		
		Digital Media Fundamentals 1b	Year 2		
		Web Development 1a: Introduction	Year 3		
		Web Development 1b: Planning & Designing	Year 3		
		Web Development 2a: Sketching & Scripting	Year 4		
		Web Development 2b: Website Goes Live	Year 4		
<p>A program that focuses on the design, implementation and management of linked systems of computers, peripherals and associated software to maximize efficiency and productivity, and that prepares the individuals to function as network specialist and managers at various levels. Includes instruction in operating systems and applications; system</p>	<p>11.0901 Task List High School Graduation Years 2022, 2023, 2024</p>	Principles of Information Technology 1a: Introduction	Year 1	CompTIA Fundamentals iC3 Computing Fundamentals iC3 Key Applications iC3 Living Online	Cisco Certified Network Associate CompTIA A+ CompTIA Network + MTA Networking Fundamentals NOCTI Computer Networking Fundamentals
		Principles of Information Technology 1b: Working with Computers	Year 1		
		Computer Maintenance 1a	Year 2		
		Computer Maintenance 1b	Year 2		
		Introduction to Networking 1a	Year 3		

PA Proposed Programs of Study

Description	Task List and Crosswalk	EDYN Courses Aligned to Task List	Sequence	Mini Certifications	Industry Certifications
design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.		Introduction to Networking 1b	Year 3		(Job Ready Assessment) NOCTI Network Systems (Pathway Assessments)
		Advanced Networking 1a	Year 4		
		Advanced Networking 1b	Year 4		
A program that generally prepares individuals to perform the duties of administrative assistants and/or secretaries and stenographers. Includes instruction in business communications, principles of business law, word processing and data entry, office machines operation and maintenance, office procedures, public relations, secretarial accounting, filing systems and records management, and report preparation.	52.0401 Task List High School Graduation Years 2022, 2023, 2024	Business Information Management 1a: Introduction	Year 1	A*S*K Fundamental Business Concepts	Certified Administrative Professional (CAP) NOCTI Administrative Assisting (Job Ready Assessment) NOCTI Administrative Services (Pathway Assessment) NOCTI Business Information Processing (Job Ready Assessment)
		Business Information Management 1b: Data Essentials	Year 1		
		Office Administration 1a: Introduction	Year 2		
		Office Administration 1b: Running the Office	Year 2		
		Business Communications 1a: Introduction	Year 3		
		Business Communications 1b: Listen, Speak, & Write in the Workplace	Year 3		
		Business Law 1a: Introduction	Year 4		
		Business Law 1b: Legal Aspects of Business	Year 4		
A program that focuses on the general process and techniques of direct wholesale and retail buying	52.1201 Task List High School Graduation	Principles of Business, Marketing, and Finance 1a: Introduction	Year 1	A*S*K Fundamental Business Concepts	NOCTI General Management (Pathway

PA Proposed Programs of Study

Description	Task List and Crosswalk	EDYN Courses Aligned to Task List	Sequence	Mini Certifications	Industry Certifications
and selling operations and introduces individuals to related careers. Includes instruction in the principles of entrepreneurial economics, basic sales skills, the distribution channels for goods and services, and supervised practical application experiences.	Years 2024, 2025, 2026	Principles of Business, Marketing, and Finance 1b: Targeting Your Business Insight	Year 1		Assessment) A*S*K Entrepreneurship/Management A*S*K Fundamentals of Ethics
		Business Ownership 1a: Introduction	Year 2		
		Business Ownership 1b: Reach for the Stars	Year 2		
		Marketing Foundations 1a: Introduction	Year 3	A*S*K Fundamental Marketing Concepts	
		Marketing Foundations 1b: Building Your Base	Year 3		
		Management 1a: Introduction	Year 4		
		Management 1b: Insight & Oversight	Year 4		
A cluster program with a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for	51.0899 Task List High School Graduation Years 2022, 2023, 2024	Health Science Foundations 1a: Introduction	Year 1	NCHSE Foundations of Healthcare Professions	NOCTI Health Assisting
		Health Science Foundations 1b: Professional Responsibilities	Year 1		
		Anatomy & Physiology 1a: Introduction	Year 2	NCHSE Human Structure, Functions, Diseases A*	
		Anatomy & Physiology 1b: Discovering Form & Function	Year 2	NCHSE Human Structure, Functions, Diseases B*	

PA Proposed Programs of Study

Description	Task List and Crosswalk	EDYN Courses Aligned to Task List	Sequence	Mini Certifications	Industry Certifications
introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.		Medical Terminology 1a: Introduction	Year 3		
		Medical Terminology 1b: Discovering Word Foundations	Year 3		
		Allied Health Assistant 1a: Introduction	Year 4		
		Allied Health Assistant 1b: Skills & Specialties	Year 4		
A program that prepares individuals to provide patient care, take dental radiographs (x-ray photographs), prepare patients and equipment for dental procedures, and discharge office administrative functions under the supervision of dentists and dental hygienists. Includes instruction in medical record-keeping, general office duties, reception and patient intake, scheduling, equipment maintenance and sterilization, basic radiography, pre- and post-operative patient care and instruction, chairside assisting, taking	51.0601 Task List High School Graduation Years 2022, 2023, 2024	Health Science Foundations 1a: Introduction	Year 1	NCHSE Foundations of Healthcare Professions	NCHSE National Health Science Standards NOCTI Dental Assisting (Job Ready Assessment)
		Health Science Foundations 1b: Professional Responsibilities	Year 1		
		Anatomy & Physiology 1a: Introduction	Year 2	NCHSE Human Structure, Functions, Diseases A*	
		Anatomy & Physiology 1b: Discovering Form & Function	Year 2	NCHSE Human Structure, Functions, Diseases B*	
		Dental Assistant 1a: Introduction	Year 3		
		Dental Assistant 1b: Principles of Clinical Dentistry	Year 3		

PA Proposed Programs of Study

Description	Task List and Crosswalk	EDYN Courses Aligned to Task List	Sequence	Mini Certifications	Industry Certifications
tooth and mouth impressions, and supervised practice. Clinical practice is an integral part of the program.		Dental Assistant 2a: Infection Prevention and Pharmacology	Year 4		
		Dental Assistant 2b	Year 4		
A program that prepares individuals, under the supervision of physicians, to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, and the administration of medications and first aid. Includes instruction in basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and communications; medical office procedures; and clinical diagnostic, examination, testing, and treatment procedures. Clinical education is an integral part of the program.	51.0801 Task List High School Graduation Years 2022, 2023, 2024	Health Science Foundations 1a: Introduction	Year 1		
		Health Science Foundations 1b: Professional Responsibilities	Year 1		
		Anatomy & Physiology 1a: Introduction	Year 2		
		Anatomy & Physiology 1b: Discovering Form & Function	Year 2		
		Medical Terminology 1a: Introduction	Year 3		
		Medical Terminology 1b: Discovering Word Foundations	Year 3		
		Medical Assistant 1a: Introduction	Year 4		
		Medical Assistant 1b	Year 4		

PA Administrative Assistant and Secretarial Science Pathway

Office Administration 1a/1b, Digital Design 1a/1b, Word, Excel, Access, & PowerPoint

State: PA

Competency Task List: Administrative Assistant & Secretarial Science, General CIP 52.0401

Graduation Years: 2022, 2023 & 2024

Percentage of Course Aligned: 100%

Tasks	Course Title (a or b), if applicable	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Standard Rating
200: Computer and Internet						
201 - Identify different types of devices and how they relate to networks (wired vs. wireless).	Office Administration 1A	Unit 6: Technology Basics	Lessons 2, 4	Looking at networked computer systems and different network set-ups, such as PANs, LANs, Wi-Fi, and more	Critical Thinking 2, 5; Activity 3	Fully met
202 - Differentiate between operating systems and applications software.	Office Administration 1A	Unit 6: Technology Basics	Lesson 2	Identifying the differences between system software and application software	Critical Thinking 3; Activity 2	Fully met
203 - Identify the functions of computer hardware, software, apps, and peripheral devices in the Information Processing Cycle.	Office Administration 1A	Unit 6: Technology Basics	Lesson 2	Examining different pieces of computer hardware(CPUs, drives, modems, etc.), software	Critical thinking 2, 5; Activity 1	Fully met
204 - Utilize the internet and network resources.	Office Administration 1A	Unit 6: Technology Basics	Lesson 4	Understanding how network resources and the internet work together	Critical Thinking 2	Fully met

205 - Assess, interpret, and manipulate intranet and internet research.	Office Administration 1A	Unit 6: Technology Basics	Lesson 4	Investigating different types of networks including intranets (private secure networks), virtual private networks, wireless networks, and more	Critical Thinking 2, 5; Activity 3	Fully met
206 - Import and export data using multiple applications.	Office Administration 1B	Unit 3: Where Did My File Go? Managing Information	Lesson 5	Investigating ways to enter, manipulate, and format data in spreadsheets and databases, such as by using queries, data functions, and reports	Activity 2	Fully met
207 - Identify various video/audio conferencing platforms and how they can be used for meetings and collaboration.	Office Administration 1B	Unit 6: Technology Basics	Lesson 5	Exploring techniques and practices for web conferences and virtual meetings, such as ensuring good lighting and background, methods for web casting, webinars, podcasts, and more	Activity 2	Fully met
300: Document Processing Software						
301 - Utilize templates to prepare documents, e.g., invoices, fax cover sheets, time sheets.	Word: Office Fundamental Series	Unit 1: The 'Word' is Your Oyster	Lesson 4	Understanding how, why, and when to use a template with steps to follow along	Activity 2	Fully met
303 - Enhance documents with graphics.	Word: Office Fundamental Series	Unit 5: The Art of the Document	Lessons 1-4	Exploring how to add and edit images in Word; practicing including graphics by designing a newsletter	Critical Thinking 3, 4; Activity 1	Fully met

304 - Create and format letters, forms, memos, agendas, minutes, press releases, itineraries and reports, and tables in document processing software.	Word: Office Fundamental Series	Unit 1: The 'Word' is Your Oyster	Lesson 4	Examining different types of word documents, including business letters, resumes, brochures, portfolios, and more	Critical Thinking 3; Activity 2	Fully met
306 - Generate form letters, mailing labels, envelopes, and emails using mail merge.	Office Administration 1A	Unit 4: Working the Frontline	Lesson 4	Explaining the range of mailing processes common to office workplaces	Critical Thinking 4, 5	Fully met
308 - Create, edit, and format documents.	Word: Office Fundamental Series	Unit 2: Format Like a Pro	Lessons 2, 3	Learning methods to format such document elements as page layout, margins, headings, font, themes, paragraphs, breaks, and more	Critical thinking 2, 4, 5; Activity	Fully met
400: Spreadsheet Software						
401 - Create, edit, and format spreadsheets.	Excel: Office Fundamental Series	Unit 2: Customizing and Configuring	Lessons 2, 5	Exploring options for editing and formatting spreadsheets, including merging cells, aligning headers, etc., and creating spreadsheets for different environments	Critical Thinking 1, 2, 5;	Fully met
402 - Enhance spreadsheets with graphics.	Excel: Office Fundamental Series	Unit 8: Pulling It All Together	Lesson 1	Examining how to insert graphic objects such as shapes and stock images,	Critical thinking 1; Discussion 1	Fully met
403 - Integrate worksheet applications through pasting, linking, and embedding.	Excel: Office Fundamental Series	Unit 3: A Range of Data	Lessons 1, 2, 4	Tracing the steps for importing, customizing, replacing, moving and linking cell data in spreadsheets	Critical Thinking 1, 2, 5; Cumulative project 2	Fully met

404 - Create, format, and modify charts using spreadsheet software.	Excel: Office Fundamental Series	Unit 5: Organizational Essentials: Charts and Data	Lessons 2-5	Learning how to insert and update charts; techniques for working with pie charts, column charts, and line charts	Critical Thinking 1, 2, 3, 4, 5; Activity 1	Fully met
405 - Create formulas and use standard functions using spreadsheet software.	Excel: Office Fundamental Series	Unit 4: Fun With Formulas and functions	Lessons 1-5	Identifying the differences between formulas and functions; exploring common functions; constructing functions; examining the syntax rules of formulas and functions; examining functions in use and more	Critical Thinking 1, 2, 3, 4, 5; Activity 1	Fully met
407 - Manipulate multiple worksheets and workbooks.	Excel: Office Fundamental Series	Unit 1: Getting Started With Excel	Lesson 4	Managing multiple worksheets; methods for creating new sheets; and formatting those sheets	Critical thinking 3; Activity 2	Fully met
409 - Summarize complex data facts, including pivot-tables and look-up tables.	Excel: Office Fundamental Series	Unit 6: Creating and Managing Tables	Lessons 1	Learning techniques for creating pivot tables; discussing different functions of different types of tables; explaining how to sort, filter, and style tables; analyzing data in tables; etc.	Critical thinking 1-4; Cumulative Project 5	Fully met
500: Database Software						
501 - Enter data and update databases.	Access: Office Fundamental Series	Unit 1: Getting Started With Databases	Lessons 3, 4	Learning to visualize data as a first step to creating databases; lab activity calls for importing data to be	Lab	Fully met

				used with Access templates		
502 - Create databases.	Access: Office Fundamental Series	Unit 2: Table Talk	Activity	This activity calls for students to create a database with seven required fields, screenshots and explanations of data types used, tables, updated records, and more	Activity	Fully met
503 - Query databases.	Access: Office Fundamental Series	Unit 3: Query Quest	Lesson 2	Step-by-step guidelines for creating queries using Query Wizard; learning to manipulate queries for business use; using calculated fields for advanced queries; and more	Critical thinking 1, 3, 5; Lab	Fully met
504 - Develop relationships to create queries.	Access: Office Fundamental Series	Unit 3: Query Quest	Activities	Working with the database created as part of the capstone, students are to add in additional data and records, setting up new queries, and add parameters	Activities 1, 2	Fully met
505 - Create reports and forms/combo boxes.	Access: Office Fundamental Series	Unit 5: Reports That Work	Lessons 2-4	Learning to create reports using the Report Wizard; formatting and editing the reports; using these reports in business applications	Critical Thinking 4, 5; Lab	Fully met

600: Presentation Software						
601 - Create, edit, and format presentations.	PowerPoint: Office Fundamental Series	Unit 2: Making a Powerful Point	Lessons 1-4	Outlining the key steps for creating an effective slide presentation from understanding composition to creating a slide deck and report with step-by-step instructions	Critical Thinking 1, 2, 3, 4, 5; Labs 1, 2; Activities 1, 2	Fully Met
602 - Enhance a presentation with advanced features.	PowerPoint: Office Fundamental Series	Unit 5: The AV Club	Lessons 1-4	Exploring ways to add multimedia features to a presentation, such as videos, audio clips, action buttons, animations, cartoons,	Critical Thinking 1, 2, 3, 4, 5; Lab; Activities 1, 2	Fully Met
700: Desktop Publishing Software						
701 - Create, edit, and format publications.	Digital Design 1A	Unit 6: Print Design	Activity	Creating a print brochure that follows provided guidelines for font, color, and style by using a vector editor to create the layout and import visual elements	Activity 2	Fully met
702 - Enhance a publication with advanced features.	Digital Design 1B	Unit 7: Creating a Safe Environment	Activity	This assignment calls for creating a digital brochure on emergency preparations for employees; project layout is to include images, shapes, and other graphic elements to make it informative and easily readable.	Activity 2	Fully met

703 - Apply design principles of contrast, repetition, alignment, proximity as they relate to page layout.	Digital Design 1A	Unit 5: Graphic Design Basics	Lesson 2	Exploring key principles of design, such as emphasis, the rule of thirds, scale, and proportion; creating study aids to assist others with such design concepts as perspective	Critical thinking 1, 2; Activity 3	Fully met
800: Communications and Collaboration						
801 - Utilize electronics communications software.	Office Administration 1A	Unit 7: Software Applications	Lesson 1	Learning effective practices for using email programs, word-processing software, mail templates and mail merge, spreadsheet applications, and more	Critical Thinking 1, 2, 3, 5; Activities 2, 3	Fully met
802 - Apply electronics and phone communications etiquette.	Office Administration 1A	Unit 4: Working the Frontline	Lesson 2	Understanding the importance of employing proper phone etiquette, including using a pleasant tone, employing active listening skills, restating important details, and more	Activities 1, 3	Fully met
803 - Use scheduling and contact management software.	Office Administration 1A	Unit 4: Working the Frontline	Lesson 3	Identifying key scheduling methods and practices, using either electronic or paper calendars, such as knowing the purpose for the event being scheduled, confirming the appointment or event	Critical Thinking 2; Activity 2	Fully met

804 - Utilize electronic collaboration tools.	Office Administration 1B	Unit 2: In Your Cubicle: The Office Space	Lesson 2	Exploring file-sharing platforms and the advantages in ensuring collaborative projects run smoother and safer	Critical thinking 1, 5; activity 1	Fully met
805 - Distinguish and utilize different types of social media.	Office Administration 1A	Unit 1: Starting Out	Lesson 4	Understanding use of social media as part of overall workplace behaviors, including limiting cell phone use during work hours	Activity 2	Fully met
900: Office Skills						
901 - Build keyboarding speed and accuracy.	Office Administration 1A	Unit 6: Technology Basics	Lesson 1	Learning effective keyboarding tips and strategies, such as not looking at the keyboard, using correct finger placement, and above all practicing; using sites such as typing.com to improve accuracy and speed	Critical Thinking 1; Discussion 2	Fully met
902 - Use copier, fax, and scanner features.	Office Administration 1A	Unit 6: Technology Basics	Lesson 3	Identifying the functions of common office computer hardware pieces and peripherals, including printers, copiers, scanners, etc.	Critical Thinking 5; Activity 1	Fully met
903 - File and manage physical and electronic records and materials.	Office Administration 1B	Unit 3: Where Did My File Go? Managing Information	Lessons 3, 4	Evaluating different filing methods including paper and digital files and how and why each is used	Critical Thinking 1, 3, 4, 5	Fully met

904 - Process incoming and outgoing mail.	Office Administration 1A	Unit 4: Working the Frontline	Lesson 4	Exploring factors and processes concerning incoming mail (opening, sorting, distributing), interoffice messages, and outgoing mail as well (preparing packages, international mail, etc.)	Critical Thinking 4, 5	Fully met
905 - Use interpersonal communication skills in a diverse work environment.	Office Administration 1A	Unit 2: Developing interpersonal Skills	Lesson 2	Learning more about effective communication skills to practicing greater awareness of others in today's more diverse workspaces and tips for communicating in a global economy	Critical thinking 2, 3	Fully met
906 - Follow procedures to package, ship materials, verify, and receive shipments.	Office Administration 1A	Unit 4: Working the Frontline	Lesson 5	Explaining different steps and factors to consider when mailing parcels from the office, including selecting services, preparing mail and packages, special requirements for dangerous goods, and more	Critical thinking 4, 5	Fully met
907 - Compile data and compose documents.	Office Administration 1B	Unit 3: Where Did My File Go? Managing Information	Lesson 5	Investigating ways to enter, manipulate, and format data in spreadsheets and databases, such as by using queries, data functions, and reports	Activity 2	Fully met

908 - Plan travel arrangements and events.	Office Administration 1B	Unit 5: Arranging Travel, Meetings, Conferences	Lesson 2	Exploring different processes required when making travel plans including gathering necessary information, making reservations, preparing travel itineraries and more	Critical thinking 4, 5	Fully met
909 - Create and maintain a budget.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 4	Evaluating requirements for a business budget and creating a sample monthly budget that covers different sources of income and expenditures	Activity 1	Fully met
910 - Apply proofreader's marks and revise text.	Office Administration 1A	Unit 5: Writing in Business	lesson 3	Learning more about the importance of revising written work, explaining key proofreading and copyediting techniques	Critical thinking 2, 4, 5	Fully met
911 - Use interactive presentation devices.	Office Administration 1B	Unit 6: Creating Presentations	Lesson 1	Identifying different types of presentation devices and applications, such as PowerPoint or Google Slides;	Activities 1, 2	Fully met
912 - Utilize office reference manuals/materials.	Office Administration 1B	Unit 7: Business Policies and People Management	Activity	Planning and creating a policies and procedures manual that includes at least six sections with bulleted main points	Activity 3	Fully met
913 - Integrate various office software.	Office Administration 1A	Unit 6: Technology Basics	Lesson 2	Identifying the differences between system software and application software	Critical Thinking 3; Activity 2	Fully met

1000: Office Management						
1001 - Plan and manage office activities, e.g., agendas, minutes, meetings, and workshops.	Office Administration 1B	Unit 1: It's All About You: Managing Yourself and the workplace	Lessons 1-4	Demonstrating how a range of administrative tasks will be prioritized and completed, such as maintaining files, writing up reports, drafting correspondence, scheduling meetings , and more	Activity 1	Fully met
1002 - Describe the roles and responsibilities of an office manager within the organizational chart.	Office Administration 1B	Unit 7: Business Policies and People Management	Lesson 1	Understanding roles of office manager's within an organizational network that usually has leadership teams of executives and managers and departmental employees	Critical thinking 1	Fully met
1003 - Use workplace ergonomics and follow office safety practices.	Office Administration 1B	Unit 2: In Your Cubicle: The Office Space	Lesson 1	Learning more about the role of ergonomics when setting up an office by considering factors such as posture when at the computer, arranging supplies to be easily reached, moving the body regularly, and more,	Critical thinking 1, 3	Fully met

1004 - Utilize time management skills by setting priorities and performing multiple tasks.	Office Administration 1A	Unit 2: Developing interpersonal Skills	Activity	Student is to act as a team leader in charge of developing a month-long plan for an upcoming product launch that will set deadlines and express expectations in an easy-to-follow format	Critical Thinking 2; Activity 3	Fully met
1005 - Create, maintain, implement, and follow policy/procedure manual.	Office Administration 1A	Unit 2: Developing interpersonal Skills	Lesson 1	Understanding the importance of office policies; writing up a code of ethics for a company policy manual that includes specific company value statements	Activity 2	Fully met
1100: Business Math						
1101 - Perform calculations using addition, subtraction, multiplication, and division.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 1	Outlining the basic mathematic functions used in business with examples - addition, subtraction division, etc.	Activity 1; Discussion 2	Fully met
1102 - Convert decimals, percents, and fractions to their equivalent parts.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 1	Understanding decimal uses, including to apply a discount or charge sales tax by writing them as percentages, and using fractions to calculate office space	Activity 1	Fully met
1103 - Maintain business checking and savings accounts.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 2	Investigating how banking processes differ when banking online, such as methods to reconcile bank statement	Activity 2	Fully met

1104 - Calculate discounts and sales tax.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 1	Following the steps for calculating a discount code for an invoice	Critical thinking 1, 4	Fully met
1200: Accounting						
1201 - Apply the accounting equation and classify accounts.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 1	Learning additional business math equations, such as to calculate interest, find averages, determine ratios, and more	Activity 1	Fully met
1202 - Analyze transactions effecting assets, liabilities, and owner's equity.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 2	Examining key banking procedures, such as electronic fund transfers and processes for bank loans	Activity 2	Fully met
1203 - Analyze transactions into debit and credit parts.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 1	Using a calculator to compute interest, by entering principal and rate	Activity 2	Fully met
1204 - Post to general ledger.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 5	Learning about journal and ledger entries, with examples, as well as check and billing records	Critical Thinking 1, 4	Fully met
1205 - Reconcile bank statements and establish and replenish petty cash fund.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lessons 2, 4	Investigating how banking processes differ when banking online, such as methods to reconcile bank statement, and how to handle petty cash	Critical Thinking 3; Activity 2	Fully met
1206 - Prepare worksheet and adjusting entries.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 4	Working with purchase orders and business cash funds	Critical Thinking 3; Discussion 1	Fully met

1207 - Prepare balance sheet and income statement.	Office Administration 1B	Unit 4: Keeping Up With the Money	lesson 4	Understanding the key parts of an income statement with examples	Activity 1	Fully met
1208 - Record adjusting and closing entries.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 5	learning different journal and ledger entries including those found with invoices. accounts receivable, and accounts payable	Critical thinking 1, 4	Fully met
1209 - Prepare timesheets payroll records.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 3	Exploring the steps for processing payroll from gathering needed information to processing timesheets	Critical Thinking 2	Fully met
1210 - Prepare payroll accounting taxes and reports.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lessons 2, 3	Learning mor about making direct payroll deposits and ways to keep a payroll log	Critical Thinking 2	Fully met
1211 - Identify types of accounting software.	Office Administration 1B	Unit 4: Keeping Up With the Money	Lesson 5	Investigating different types of accounting software, such as QuickBooks or Quicken	Critical thinking 1, 3, 4; Activity 1	Fully met
1300: Business Law and Ethics						
1302 - Explain crimes often associated with business and organizations, e.g., embezzlement, extortion, computer crimes.	Office Administration 1A	Unit 6: Technology Basics	Lesson 4	Investigating cyber crimes including malware, viruses, phishing, etc.; researching and reporting on cybersecurity threats and methods to help prevent or limit damage	Activity 3	Fully met

1303 - Identify proper use of business technology and property, e.g., computers, cell phones, telephones.	Office Administration 1B	Unit 3: Where Did My File Go? Managing Information	Lesson 1	Learning more about information security in three main areas: privacy, accuracy, and property including maintaining client confidentiality, keeping employee records private,	Critical Thinking 1, 2; Discussion 1	Fully met
1304 - Explain the importance of confidentiality in the workplace.	Office Administration 1A	Unit 2: Developing interpersonal Skills	Lesson 1	Discussing the importance of confidentiality in business settings, such as not leaving personal information out and not sharing information with others outside the office,	Critical Thinking 1; Activity 2	Fully met
1305 - Compare types of contracts, including related accountability.	Office Administration 1B	Unit 7: Business Policies and People Management	Lesson 1	Exploring workplace codes of conduct, ensuring employee rights and company accountability	Activities 2, 3	Fully met
1306 - Identify laws/acts pertaining to business.	Office Administration 1B	Unit 7: Business Policies and People Management	Lesson 2	Understanding the role of workplace laws, such as those that fall under OSHA and legalities concerning workers' compensation, etc. and how these affect workplaces	Critical thinking 3; Activity 1	Fully met

1307 - Display professionalism and workplace integrity.	Office Administration 1A	Unit 1: Starting Out	Lesson 4	Highlighting the importance of maintaining a professional appearance and practicing positive workplace behaviors; demonstrating professional workplace behaviors by creating a presentation of dos and don'ts for other employees	Activity 2	Fully met
1400: Office Procedures and Customer Service Communications						
1402 - Describe the advantages of customer service in building a loyal customer base.	Office Administration 1A	Unit 4: Working the Frontline	Lesson 1	Discussing the importance to the company of making sure clients and customers feel valued and listened to and ensuring they understand the company brand and mission	Critical Thinking 1, 3	Fully met
1404 - Use effective face-to-face or remote communication with internal and external customers.	Office Administration 1A	Unit 3: Speaking and Listening	Lessons 1-4	Identifying key verbal communication skills and active listening abilities; methods for overcoming communication barriers; and learning the importance of non-verbal gestures	Critical thinking 1, 2, 4; Activities 2, 3	Fully met

<p>1405 - Identify the ways a customer service representative can develop a rapport with customers.</p>	<p>Office Administration 1A</p>	<p>Unit 4: Working the Frontline</p>	<p>Lesson 1</p>	<p>Exploring different ways reception desk employees can make clients and customer feel welcome and appreciated, like remembering names, dealing calmly with language barriers, handling conflicts professionally, etc.,</p>	<p>Critical Thinking 1, 3</p>	<p>Fully met</p>
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PA Computer Systems Networking & Telecommunications Pathway

Computer Maintenance 1a/1b, Intro to Networking 1a/1b, Advanced Networking 1a/1b

State: PA

Competency Task List: Computer System Networking and Telecommunications CIP 11.0901

Graduation Years: 2022, 2023 & 2024

Percentage of Course Aligned: 100%

Standards	Course Title (a or b), if applicable	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard Is Assessed	Comments	Standard Rating
100: Personal and Environmental Safety							
101 - List common causes of accidents and injuries in a computer facility.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Recognizing that the biggest threat computer technicians face is electrical fire, and listing other potential causes of injury	Critical Thinking #4	Safety skills are fully addressed throughout all six courses as integrated into course pedagogy.	Fully Met
102 - Wear personal protective equipment.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Identifying PPE needed for computer maintenance work	Critical Thinking #4		Fully Met
103 - List and identify safety hazard symbols.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Understanding how to recognize safety hazards	Critical Thinking #4		Fully Met

104 - Review Safety Data Sheets (SDS) and explain their requirements in handling hazardous materials.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Listing hazardous materials that could be found in a computing environment	Critical Thinking #3		Fully Met
105 - Describe types of fire extinguishers and explain which types to use for extinguishing various fires.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Describing how to extinguish an electrical fire	Critical Thinking #4		Fully Met
106 - Use safe procedures to follow when lifting and carrying heavy objects.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Demonstrating ergonomics when lifting heavy items in a computer maintenance setting	Critical Thinking #4		Fully Met
107 - Describe the importance of safety as it relates to environmental issues.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 4	Understanding environmentally safe disposal of computer hardware	Discussion 1		Fully Met
108 - Identify potential hazards when working with power supplies.	Computer Maintenance 1b: Network Needs	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Understanding the importance of surge protectors in protecting the power supply of the computer	Critical Thinking #3		Fully Met
109 - Identify proper disposal procedures for batteries, display devices, and all other electronic equipment.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 4	Identifying safe, ethical and legal disposal of computer hardware and electronic equipment	Discussion 1		Fully Met
110 - Identify proper disposal procedures for chemical solvents and pressurized cans.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 4	Describing how to dispose of other waste related to	Discussion 1		Fully Met

				computer technology			
111 - Prevent electrostatic discharge conditions.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Recognizing how to prevent harmful electrostatic discharge through grounding safety measures	Critical Thinking #3		Fully Met
113 - Configure a computer's power management settings to maximize energy efficiency.	Computer Maintenance 1a: Introduction	Unit 5: Power and Peripherals	Lesson 2	Understanding how to safely set up a power supply for a computer to avoid common issues	Critical Thinking #1		Fully Met
114 - Maintain safe work area to avoid common accidents and injuries.	Computer Maintenance 1a: Introduction	Unit 4: Operational Procedures for Optimal Network Performance	Lesson 3	Understanding how to maintain a safe work environment and prevent injuries	Critical Thinking #3, 4		Fully Met
200: Computer Hardware							
201 - Categorize storage devices and backup media.	Computer Maintenance 1a: Introduction	Unit 8: Storage Devices and Custom Builds	Lessons 1-2	Describing the purpose of internal hard drives and discussing several varieties of portable storage options	Critical Thinking #1, 3, 5		Fully Met
202 - Categorize the different types of computer cases.	Computer Maintenance 1a: Introduction	Unit 8: Storage Devices and Custom Builds	Lesson 4	Understanding what considerations need to be taken when selecting a case for a custom build	Activity 2		Fully Met

203 - Explain motherboard components, types, and features.	Computer Maintenance 1a: Introduction	Unit 7: Motherboards, CPUs, and RAM	Lessons 1-4	Comparing and contrasting various motherboards types and features, understanding how BIOS and UEFI help the boot up process, understanding how to install and configure motherboards	Critical Thinking #3, 4		Fully Met
204 - Categorize power supplies types and characteristics.	Computer Maintenance 1a: Introduction	Unit 5: Power and Peripherals	Lesson 2	Summarizing power supply types and features	Activity 1		Fully Met
205 - Explain the purpose and characteristics of CPUs and their features.	Computer Maintenance 1a: Introduction	Unit 7: Motherboards, CPUs, and RAM	Lesson 4	Identifying the components and functions of a CPU	Activity 2		Fully Met
206 - Explain cooling methods and devices.	Computer Maintenance 1a: Introduction	Unit 8: Storage Devices and Custom Builds	Activity 2	In this activity, students select a cooling method and unit for their custom build design.	Activity 2		
	Computer Maintenance 1a: Introduction	Unit 7: Motherboards, CPUs, and RAM	Discussion 1	Comparing cooling methods for data centers	Discussion 1		Fully Met
207 - Compare and contrast memory types, characteristics, and their purpose.	Computer Maintenance 1a: Introduction	Unit 7: Motherboards, CPUs, and RAM	Lesson 5	Discussing how RAM processes data and eliminates errors	Critical Thinking #5		Fully Met
208 - Distinguish between the different display devices and their characteristics.	Computer Maintenance 1a: Introduction	Unit 5: Power and Peripherals	Lesson 3	Explaining how output devices work and comparing the different types of	Critical Thinking #3, 4, 5		Fully Met

				display devices available for computers			
209 - Summarize the function and types of adapter cards.	Computer Maintenance 1b: Network Needs	Unit 6: Wired Networks	Lesson 3	Distinguishing between types of network interface cards and understanding how to update adapter settings in Windows for the NIC	Activity 2		
	Computer Maintenance 1a: Introduction	Unit 7: Motherboards, CPUs, and RAM	Lesson 2	Customizing a motherboard with add-on cards	Critical Thinking #4		Fully Met
210 - Install and configure peripherals and input devices.	Computer Maintenance 1a: Introduction	Unit 5: Power and Peripherals	Lessons 3-5	Distinguishing between various input devices for computers and determining how to install, configure and troubleshoot them	Critical Thinking #3, Activity 2		Fully Met
211 - Configure and optimize portable devices, such as laptops, tablets, and smart devices.	Computer Maintenance 1b: Network Needs	Unit 1: Mobile Devices and Laptops	Lessons 2, 3	Discussing how to connect and sync mobile devices and how to troubleshoot problems with laptops and mobile devices	Critical Thinking #1, 3, Discussion 2		
212 - Install and configure printers.	Computer Maintenance 1a: Introduction	Unit 3: Printers	Lesson 4	Installing and configuring both wired and wireless printers	Activity 1, Activity 2		Fully Met

213 - Install configure and maintain personal computer components.	Computer Maintenance 1a: Introduction	Unit 8: Storage Devices and Custom Builds	All Lessons Associated	In this unit, students learn to design a custom personal computer.	Critical Thinking #2, 4, Activity 2		Fully Met
214 - Repair/replace desktop and laptop computer components.	Computer Maintenance 1a: Introduction	Unit 6: Cables, Connectors, and Tools	Lesson 4	Repairing and replacing cables and connectors using appropriate tools	Critical Thinking #5, Discussion 2		Fully Met
216 - Implement RAID solutions.	Computer Maintenance 1a: Introduction	Unit 8: Storage Devices and Custom Builds	Lesson 5, Activity 1	Explaining how RAID provides protection against drive failures, problem-solving issues with storage devices using troubleshooting steps, proposing RAID solutions for a business	Activity 1		Fully Met
300: Troubleshooting, Repair and Maintenance							
301 - Apply industry standard troubleshooting methods.	Computer Maintenance 1a: Introduction	Unit 1: Software Applications	Lesson 5	Summarizing and applying the industry standard steps in the IT troubleshooting process	Critical Thinking #1, 4, Discussion 2	This skill is fully addressed throughout both computer maintenance courses as integrated into course pedagogy.	Fully Met
302 - Troubleshoot common hardware and operating system symptoms and their causes.	Computer Maintenance 1a: Introduction	Unit 2: Operating Systems	Lesson 6	Troubleshooting various Window OS issues	Critical Thinking #3		

	Computer Maintenance 1a: Introduction	Unit 5: Power and Peripherals	Lesson 5	Troubleshooting power, battery, peripheral, and display issues	Critical Thinking #5		Fully Met
304 - Identify common laptop issues and determine the appropriate basic troubleshooting method.	Computer Maintenance 1b: Network Needs	Unit 1: Mobile Devices and Laptops	Lesson 5	Troubleshooting problems with laptops and mobile devices, including connectivity, display, battery and keyboard issues	Discussion 2		Fully Met
305 - Integrate common preventative maintenance techniques.	Computer Maintenance 1a: Introduction	Unit 3: Printers	Critical Thinking #4	After learning about types, care and installation of printers, students recommend preventative maintenance techniques.	Critical Thinking #4		Fully Met
307 - Diagnose and repair common printer issues.	Computer Maintenance 1a: Introduction	Unit 3: Printers	Lesson 5	Troubleshooting common printer issues, including print quality, paper feed problems and queue problems	Critical Thinking #5		Fully Met
400: Operating Systems and Software							
401 - Identify different operating systems by their features.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lesson 1, 3, 5	Understanding the features of different operating systems, such as the Windows Live Tile area, and features common across all operating systems	Critical Thinking #3, 4, 5, Discussion 2	Operating system and software skills are also developed in Computer Maintenance 1a.	Fully Met

402 - Use various user interfaces.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lesson 2	Defining the GUI, understanding features and how to navigate a GUI	Critical Thinking #1		Fully Met
403 - Install and configure an operating system.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lesson 1, Activity 2	After learning about installing and securing the Windows OS, students perform a practical activity to assess their skills.	Activity 2		Fully Met
404 - Explain boot sequences, methods, and startup utilities for various operating systems.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lessons 1, 3	Understanding boot sequences, methods, and startup utilities for Linux, Windows and MacOS	Activity 2		Fully Met
405 - Select the appropriate commands and options to troubleshoot and resolve problems.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lessons 1, 3	Troubleshooting while installing and operating system using appropriate commands	Activity 2		Fully Met
406 - Differentiate between various operating system directory structures.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lessons 1-3	Examining and supporting the operating system using Windows tools, articulating the specifics for the Mac and Linux OS	Critical Thinking #1, 2, 3, 4, 5, Activity 2		
407 - Use system utilities/tools and evaluate the results.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Activity 2	Explaining how to check for patches and updates	Activity 2		Fully Met
408 - Troubleshoot common OS and software issues.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Critical Thinking #2	Troubleshooting a software installation issue on Windows and identifying differences for Linux	Critical Thinking #2		Fully Met

409 - Manage local users, groups, and institute local security policies.	Introduction to Networking 1b: Network Oversight	Unit 7: Network Security: Policies and Procedures	Lessons 1-2	Using logon procedures, including authentication, authorization, and accounting to manage local users securely	Activity 1	This skill is further developed in Advanced Networking 1a/1b.	Fully Met
410 - Install and configure a network and workstation operating system.	Introduction to Networking 1a: Introduction	Unit 4: Software Programs for Computer Systems	Lessons 1, 3, 5	Understanding operating system installation types, including the installation of network operating systems	Activity 2	This skill is further developed in Advanced Networking 1a.	Fully Met
500: Network Technologies							
501 - Explain the function of common networking protocols, such as FTP, TCP/IP suite, DHCP, DNS.	Introduction to Networking 1b: Network Oversight	Unit 1: Internet Protocol Fundamentals	Lesson 3	Understanding and explaining TCP/IP protocols and ports	Critical Thinking #2	These network technology skills are all further developed in Advanced Networking 1a.	Fully Met
502 - Identify commonly used TCP and UDP default ports, including TCP ports: FTP – 20, 21, SSH – 22, TELNET – 23, HTTP – 80.	Introduction to Networking 1b: Network Oversight	Unit 1: Internet Protocol Fundamentals	Lesson 3	Understanding how a port is created by the operating system and represents a process that is running on the network and identifying the commonly used ports	Critical Thinking #2, 3, 5		Fully Met

503 - Identify address formats, including IPv6, IPv4, MAC.	Introduction to Networking 1b: Network Oversight	Unit 1: Internet Protocol Fundamentals	Lessons 1-2	Comparing and contrasting static, dynamic, public, and private IP addresses, differentiating between classful and classless addressing	Critical Thinking #1		Fully Met
504 - Evaluate the proper use of addressing technologies and addressing schemes, including: subnetting: classful vs. classless, NAT, PAT, SNAT, public vs. private, DHCP, addressing schemes (unicast, multicast, broadcast).	Introduction to Networking 1b: Network Oversight	Unit 1: Internet Protocol Fundamentals	Lessons 2, 4	Distinguishing IPv4 and IPv6, identifying IPv4 address classes and subnet masks, and developing addressing scheme with subnet chart	Activity 3		Fully Met
505 - Identify common IPv4 and IPv6 routing protocols, including link state, distance vector, and hybrid protocols.	Introduction to Networking 1b: Network Oversight	Unit 1: Internet Protocol Fundamentals	Lessons 2-4	Identifying that the TCP/IP protocol suite has two transport-layer protocols: Transmission Control Protocol (TCP), which is a connection-oriented protocol, and User Datagram Protocol (UDP), which is a connectionless protocol, differentiating between protocols and relating protocols to ports	Critical Thinking #3, 4		Fully Met

506 - Explain the purpose and properties of routing, including IGP vs. EGP, static vs. dynamic, next hop, interpret routing tables and how they pertain to path selection, convergence (steady state).	Introduction to Networking 1a: Introduction	Unit 5: Fundamental Networking Concepts and Principles	Lesson 4	Understanding basic concepts of routing and that the router receives its instructions such as the start and end points for sending and receiving packets in the form of a routing table, or database of IP addresses and computer names, identifying that a routing table lists all the networks for which routes are known	Critical Thinking #4		Fully Met
507 - Identify the characteristics of wireless communication, including 802.11 and 802.15 standards: speeds, distance, channels, frequency, authentication, and encryption.	Introduction to Networking 1a: Introduction	Unit 7: Wireless Networking	Lesson 3	Distinguishing versions of 802.11 standards from original to most recent, determining appropriate router and standard for needs, relating IEEE 802.1 to IoT	Critical Thinking #2, 3, 5		Fully Met
508 - Identify the basic elements of unified communication technology, such as VoIP, video, real time services, POS, and UC devices	Introduction to Networking 1a: Introduction	Unit 7: Wireless Networking	Lesson 2	Analyzing options for connectivity, comparing the types of wireless communication technology and their uses	Critical Thinking #1, 5		Fully Met
509 - Implement technologies that	Introduction to Networking 1a: Introduction	Unit 7: Wireless Networking	Lesson 4	Understanding the types of cloud computing and	Activity 3		Fully Met

support cloud computing.				their best uses in businesses			
510 - Implement virtualization technologies.	Introduction to Networking 1b: Network Oversight	Unit 3: Network Design	Lesson 4	Understanding how virtualization can increase network responsiveness, flexibility, scalability, and the availability for critical applications, while providing an organization with significant cost savings	Activity 1		Fully Met
600: Network Media and Topologies							
601 - Categorize standard cable types and their properties, e.g., UTP, STP, coaxial, fiber; plenum vs. non-plenum properties: transmission speeds, distance, duplex, noise immunity, frequency.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Lessons 2-3	Distinguishing between copper cables and troubleshooting common issues, understanding types and uses of different fiber optic cables	Critical Thinking #3, 5	These media and topology skills are all further developed in Advanced Networking 1a.	Fully Met
602 - Identify common connector types, including UTP, STP, coaxial, and fiber.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Lessons 2-3	Identifying connectors for coaxial and fiber cables, such as BNC and F-type	Critical Thinking #4		Fully Met
603 - Identify common physical network topologies.	Introduction to Networking 1a: Introduction	Unit 5: Fundamental Networking Concepts and Principles	Lesson 1	Explaining characteristics of different physical network topologies	Critical Thinking #1, 2, 3, 4		Fully Met

604 - Differentiate and fabricate cables according to TIA/EIA 568A and 568B standards, including patch, crossover, and rollover cables.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Activity 1, Activity 2	After learning about cables and wired networking in the unit, students use their skills to make a straight-through and crossover cable.	Activity 1, Activity 2		Fully Met
605 - Categorize common WAN technology types and properties.	Introduction to Networking 1a: Introduction	Unit 5: Fundamental Networking Concepts and Principles	Lesson 1	Distinguishing between LAN, MAN, CAN, WAN and their properties, topologies and applications	Critical Thinking #1		Fully Met
606 - Categorize common LAN technology types and ethernet properties, e.g., CSMA/CD, broadcast, collision, bonding, speed, distance.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Lesson 4	Decoding Ethernet standards for LAN technology	Critical Thinking #1		Fully Met
607 - Explain common logical network topologies and their characteristics, including peer to peer and client/server.	Introduction to Networking 1a: Introduction	Unit 5: Fundamental Networking Concepts and Principles	Lesson 1	Distinguishing different types of network topologies and network architectures, and identifying their purpose/uses	Critical Thinking #2, 3		Fully Met
608 - Install components of wiring distribution, including vertical and horizontal cross connects, verify installation and termination and	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Lessons 1, 2, 3	Applying knowledge of wiring and connectors to networks	Discussion 1		Fully Met

environmental requirements.							
	Introduction to Networking 1b: Network Oversight	Unit 8: Success in Networking: Other Skills and Duties	Activity 3	In the capstone project, students determine appropriate wiring distribution for a network installation.	Activity 3		Fully Met
700: Network Devices							
701 - Install, configure, and differentiate between common network connectivity devices.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Lesson 5	Distinguishing between the types of wired network devices	Critical Thinking #4, Activity 1	These device skills are all further developed in Advanced Networking 1a.	Fully Met
702 - Identify the functions of specialized network devices, such as multilayer switch, content switch, IDS/IPS, load balancer, multifunction network devices, DNS server, bandwidth shaper, proxy server, CSU/DSU.	Introduction to Networking 1a: Introduction	Unit 5: Fundamental Networking Concepts and Principles	Lessons 4-6	Identifying and analyzing specialized network devices	Critical Thinking #4, Activity 1		Fully Met
703 - Explain the advanced features of a switch, such as PoE, spanning tree, VLAN, trunking, port mirroring, port authentication.	Introduction to Networking 1a: Introduction	Unit 5: Fundamental Networking Concepts and Principles	Lesson 5	Distinguishing between switches and switching methods	Critical Thinking #4, Activity 1		Fully Met
704 - Install a basic wireless network, including client configuration, access point placement and installation.	Introduction to Networking 1a: Introduction	Unit 7: Wireless Networking	Lesson 6, Activity 3	Setting up a wireless internet router for a home, configuring a basic home wireless network	Activity 3		Fully Met

705 - Configure appropriate encryption, configure channels and frequencies, set ESSID and beacon, and verify installation.	Introduction to Networking 1b: Network Oversight	Unit 3: Network Design	Activity 1, Activity 2	Planning for installation of network devices	Activity 1, Activity 2		Fully Met
800: Network Management							
801 - Explain, compare, and contrast the layers of the TCP/IP and OSI models.	Introduction to Networking 1a: Introduction	Fundamental Networking Concepts and Principles	Lesson 3	Understanding how data moves through the 7 layers of the OSI model using protocols	Activity 3	These network management skills are all further developed in Advanced Networking 1a/1b.	Fully Met
802 - Prepare physical and logical network diagrams, baselines, policies, procedures, and configurations and regulations.	Introduction to Networking 1b: Network Oversight	Unit 3: Network Design	Activity 1, Activity 2	After learning about principles of network design, students prepare network diagrams.	Activity 1, Activity 2		Fully Met
803 - Evaluate the network based on configuration management documentation, such as wiring schematics; physical and logical network diagrams; baselines; policies, procedures, and configurations to network devices and infrastructure; wiring schematics; physical and logical network diagrams; and configurations and job logs.	Introduction to Networking 1b: Network Oversight	Unit 3: Network Design	Activity 1, Activity 2	In these activities, students create documentation associated with their network design.	Activity 1, Activity 2		Fully Met

804 - Conduct network monitoring to identify performance and connectivity issues, such as packet sniffers, connectivity software, load testing, throughput testers, system logs, history logs, and event logs.	Introduction to Networking 1b: Network Oversight	Unit 4: Network Monitoring	All Lessons Associated	Understanding how to perform network monitoring, including describing tools used to monitor network security, infrastructure, and performance, explaining the purpose of establishing baselines, interpreting log files, elaborating on various ways to ensure system integrity	Activity 1, Activity 2, Activity 3		Fully Met
806 - Implement remote management technologies.	Introduction to Networking 1b: Network Oversight	Unit 4: Network Monitoring	All Lessons Associated	Managing a network, monitoring security, analyzing logs, and measuring performance	Discussion 1		Fully Met
900: Network Tools and Troubleshooting							
901 - Utilize command line/graphical tools and interpret the output to verify functionality including, Traceroute, Ipconfig, Ifconfig, and Ping.	Introduction to Networking 1b: Network Oversight	Unit 5: Network Troubleshooting	Lesson 5	Identifying and utilizing command line tools to verify and troubleshoot networks	Critical Thinking #2, 3	These troubleshooting skills are all further developed in Advanced Networking 1a/1b.	Fully Met
902 - Use network scanners, such as packet sniffers, intrusion detection software,	Introduction to Networking 1b: Network Oversight	Unit 6: Network Security: Threats and Mitigation	Lesson 4	Understanding and implementing data protection	Discussion 2		Fully Met

Intrusion prevention software, and port scanners.				techniques on a network			
903 - Utilize the appropriate hardware tools for cable fabrication and troubleshooting.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Activity 1, Activity 2	After learning about tools and troubleshooting in the unit, students make a straight-through and crossover cable and troubleshoot cables.	Activity 1, Activity 2		Fully Met
904 - Implement network troubleshooting methodologies, including information gathering – identify symptoms and problems, identify the affected areas of the network.	Introduction to Networking 1b: Network Oversight	Unit 5: Network Troubleshooting	Lesson 1	Summarizing and applying the network troubleshooting method	Critical Thinking #1, 5		Fully Met
905 - Develop an action plan and solution identifying potential effects, implement and test the solution, identify the results and effects of the solution, document the solution, and the entire process.	Introduction to Networking 1b: Network Oversight	Unit 5: Network Troubleshooting	Activity 3	After learning about network troubleshooting in the unit, students apply their skills to troubleshoot the guest Wi-Fi for a hospital and propose solutions.	Activity 3		Fully Met
906 - Troubleshoot common wired and wireless connectivity issues and select an appropriate solution to include physical and logical issues.	Introduction to Networking 1a: Introduction	Unit 7: Wireless Networking	Lesson 5	Troubleshooting and resolving common wireless issues	Discussion 2		

	Introduction to Networking 1b: Network Oversight	Unit 5: Network Troubleshooting	Activity 1	In this activity, students troubleshoot and solve various issues on help desk tickets, including connectivity issues.	Activity 1		Fully Met
907 - Troubleshoot and resolve common WAN issues, such as loss of connectivity, DNS, router configurations, and default gateways.	Introduction to Networking 1b: Network Oversight	Unit 2: Networking Services	Lesson 5	Understanding network theory and the tools for managing and monitoring networks and resolving issues	Critical Thinking #4, 5		Fully Met
1000: Security Fundamentals							
1001 - Configure hardware and software security devices, such as network-based firewall, host-based firewall, DMZ, IDS, IPS, VPN concentrator.	Advanced Networking 1b: Protecting Your Network	Unit 7: Troubleshooting Storage and Security	Activity 1	After learning about network security fundamentals, students create a plan for comprehensive safety and security for their course-long network design project.	Activity 1		Fully Met
1002 - Implement features of a network firewall, such as application layer vs. network layer, stateful vs. stateless, scanning services, content filtering, signature identification, zones.	Advanced Networking 1a: Introduction	Unit 7: Troubleshooting Networks and Connectivity	Lesson 5	Implementing troubleshooting techniques to produce solutions for firewall issues	Activity 2		Fully Met

1003 - Configure network access security, such as ACL: MAC filtering, IP filtering tunneling and encryption: SSL VPN, VPN, L2TP, PPTP and related others.	Advanced Networking 1b: Protecting Your Network	Unit 6: Wireless Security and Threat Planning	Lessons 1, 2	Configuring and implementing network access security best practices	Activity 1		Fully Met
1004 - Differentiate the principals of user authentication, such as PKI, Kerberos, AAA: RADIUS, TACACS+, network access control: 802.1x, CHAP, MS-CHAP, EAP.	Advanced Networking 1b: Protecting Your Network	Unit 6: Wireless Security and Threat Planning	Lessons 3, 4	Comparing various security protocols, including LDAP and Kerberos	Critical Thinking #3, 4, 5		Fully Met
1005 - Evaluate issues that affect device security, such as physical security and network access.	Advanced Networking 1b: Protecting Your Network	Unit 6: Wireless Security and Threat Planning	All Lessons Associated	In this unit, students are given scenario-based examples to explain wireless security concepts and practice evaluating the methods and implementation of wireless security concepts.	Critical Thinking #1-5		Fully Met
1006 - Identify and mitigate common security threats.	Advanced Networking 1b: Protecting Your Network	Unit 6: Wireless Security and Threat Planning	Activity 2, Activity 3	After learning how to identify and mitigate security threats, students review security audit logs and implement hardening techniques.	Activity 2, Activity 3		Fully Met

1007 - Demonstrate security features, including BIOS security, password management, locking workstations, and biometrics.	Advanced Networking 1b: Protecting Your Network	Unit 6: Wireless Security and Threat Planning	Activity 1	After learning about security for networks in the unit, students demonstrate understanding of security features by setting up a new employee on a business network.	Activity 1		Fully Met
1008 - Demonstrate basic forensic concepts, such as incident response, chain of custody, evidence preservation, and documentation.	Introduction to Networking 1b: Network Oversight	Unit 6: Wireless Security and Threat Planning	Lesson 5	Understanding and applying forensic concepts that a network administrator would need to implement, including documentation and evidence collection processes	Critical Thinking #4		Fully Met
1100: Communication and Professionalism							
1101 - Use effective communication with customers, such as proper etiquette, active listening, and cultural sensitivity.	Introduction to Networking 1b: Network Oversight	Unit 8: Success in Networking: Other Skills and Duties	Lesson 1	Employing effective verbal and nonverbal communication skills when communicating with clients, including demonstrating cultural sensitivity and overcoming common problems that may arise when providing customer support	Activity 2	These professional skills are all further developed in Advanced Networking 1a.	Fully Met

1102 - Solve customer problems.	Introduction to Networking 1b: Network Oversight	Unit 5: Network Troubleshooting	Activity 1	In this activity, students play the role of a networking professional and use customer service skills to troubleshoot and solve various issues on help desk tickets.	Activity 1		Fully Met
1103 - Implement and adhere to acceptable use policies.	Introduction to Networking 1b: Network Oversight	Unit 7: Network Security: Policies and Procedures	Lesson 3	Understanding that an acceptable use policy (AUP) details what the company-owned devices can and cannot be used for, in addition to addressing the user's privacy rights while on the company's network	Critical Thinking #5		Fully Met
1104 - Maintain customer confidentiality.	Introduction to Networking 1b: Network Oversight	Unit 8: Success in Networking: Other Skills and Duties	Lessons 3, 4	Demonstrate an understanding of legal and ethical responsibilities in relation to the IT field, including those related to intellectual property and confidentiality	Critical Thinking #2		Fully Met
1105 - Maintain asset inventory.	Introduction to Networking 1a: Introduction	Unit 6: Wired Networking	Activity 1	Students create a network professional go bag with the necessary tools needed to perform the duties	Activity 1		Fully Met

				of a networking professional.			
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PA Dental Assisting Pathway

Dental Assistant 1a/1b & Dental Assistant 2a/2b

State: PA

Competency Task List: Dental Assisting/Assistant CIP 51.0601

Graduation Years: 2022, 2023 & 2024

Percentage of Course Aligned: 95%

Standards	Course Title (a or b)	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Standard Rating
100: Introduction to Dental Assisting						
101 - Identify career: role, function, obligations, and limitations of the dental care provider as a member of the dental team.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 1: Medical Emergencies in the Dental Office	Lesson 1	Students examine the roles and limitations of those on the dental team	Activity 1	Fully Met
102 - Define dental related terms and abbreviations.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 6: Principles of Pharmacology	Lesson 2	Students learn standard prescription abbreviations	Critical Thinking 1	Fully Met
103 - Practice appropriate personal hygiene, dress practices, and personal qualities/characteristics.	Dental Assistant 1a: Introduction	Unit 2: The Dental Team and Professional Organizations	Lesson 3	Students recognize professional expectations around hygiene and appearance	Activity 3	Fully Met

200: Principles of Infection Control						
201 - Wash hands and use hand sanitizer.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 3: Disease Transmission and Infection Control	Lesson 5	Students learn the importance of hand washing and hand sanitizer	Activity 2	Fully Met
203 - Prepare and bag/wrap instruments for sterilization.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 3	Students understand the process of preparing instruments for sterilizations	Activity 1	Fully Met
204 - Use and care for ultrasonic cleaner.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 4	Students demonstrate the use and care of a ultrasonic cleaner	Activity 3	Fully Met
205 - Use chemicals to sterilize and disinfect instruments.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 4	Students recognize the distinct types of chemical sterilization	Critical Thinking 3	Fully Met
206 - Sterilize instruments using autoclave and maintain equipment.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 4	Students explain the use of an autoclave	Activity 1	Fully Met
207 - Perform disinfection and sterilization procedures on dental equipment.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 4	Students illustrate sterilization procedures used in a dental office	Activity 1	Fully Met
208 - Practice OSHA regulations with respect to dental occupations.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 3: Disease Transmission and Infection Control	Lesson 1	Students explore the role of OSHA in setting standards used in a dental office	Discussion Question 1	Fully Met
209 - Follow Safety Data Sheets (SDS) and label appropriate materials.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 5: Managing Hazardous Chemicals and Waste	Lesson 3	Students learn to follow SDSs	Activity 1	Fully Met
210 - Dispose of sharps, infectious and hazardous wastes.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 5: Managing Hazardous Chemicals and Waste	Lesson 4	Students learn the proper disposal of sharps and hazardous waste	Activity 1	Fully Met

211 - Maintain evacuation system and dental unit waterlines.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 2	Students learn proper use of a evacuation system	Activity 1	Fully Met
212 - Maintain dental handpieces.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 5	Students learn maintenance of dental handpieces	Activity 1	Fully Met
213 - Follow infection control procedures to send/receive dental laboratory items.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 4: Disinfecting Procedures and Instrument Sterilization	Lesson 5	Students recognize infections control procedures	Critical Thinking 4	Fully Met
214 - Follow Personal Protective Equipment (PPE) procedures.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 3: Disease Transmission and Infection Control	Lesson 5	Students identify proper PPE procedures	Critical Thinking 2	Fully Met
215 - Identify the components for infection transmission, routes of transmission of infectious organisms and the different microorganisms and diseases.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 3: Disease Transmission and Infection Control	Lesson 1	Students identify all steps in the chain of infection	Critical Thinking 1	Fully Met
300: Safety and Emergency Procedures						
301 - Practice general/personal safety standards/precautions.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 1: Medical Emergencies in the Dental Office	Lesson 1	Students demonstrate understanding of safety standard for themselves and patients	Activity 2	Fully Met
302 - Practice proper body mechanics.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 6: Basic Chairside Procedures	Lesson 1	Students explain the importance of ergonomics	Discussion Question 1	Fully Met
303 - Perform CPR/AED procedures.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 1: Medical Emergencies in the Dental Office	Lesson 3	Students demonstrate understanding of CPR	Activity 3	Fully Met
304 - Prepare for and recognize various medical emergencies.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 1: Medical Emergencies in the Dental Office	Lesson 4	Students plan for medical emergencies	Activity 2	Fully Met

400: Ethical/Legal Responsibilities						
401 - Adhere to legal and ethical standards of behavior and compliance, including HIPAA policies	Dental Assistant 1a: Introduction	Unit 3: Investigating Dental Ethics and the Law	Lesson 4	Students explore principles of ethics, including HIPPA	Critical Thinking 4	Fully Met
500: Anatomy and Physiology						
501 - Identify parts, names, shapes, and surfaces of teeth.	Dental Assistant 1a: Introduction	Unit 6: Basic Dental Anatomy 1	Lesson 5	Students identify characteristics of teeth	Activity 2	Fully Met
503 - Identify head and neck anatomy, e.g. muscles, nerves, arteries, and veins.	Dental Assistant 1a: Introduction	Unit 5: Anatomy of the Head and Neck	Lesson 3	Students identify the main anatomy of the neck	Activity 3	Fully Met
504 - Describe disturbances in dental development.	Dental Assistant 1a: Introduction	Unit 6: Basic Dental Anatomy 1	Lesson 2	Students explore abnormalities in dental development	Critical Thinking 3	Fully Met
505 - Identify landmarks and structures of the face.	Dental Assistant 1a: Introduction	Unit 5: Anatomy of the Head and Neck	Lesson 3	Students recognize landmarks of the face	Activity 1	Fully Met
506 - Identify landmarks, structures, and normal tissues of the mouth.	Dental Assistant 1a: Introduction	Unit 5: Anatomy of the Head and Neck	Lesson 2	Students identify tissues of the mouth	Activity 2	Fully Met
507 - Identify primary and permanent teeth - eruption dates/arches/types.	Dental Assistant 1a: Introduction	Unit 7: Basic Dental Anatomy II	Lesson 2	Students identify the primary and permanent teeth	Activity 1	Fully Met
508 - Use Universal, Palmer and FDI Designation Systems for permanent and primary teeth.	Dental Assistant 1a: Introduction	Unit 7: Basic Dental Anatomy II	Lesson 1	Students use several identifications systems	Activity 2	Fully Met
509 - Identify the anatomy of the temporomandibular joint (TMJ) into the dental treatment of patients.	Dental Assistant 1a: Introduction	Unit 5: Anatomy of the Head and Neck	Lesson 1	Students recognize the properties and treatment of TMJ	Critical Thinking 3	Fully Met
510 - Identify occlusal relationships into the dental treatment of a patient.	Dental Assistant 1a: Introduction	Unit 6: Basic Dental Anatomy 1	Lesson 5	Students identify occlusion relationships in dental treatment	Activity 2	Fully Met

600: Office Procedures						
601 - Demonstrate the use of dental software systems.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 4: Administrative Responsibilities	Lesson 6	Students recognize the importance of software in the dental office	Critical Thinking 2	Fully Met
602 - Maintain inventory system.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 4: Administrative Responsibilities	Lesson 6	Students learn inventory management basics	Activity 4	Fully Met
603 - Process insurance claims.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 4: Administrative Responsibilities	Lesson 5	Students learn to process insurance claims	Activity 3	Fully Met
605 - Preparing and maintaining patient's file/ file systems.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 3: Treatment Planning and Charting a Diagnosis	Lesson 4	Students understand the importance of keeping and maintaining patient files	Activity 2	Fully Met
607 - Use written and verbal communication.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 4: Administrative Responsibilities	Lesson 6	Students use written and verbal communication to present ideas	Activity 3	Fully Met
608 - Schedule and maintain appointment book/daily schedule.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 4: Administrative Responsibilities	Lesson 4	Student learn methods of maintaining an appropriate schedule	Critical Thinking 2	Fully Met
700: Pharmacology						
701 - Describe methods of pain, anxiety control and pre-meds used in dentistry.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 7: Understanding Pain Management Protocols	Lesson 1	Students learn methods of pain and anxiety management	Activity 2	Fully Met
702 - Use Physician's Desk Reference (PDR) as a resource and/or digital resources.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 6: Principles of Pharmacology	Lesson 3	Students recognize the importance of having current references	Critical Thinking 4	Fully Met

703 - Recognize pharmacology terms and abbreviations, related to the field of dentistry.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 6: Principles of Pharmacology	Lesson 1	Students learn and use pharmacology terms	Critical Thinking 1	Fully Met
800: Radiology Skills						
801 - Discuss history of dental radiology.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 3: Radiology Basics	Lesson 1	Students explore the history of radiology	Discussion Question 1	Fully Met
802 - Follow safety measures for exposing dental radiographs.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 3: Radiology Basics	Lesson 4	Students understand safety measures for dental radiographs	Activity 1	Fully Met
803 - Position patient and select accessories for radiographic technique.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 3: Radiology Basics	Lesson 2	Students demonstrate proper positioning	Activity 1	Fully Met
805 - Select film size appropriate for patient's mouth.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 1	Students learn the basics of dental film	Activity 1	Fully Met
806 - Describe proper storage of unexposed radiographic film.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 3: Radiology Basics	Lesson 5	Students learn the proper storage of dental film	Activity 3	Fully Met
807 - Expose intra-oral radiographs using long-cone paralleling technique with film and digital receptors.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 3	Students demonstrate x-ray techniques	Activity 1	Fully Met
808 - Develop radiographs.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 2	Students demonstrate the process of taking and developing radiographs	Activity 1	Fully Met
809 - Mount full-mouth series of radiographs.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 3	Students learn to take a full mouth series of radiographs	Activity 1	Fully Met

810 - Maintain radiographic records.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 5	Students learn the importance of maintaining all records	Discussion Question 1	Fully Met
811 - Duplicate dental radiographs.						Not Met
812 - Identify normal radiographic landmarks of the teeth and jaws.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 4	Students identify radiograph landmarks	Critical Thinking 4	Fully Met
813 - Evaluate dental radiographs for diagnostic quality.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 3: Radiology Basics	Lesson 3	Students evaluate radiographs for quality	Discussion Question 2	Fully Met
814 - Expose an intra-oral maxillary and mandibular anterior and posterior occlusal radiograph.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 3	Students demonstrate process of taking a full set of radiographs	Activity 1	Fully Met
816 - Expose a panoramic radiograph.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 5	Students demonstrate working with a panoramic radiograph	Activity 1	Fully Met
817 - Discuss computerized digital radiography.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 6	Students discuss computerized radiography	Discussion Question 1	Fully Met
818 - Describe the properties of dental radiation.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 3: Radiology Basics	Lesson 1	Students examine the properties of dental radiation	Activity 1	Fully Met
819 - Discuss/expose intra-oral radiographs using long-cone bisecting technique with film and digital receptors.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 4: Radiographic Techniques and Digital Radiology	Lesson 3	Students discuss the bisecting techniques	Activity 1	Fully Met

900: Operative Dentistry (Chair Side Dentistry)						
901 - Seat/dismiss a patient, including special needs and elderly.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 6: Basic Chairside Procedures	Lesson 6	Students demonstrate seating procedures	Activity 1	Fully Met
902 - Prepare and set up examination tray.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 7: General Dentistry I	Lesson 5	Students set up dentistry tray	Activity 2	Fully Met
903 - Record and chart oral conditions using paper and computerized charting.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 7: General Dentistry I	Lesson 4	Students learn various methods of charting	Activity 3	Fully Met
905 - Take and record patient dental/medical history and vital signs.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 6: Basic Chairside Procedures	Lesson 2	Students take and record vital signs	Activity 1	Fully Met
906 - Prepare oral prophylaxis tray.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 2: Preventative Dentistry	Lesson 4	Students learn what is required for oral prophylaxis	Critical Thinking 2	Fully Met
907 - Transfer instruments for four-handed dentistry.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 6: Basic Chairside Procedures	Lesson 2	Students understand the logistics of four-handed dentistry	Activity 1	Fully Met
908 - Evacuate oral cavity.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 6: Basic Chairside Procedures	Lesson 4	Students learn to evacuate oral cavity	Activity 2	Fully Met
909 - Identify various types of dental hand instruments.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 5: Dental Equipment and Maintenance	Lesson 3	Students identify types of dental hand instruments and their use	Critical Thinking 1	Fully Met
910 - Prepare set up and assist with administration of topical and local anesthesia.	Dental Assistant 2a: Infection Prevention and Pharmacology	Unit 7: Understanding Pain Management Protocols	Lesson 1	Students learn to apply topical anesthesia	Activity 2	Fully Met
911 - Prepare set up and assist with applying and removal of rubber dam.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 6: Basic Dental Anatomy 1	Lesson 4	Students explain how to apply a dental dam	Critical Thinking 5	Fully Met
912 - Identify/change burs in low and high-speed hand pieces.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 5: Dental Equipment and Maintenance	Lesson 4	Students recognize the use of burs in low and high speed pieces	Activity 3	Fully Met

913 - Prepare Tofflemire Matrix Band and sectional matrix systems.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 8: General Dentistry II	Lesson 1	Students learn about matrix systems	Activity 1	Fully Met
914 - Prepare set up and assist with amalgam restoration.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 8: General Dentistry II	Lesson 2	Students explain why assistants need to know amalgam restoration	Critical Thinking 2	Fully Met
915 - Prepare set up and assist with composite/resin restoration.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 8: General Dentistry II	Lesson 3	Students explain why assistants need to know composite/resin restoration	Critical Thinking 2	Fully Met
916 - Prepare set up and assist with pit and fissure sealants.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 7: General Dentistry I	Lesson 2	Students explain the process of using sealants	Activity 2	Fully Met
917 - Prepare set up for whitening procedures and give patient instructions.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 8: General Dentistry II	Lesson 5	Students discuss whitening procedures	Discussion Question 2	Fully Met
918 - Provide patients with preventative dentistry information and techniques.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 2: Preventative Dentistry	Lesson 1	Students create a presentation of preventative care	Activity 2	Fully Met
919 - Obtain and record intra/extra oral photographs.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 3: Treatment Planning and Charting a Diagnosis	Lesson 1	Students keep detail records of all aspects of dental visit	Activity 2	Fully Met
1000: Dental Materials						
1001 - Mix/prepare various dental cements.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 1: Dental Materials	Lesson 4	Students learn to prepare various dental cement	Activity 1	Fully Met
1002 - Mix/prepare set up for and take alginate impressions of the maxillary and mandibular arches.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 2: Additional Dental materials and Laboratory Techniques	Lesson 3	Students prepare various materials for impressions	Activity 1	Fully Met
1003 - Mix/prepare various dental liners and desensitizing materials.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 1: Dental Materials	Lesson 3	Students learn the use of dental liners	Activity 2	Fully Met

1004 - Mix/prepare various dental bases.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 1: Dental Materials	Lesson 3	Students explain the use of dental bases	Activity 2	Fully Met
1005 - Mix/prepare various elastomeric materials.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 2: Additional Dental materials and Laboratory Techniques	Lesson 4	Students demonstrate working with elastomeric materials	Activity 1	Fully Met
1100: Dental Laboratory Procedures						
1101 - Pour maxillary and mandibular alginate impression with gypsum product.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 2: Additional Dental materials and Laboratory Techniques	Lesson 3	Students demonstrate making a variety impressions	Activity 1	Fully Met
1102 - Trim a maxillary and mandibular study cast.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 2: Additional Dental materials and Laboratory Techniques	Lesson 6	Students demonstrate trimming	Activity 1	Fully Met
1103 - Construct an upper and lower custom tray.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 2: Additional Dental materials and Laboratory Techniques	Lesson 3	Students demonstrate how to create a variety of trays	Activity 1	Fully Met
1106 - Fabricate a temporary crown/provisional.	Dental Assistant 1b: Principles of Clinical Dentistry	Unit 8: General Dentistry II	Lesson 4	Students demonstrate putting on a temporary crown	Activity 1	Fully Met
1107 - Fabricate a bleaching tray.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 2: Additional Dental materials and Laboratory Techniques	Lesson 2	Students learn in- office bleaching methods	Discussion Question 1	Fully Met
1108 - Expose students to digital impression.						Not Met

1200: Oral Surgery						
1201 - Identify instruments and prepare set ups for various oral surgical procedures.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 7: Endodontics and Oral Maxillofacial Surgery	Lesson 4	Students explain what is needed for various surgical procedures	Activity 2	Fully Met
1202 - Explain pre-operative and post-operative procedures to patient.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 7: Endodontics and Oral Maxillofacial Surgery	Lesson 4	Students explain what is needed for various surgical procedures	Activity 1	Fully Met
1300: Periodontics						
1301 - Chart periodontal probing and periodontal findings using paper and/or digital recordings.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 6: Periodontics and Prosthodontics	Lesson 1	Students learn to chart periodontal probing		Partially Met
1302 - Provide post-operative instruction for periodontal procedures.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 7: Endodontics and Oral Maxillofacial Surgery	Lesson 1	Students identify post- surgical procedures	Activity 2	Fully Met
1400: Prosthodontics						
1402 - Identify dental instruments and describe the total process of providing a fixed prosthesis for a patient.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 6: Periodontics and Prosthodontics	Lesson 3	Students explain a bridge procedure	Activity 1	Fully Met
1403 - Identify dental instruments and describe the total process of providing a removable prosthesis for a patient.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 6: Periodontics and Prosthodontics	Lesson 3	Students learn the process of providing removable prosthesis		Partially Met
1404 - Give instructions regarding maintenance of fixed and removable prostheses.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 6: Periodontics and Prosthodontics	Lesson 3	Students learn proper maintenance of prosthesis	Critical Thinking 2	Fully Met
1405 - Explain the concept of dental implants.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 6: Periodontics and Prosthodontics	Lesson 1	Students learn about a variety of dental implants	Critical Thinking 2	Fully Met

1500: Endodontics						
1501 - Identify instruments and prepare the setups for endodontic procedures.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 7: Endodontics and Oral Maxillofacial Surgery	Lesson 2	Students identify instruments used in endodontic procedures	Activity 1	Fully Met
1502 - Describe the techniques involved in endodontic procedures.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 7: Endodontics and Oral Maxillofacial Surgery	Lesson 2	Students identify techniques used in endodontic procedures	Activity 1	Fully Met
1600: Certification						
1601 - Prepare to obtain various Dental Assistant National Board Certifications (RHS, ICE, NELDA).	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 8: Dental Public Health and Other Specialties	Lesson 4	Students learn the process of obtaining certifications	Activity 1	Fully Met
1604 - Obtain CPR/AED certification.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 8: Dental Public Health and Other Specialties	Lesson 4	Students are given instructions for obtaining certifications outside the course		Partially Met
1605 - Obtain OSHA certification.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 8: Dental Public Health and Other Specialties	Lesson 4	Students are given instructions for obtaining certifications outside the course		Partially Met
1606 - Obtain Bloodborne Pathogens certification.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 8: Dental Public Health and Other Specialties	Lesson 4	Students are given instructions for obtaining certifications outside the course		Partially Met
1607 - Obtain HIPAA certification.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 8: Dental Public Health and Other Specialties	Lesson 4	Students are given instructions for obtaining certifications outside the course		Partially Met

1700: Orthodontics						
1701 - Identify various instruments, appliances, and techniques.	Dental Assistant 2b: Specialized Areas of Dentistry	Unit 5: Pediatric Dentistry and Orthodontics	Lesson 4	Students identify orthodontic instruments, appliances, and techniques	Activity 2	Fully Met

PA Health and Medical Assisting Pathway

Allied Health Assistant 1a/1b, Health Science Foundations 1a/1b, Anatomy and Physiology 1a/1b, & Medical Terminology 1a/1b

State: PA

Competency Task List: Health/Medical Assisting Services, Other CIP 51.0899

Graduation Years: 2022, 2023 & 2024

Percentage of Course Aligned: 97%

Standards	Course Title (a or b), if applicable	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating
100: Safety							
101 - Identify safety measures that prevent accidents.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 3	Adopting regular practices for safer movement and fewer accidents, such as bending at the knees, holding people closer to the body when moving them, using a sturdy step stool when reaching for higher objects, and many more	Lab	Safety measures also covered in Allied Health Assistant1A, Unit 3	Fully Met
103 - Follow OSHA standards which promote a safe work environment for employees.	Health Science Foundation 1B	Unit 1: Health, Safety Security	Lessons 2, 3	Learning more about OSHA and how their standards protect healthcare workers, as well as safety standards set by the CDC	Critical thinking 2; Lab		Fully Met

104 - Follow the Right to Know law and the information provided on a SDS form.	Health Science Foundation 1B	Unit 1: Health, Safety Security	Lesson 3	Reading safety data sheets, learning the meanings of symbols used, and describing when and how they are used in healthcare settings	Critical thinking 2; Lab		Fully Met
105 - Perform body mechanics used by a health care worker when moving, lifting objects, or clients.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 3	Defining what is meant by body mechanics and recognizing the importance of recognizing the center of gravity, practicing safe foot placement, using proper posture, etc.	Lab; Activity	Body mechanics and proper lifting practices also covered in Health Science Foundation 1B, Unit 1	Fully Met
106 - Transfer client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 3	Explaining the steps required to move patients in certain situations, such as from a stretcher to a bed	Activity		Fully Met
107 - Assist client with dangling, standing, and walking.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 4	Learning proper techniques for assisting patients when they are walking with canes, crutches, or walkers	Lab; Activity		Fully Met
108 - Turn and/or position client in bed, in a chair, and/or an exam table.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 3	Following step-by-step instructions for turning or repositioning a patient in bed, including using a slider sheet	Critical Thinking 2; Activity		Fully Met
109 - Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 4	Outlining the use of transfer belts to help when assisting with patient mobility, such as getting a patient from sitting to standing	Lab; Activity		Fully Met
110 - Describe the use of a mechanical lift adhering to the current governmental regulations.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 3	Reviewing the steps required when using a mechanical lift to transfer patients	Activity		Fully Met

200: Professionalism, Legal, and Ethical Issues							
201 - Define the role, functions, and responsibilities of the health care team members.	Health Science Foundation 1A	Unit 1: Considering a Career in Health Care? Finding the Right Role	Lessons 1, 2	Researching and reporting on a range of healthcare careers in fields such as therapeutic services, biotechnology, diagnostic services, informatics, and support services	Critical Thinking 1, 2, 4, 5, 6; Lab; Activity		Fully Met
202 - Define the chain of command within the scope of practice of the health care team members.	Health Science Foundation 1B	Unit 7: Teamwork and Leadership	Lesson 1	Examining the chain of command or different levels in a hierarchy among the healthcare team that note who reports to whom	Critical thinking 2; Lab		Fully Met
205 - Maintain personal hygiene and exhibit professional dress practices.	Health Science Foundation 1B	Unit 8: Employability in Health Care	Lesson 1	Discussing the importance of maintaining a professional image: good hygiene, appropriate clothing, polite manners, carefully-chosen language, and confidence	Lab		Fully Met
206 - Identify the legal responsibilities and ethical behaviors of a health care provider.	Health Science Foundation 1A	Unit 8: Ethical Responsibilities	Lessons 1, 2	Exploring the four key areas of ethical responsibilities of healthcare providers: autonomy, beneficence, nonmaleficence, and justice	Critical Thinking 1, 3, 4, 5; Lab; Activity	Legal responsibilities are covered in Health science Foundation 1A Unit 7	Fully Met
209 - Practice leadership and citizenship skills through participation in Career and Technical Student Organizations (CTSOs).	Health Science Foundation 1B	Unit 8: Employability in Health Care	Lesson 3	Researching and reporting on a health-based CTSO including its history, purpose, mission, and more	Critical thinking 5		Fully Met
210 - Modify personal behavior in response to client attitude and behaviors.	Health Science Foundation 1A	Unit 6: Effective Communication in Health Care	Lessons 1, 2	Learning effective active listening techniques to best respond to patients needs, being aware of possible cultural or religious differences	Critical Thinking 1, 2, 3, 5; Lab		Fully Met

211 - Follow documentation procedures, including charting client information.	Health Science Foundation 1B	Unit 6: Technology in Health Care	Lesson 2	Identifying key parts of the documentation found in an electronic health record, such as medical history, physical exam findings, radiology and lab reports, medications, etc.	Critical Thinking 1, 5; Lab		Fully Met
212 - Apply standards of confidentiality as required by HIPAA.	Health Science Foundation 1B	Unit 6: Technology in Health Care	Lesson 4	Understanding how Hupa protects the privacy of patient's PPI, protected health information	Critical Thinking 5; Discussion 1		Fully Met
213 - Identify, report, and document possible abuse and/or neglect in all health care settings.	Health Science Foundation 1A	Unit 7: Health Care and the Law	Lesson 4	Discussing the legal and ethical responsibilities healthcare workers have to report any signs of domestic violence, abuse or other unethical practices that are outside the workplace's responsibilities or standards	Critical Thinking 4; Lab		Fully Met
300: Communication							
301 - Use abuse-free verbal and non-verbal communication with the health care team and clients.	Health Science Foundation 1A	Unit 6: Effective Communication in Health Care	Lesson 3	Reading and understanding non-verbal communication methods, including facial expressions, posture, and personal appearance	Critical thinking 1, 2, 4		Fully Met
303 - Communicate in a respectful, professional manner according to the client's stage of development and cultural background.	Health Science Foundation 1A	Unit 6: Effective Communication in Health Care	Lesson 2	Learning methods to adapt communication styles according to patient need whether because of culture, language, religious beliefs, and more	Critical Thinking 2, 4; Lab		Fully Met

304 - Identify physical and psychological indicators of stress in self and others.	Health Science Foundation 1A	Unit 5: Health and Wellness	Lesson 4	Discussing the links between stress and health problems; understanding the body's flight or fight response; effects if chronic stress	Critical thinking 5		Fully Met
305 - Identify and use interpersonal conflict management skills.	Health Science Foundation 1B	Unit 7: Teamwork and Leadership	Lesson 4	Exploring effective ways to manage conflict by including everyone, highlighting opportunities, using positive reinforcement, etc.	Critical thinking 5		Fully Met
309 - Follow stress reduction techniques.	Health Science Foundation 1A	Unit 5: Health and Wellness	Lesson 4	Examining positive steps that can be taken to reduce stress, such as taking mini-vacations (taking a walk or reading a book), talk with others, exercise more, practice yoga, get a massage, and more	Activity		Fully Met
400: Infection Control							
401 - Identify and explain the chain of infection.	Health Science Foundation 1B	Unit 2: Infection Control	Lesson 1	Diagramming the different stages of the chain of infection from infectious agent to susceptible host	Critical thinking 1, 3, 4; Lab		Fully Met
402 - Demonstrate proper hand hygiene techniques.	Health Science Foundation 1B	Unit 2: Infection Control	Lesson 3	Tracing the history of hand hygiene and discussing when and how to properly wash hands in medical settings	Critical thinking 1, 2, 3; Activity		Fully Met
403 - Implement the practice of standard precautions and transmission-based precautions with correct use of Personal Protective Equipment (PPE).	Health Science Foundation 1B	Unit 4: Bloodborne Pathogens	Lessons 2, 3	Identifying key pieces of PPE and explaining their uses and how to properly don and doff them	Activity		Fully Met

404 - Follow OSHA blood borne pathogens standards pertaining to the health care industry.	Health Science Foundation 1B	Unit 4: Bloodborne Pathogens	Lesson 1	Examining OSHA standards concerning bloodborne pathogens, including creating an exposure plan, labeling hazards, training workers, etc.	Critical Thinking 4; lab		Fully Met
405 - Differentiate between medical and surgical asepsis.	Health Science Foundation 1B	Unit 2: Infection Control	Lesson 2	Exploring what is involved in medical asepsis practices, from hand washing to cleaning the environment to protective isolation and following standard precautions	Critical thinking 2, 3; Activity		Fully Met
500: Emergency Care and Disaster Preparedness							
501 - Demonstrate CPR skills and the proper use of an AED, including a choking victim.	Health Science Foundation 1B	Unit 4: Signs of Life: Vital signs and CPR	Lesson 4	Learning and demonstrating proper CPY procedures, explaining when to use an AED	Activity		Fully Met
502 - Perform basic first aid skills.	Allied Health Assistant1B	Unit 7: First Aid	Lessons 1-5	Demonstrating a range of first aid techniques, from burns and poisoning to sudden illness and bone injuries, and more	Lab		Fully Met
503 - Describe emergency response/crisis plan procedures when life threatening situations occur.	Health Science Foundation 1B	Unit 1: Health, Safety, Security	Lesson 4	Explaining the importance of an emergency action plan, or the Oshae required document that details emergency routes, contact numbers, plans of actions for different events, and more	Activity 1		Fully Met
504 - Identify potential fire hazards and procedures to use in a fire emergency.	Health Science Foundation 1B	Unit 1: Health, Safety, Security	Lesson 4	Identifying the RACE steps for responding to a fire (rescue, activate, confine, extinguish)	Critical Thinking 4, 5		Fully Met

505 - Recognize and report emergencies immediately.	Allied Health Assistant 1B	Unit 7: First Aid	Lesson 2	Recognizing when and how to call for help in the event of an emergency	Activity		Fully Met
600: Human Needs and Human Development							
601 - Identify growth and developmental stages across the human life span.	Health Science Foundation 1A	Unit 4: Growth and Development Throughout the Lifespan	Lessons 1-4	Examining human growth and development from birth and toddlerhood through childhood to teenage years and young adulthood to middle and older ages in part by creating a poster and timeline	Critical Thinking 1, 5; Lab; Activity		Fully Met
602 - Describe how illness and disability impacts the individual across their life span.	Allied Health Assistant 1A	Unit 7: Care Across the Life Span	Lessons 1-4	Learning more about different disorders and diseases that people can experience as the age through the years	Critical thinking 1, 2, 3		Fully Met
603 - Select and implement techniques to deal with the cognitively impaired, e.g., validation, reminiscence, music therapy.							Not Met
604 - Use techniques to support gender identity and sexual identity choices of clients.	Health Science Foundations 1A	Unit 2: Healthcare Today: The Business of Caring	Lesson 4	Discussing the need for medical personnel today to be aware of patient differences and ensure they get equal care regardless of gender, sexual identity, race, or culture	Lab		Fully Met

800: Health Care Provider Skills							
801 - Provide the client with personal privacy.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 4	Remembering the acronym DIPPS - dignity, independence, privacy, preference, and safety - as effective guidelines when working with patients	Critical Thinking 1; Discussion 1		Fully Met
803 - Demonstrate unoccupied bed making techniques according to setting.							Not Met
804 - Demonstrate occupied bed making techniques.							Not Met
805 - Measure and record height and weight.	Health Science Foundation 1B	Unit 4: Signs of Life: Vital signs and CPR	Lesson 1	Measuring and recording anthropomorphic measurements, including height and weight	Lab		Fully Met
807 - Assist with client bathing, peri-care, and personal grooming while encouraging independence with ADLs.	Allied Health Assistant 1A	Unit 3: Helping Patients with Hygiene	Lesson 5	Learning steps for helping with complete or partial bathing	Discussion 1		Fully Met
809 - Assist with dressing and undressing.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 4	Assisting patients with dressing and undressing by following key guidelines: explaining what you will do, being encouraging, not rushing, using adaptive devices when needed, and more	Critical Thinking 1, 3		Fully Met
810 - Observe and report condition of the skin, including measures to prevent decubitus ulcers, pressure sores, pressure ulcers, and bed sores.	Allied Health Assistant 1A	Unit 7: Care Across the Life Span	Lesson 3	Identifying the need for attention to skin conditions, particularly with older patients or those confined to bed	Critical Thinking 4		Fully Met
812 - Assist and/or administer denture and oral care for conscious and unconscious clients.	Allied Health Assistant 1A	Unit 3: Helping Patients with Hygiene	Lesson 3	Identifying important steps when helping patients with tooth brushing and overall oral care	Discussion 2		Fully Met

815 - Assist client with use of the bathroom, bedside commode (BSC), bedpan, and urinal.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 4	Explaining procedures for assisting patients with their elimination needs, from emptying catheter bags to assisting patients on bedpans to ostomy care	Critical thinking 1		Fully Met
816 - Provide catheter care and emptying of urinary drainage bag.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 4	Examining different types of catheters and explanations for their use, such as indwelling or Foley and suprapubic	Critical Thinking 1		Fully Met
818 - Measure and record body temperature using various thermometers placed on specific body sites.	Health Science Foundation 1B	Unit 4: Signs of Life: Vital signs and CPR	Lesson 1	Understanding body temperature, when it is abnormal, and different types of thermometers that can be used	Critical thinking 4		Fully Met
819 - Measure and record various pulses.	Health Science Foundation 1B	Unit 4: Signs of Life: Vital signs and CPR	Lessons 1, 2	Learning correct procedures for taking and recording a patient's pulse	Lab		Fully Met
820 - Measure and record respirations.	Health Science Foundation 1B	Unit 4: Signs of Life: Vital signs and CPR	Lessons 1, 2	Recording a patient's respirations, and the importance of taking this without the patient knowing	Critical thinking 5		Fully Met
821 - Measure and record blood pressure.	Allied Health Assistant 1A	Unit 4: Signs of Life: Vital signs and CPR	Lesson 3	Learning to take blood pressure measurements, determining, normal vital sign values	Critical thinking 4		Fully Met
822 - Identify parameters of blood glucose monitoring.	Allied Health Assistant 1B	Unit 1: Medical Lab Skills	Lesson 2	Identifying methods for point of care testing for blood glucose levels	Critical Thinking 3; Lab		Fully Met

823 - Describe type, degree, and report client's pain.	Allied Health Assistant 1A	Unit 6: Mental Health, the Patient, and Furry Companions	Lesson 2	Considering the questions that should be asked and recorded of a patient to determine current pain levels, such as onset, duration, or aggravating factors, and using the Wong-Baker pain measurement scale	Critical thinking 4, 5		Fully Met
825 - Apply therapeutic compression devices (i.e. anti-embolism stockings).	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 4	Assisting patients with putting on certain articles of clothing, including assistive wear such as anti-embolism socks	Critical Thinking 1, 3		Fully Met
826 - Perform range of motion exercises with a client.	Allied Health Assistant1A	Unit 5: Helping Patients With Ambulation	Lesson 4	Identifying common active and passive range of motion exercises for patients that involve abduction, flexion, extension, adduction, and more	Critical Thinking 3, 5; Lab		Fully Met
828 - Identify basic medical coding, billing, insurance, filing, and appointment scheduling procedures in a physical and virtual environment.	Allied Health Assistant1A	Unit 8: Medical Office Administration	Lessons 4, 5	Detailing standard medical documentation including explanations of benefits, electronic remittance advice, release of medical information, electronic scheduling, filing systems and more	Critical Thinking 1, 2, 3, 4; Lab; Discussion questions 1, 2		Fully Met
833 - Perform methods of collection, special handling, and labeling of specimens.	Allied Health Assistant1B	Unit1: Medical Lab Skills	Lesson 2	Examining the processes and equipment needed when collecting blood, urine, and stool samples	Critical Thinking 2, 3; Lab		Fully Met

834 - Describe medication administration to a client utilizing proper medical math.	Allied Health Assistant1A	Unit 8: Medical Office Administration	Activity	Activity calls for students to create a spreadsheet for a medical office budget that includes income, expenses, accounts receivable, and accounts payable by using provided figures for calculations	Activity	Math and measurement also covered in Health Science Foundation 1B, Unit 5	Fully Met
835 - Describe how an EKG/ECG is performed and how it is used diagnostically.	Allied Health Assistant1B	Unit 3: Cardiology: The Heart of the Matter	Lessons 3, 4	Examining heart monitoring techniques, including instructions for a 2-lead EKG, and examples of results	Critical Thinking 2, 3, 4, 5; Lab; Activity		Fully Met
836 - Identify proper oxygen delivery methods, hazards involved with oxygen, use of a pulse oximeter, and report results.	Allied Health Assistant1B	Unit 4: Respiratory Skills: Breathing Easy	Lessons 2, 3	Learning more about measuring oxygen levels through pulse oximetry and oxygen delivery by looking at equipment such as nasal cannulas, reservoir masks, oxyhoods, and nebulizers;	Critical thinking 3, 4, 5; Lab; Activity		Fully Met
838 - Determine when the use of telemedicine/telehealth office visits is indicated.	Health Science Foundation 1A	Unit 2: Health Care Today: The Business of Caring	Lesson 4	Looking at how technology is changing healthcare delivery and examining the different factors involved	Critical Thinking 5		Fully Met
839 - Perform techniques for positioning a client, e.g., supine, Sims, lateral, prone, fowlers.	Medical terminology 1A	Unit 2: The Building Blocks of the Body	Lesson 2	Identifying different patient body positions and placements, such as Fowler's, prone, supine, lateral, and more	Critical Thinking 3; Activity 1		Fully Met
900: Nutrition and Hydration							
901 - List general principles of basic nutrition.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 2	Exploring the importance of eating properly from the such essential nutrients: carbohydrates, proteins, fats, water, vitamins, and minerals	Critical thinking 4; Lab; Activity		Fully Met

902 - Identify therapeutic diets including cultural variations.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 2	Identifying the make up of therapeutic diets following nutritional screening, examples include clear liquid, full liquid, diabetic, low sodium, high fiber, and more	Critical thinking 5		Fully Met
903 - Prepare and serve meal trays to clients, including fluids.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 4	Understanding how to serve a meal tray to a patient, including steps for feeding the patient or assisting when necessary	Critical thinking 1, 2		Fully Met
904 - Provide assistance with safe positioning and feeding techniques for dependent and sensory deprived clients.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lesson 3	Examining the use of some adaptive eating utensils such as curved utensils, plate quads, utensil holders, and more to help those with a range of disabilities and who require different levels of assistance at mealtimes	Critical Thinking 2, 3		Fully Met
905 - Measure and record intake and output (I&O).	Anatomy & Physiology 1B	Unit 4: The Urinary System	Activity	Researching urology and urinary intake and output, report on healthy outputs, note how nurses and doctors record the figures, discuss conditions that might cause changes, and more	Activity 3		Fully Met
906 - Measure and record meal percentages.	Allied Health Assistant 1A	Unit 4: Helping Patients With Eating and Dressing	Lessons 2, 3	Ensuring meal percentages fall within guidelines for proper nutrition, as determined by a facilities nutrition manager or dietician	Critical thinking 4; Lab; Activity		Fully Met

1000: Basic Structures and Functions of the Human Body and Related Diseases with Associated Terminology							
1001 - Identify the basic structure and explain the function and disease processes for the integumentary system.	Anatomy & Physiology 1A	Unit 6: The Integumentary System	Lessons 1-4	Describing the functions of the skin for the human body as well as common disorders and diseases	Critical thinking 1, 3, 4, 5; Activities 1, 2		Fully Met
1002 - Identify the basic structure and explain the function and disease processes for the respiratory system.	Anatomy & Physiology 1B	Unit 2: The Respiratory System	Lessons 1-4	Learning more about the structures and functions of the upper and lower respiratory systems, gas exchange and ventilation, and lung diseases and disorders	Critical thinking 1-5; Activity 1		Fully Met
1003 - Identify the basic structure and explain the function and disease processes for the cardiovascular system.	Anatomy & Physiology 1A	Unit 8: The Cardiovascular system and the Heart	Lessons 1-4	Exploring the workings of the heart and electrical conduction, the p[pulmonary and systemic circulatory systems, and heart diseases	Critical thinking 1, 2, 3, 4, 5; Activity 1		Fully Met
1004 - Identify the basic structure and explain the function and disease processes for the lymphatic/immune system.	Anatomy & Physiology 1B	Unit 1: The Lymphatic and Immune System	Lessons 1-4	Explaining the workings of the immune system, the processes of inflammation and infection, and certain diseases and disorders of the lymphatic system	Critical thinking 1-5; Activity 2		Fully Met
1005 - Identify the basic structure and explain the function and disease processes for the muscular system.	Anatomy & Physiology 1A	Unit 4: The Muscular System	Lessons 1-5	Naming key muscles, describing their functions, and noting what happens when they fail through disease or aging	Critical thinking 3, 4; Activity 3		Fully Met
1006 - Identify the basic structure and explain the function and disease processes for the skeletal system.	Anatomy & Physiology 1A	Unit 3: The skeletal System	Lessons 1-4	Learning the types and locations of bones; discussing diseases and the effects of aging on bones	Critical thinking 1, 3, 4, 5; activity 2		Fully Met

1007 - Identify the basic structure and explain the function and disease processes for the nervous system, including the sensory organs.	Anatomy & Physiology 1A	Unit 5: The Nervous System	Lessons 1-5	Exploring the central and peripheral nervous systems, functions of the special senses, and noting what can happen when things go wrong	Critical thinking 1, 2, 3, 4, 5; Activities 1, 2		Fully Met
1008 - Identify the basic structure and explain the function and disease processes for the digestive system.	Anatomy & Physiology 1B	Unit 3: The Digestive System	Lessons 1-4	Examining the upper and lower digestive systems, describing digestive processes, and looking at digestive disorders	Critical thinking 1, 2, 3, 4; Activity 1		Fully Met
1009 - Identify the basic structure and explain the function and disease processes for the urinary system.	Anatomy & Physiology 1B	Unit 4: The Urinary System	Lessons 1-4	Identifying parts and functions of the urinary system, explaining microscopic processes, discussing urinary tract diseases	Critical thinking 1, 2, 3, 4, 5; Activities 1, 2		Fully Met
1010 - Identify the basic structure and explain the function and disease processes for the reproductive system.	Anatomy & Physiology 1B	Unit 5: The Reproductive System and Genetics	Lessons 1-5	Examining male and female reproductive systems, process of conception, and possible diseases and disorders of the systems	Critical thinking 1, 2, 4, 5; Activity 2, 4		Fully Met
1011 - Identify the basic structure and explain the function and disease processes for the endocrine system.	Anatomy & Physiology 1B	unit 6: The Endocrine System	Lessons 1-4	Discussing the pancreas, adrenal glands, thyroid, pituitary and other glands as well as diseases and disorders of the system	Critical thinking 1, 2, 3, 4, 5; Activity 1		Fully Met
1013 - Distinguish the various directional terms, planes, and regions of the human body.	Anatomy & Physiology 1A	Unit 1: Human Body Organization	Lessons 3, 4	Describing different anatomical positions, body planes, and regions, quadrants, and cavities	Critical thinking 5; Activity 2		Fully Met
1100: Death and Dying							
1101 - Identify feelings and attitudes concerning death.	Allied Health Assistant 1A	Unit 7: Care Across the Life span	Lesson 5	Expressing thoughts and feelings about concepts of death, especially from the perspective of a healthcare assistant, in a journal	In-unit task; Discussion 1		Fully Met

1102 - Research how culture and religion influence attitudes toward death.	Allied Health Assistant 1A	Unit 7: Care Across the Life span	Lesson 5	Reading and discussing the 'Dying Person's Bill of rights' that notes their rights to discuss their religious beliefs, participate in care discussions, be treated with dignity, and more	Discussion 1		Fully Met
1103 - Identify the stages of grief.	Health Science Foundation 1A	Unit 5: Health and Wellness	Lesson 3	Examining the stages of grief as studied by Kubler-Ross from denial to anger to depression to acceptance	Critical Thinking 1, 2		Fully Met
1104 - Identify and report the common signs of a client approaching death.	Allied Health Assistant 1A	Unit 7: Care Across the Life span	Lesson 5	Recognizing the physical signs that death is approaching, such as loss of muscle tone, rise in body temperature but still cool to the touch, Cheynes-Stokes respiration patterns, and more	Discussion 1		Fully Met
1105 - Identify goals of hospice care.	Allied Health Assistant 1A	Unit 7: Care Across the Life span	Lesson 5	Explaining and describing palliative and end-of-like care	Discussion 1		Fully Met
1106 - Identify various practices of postmortem care.	Allied Health Assistant 1A	Unit 7: Care Across the Life span	Lesson 5	Step=by=step explanations about the processes of post mortem care and the role of timing because of body changes, such as rigor mortis	Discussion 1		Fully Met
1200: Medical Terminology							
1201 - Define and differentiate between root words, prefixes, and suffixes.	Medical Terminology 1A	Unit 1: Word Elements; Where It All begins	Lessons 1-4	Understanding how medical germs can be broken down into roots, prefixes, suffixes, and combining vowels with lists of common examples of each	Critical thinking 1, 3, 4		Fully Met

1202 - Identify the meaning of medical abbreviations.	Medical Terminology 1A	Unit 1: Word Elements; Where It All begins	Lesson 5	Identifying different medical abbreviations that originate from beginning letters (ADR for adverse drug reaction, from the word origin, (ante for before) or that are shortened forms (cap for capsule)	Critical Thinking 2, 5		Fully Met
1203 - Differentiate the various medical specialties in health care settings.	Medical Terminology 1A	Unit 3: Move It! Understanding Body Movement	Lesson 4	Determining different medical specialties by breaking down the words, such as orthopedics (straight-foot), pulmonary (pertaining to lungs), and arthritis (joint inflammation)	Critical thinking 5)		Fully Met
1204 - Communicate orally, electronically, and in writing using proper medical terms and approved abbreviations.	Medical Terminology 1A	Unit 5: Going With the Flow: The Cardiovascular system	Activity	For this activity, students are to read a set of cardiac technologist's notes, transcribe the notes and write out a description, and then make a video reading the notes but with the proper medical terms	Activity 1		Fully Met

PA Medical Clinical Assistant Pathway

Health Science Foundations 1a/1b, Medical Assistant 1a/1b, Anatomy & Physiology 1a/1b

State: PA

Competency Task List: Medical/Clinical Assistant CIP 51.0801

Graduation Years: 2022, 2023 & 2024

Percentage of Course Aligned: 78%

Standards	Course Title (a or b)	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating
100: Introduction to Health Care							
101 - Identify the roles and educational/credentialing requirements of various health care practitioners.	Health Science Foundations 1a	Unit 1: Considering a Career in Healthcare? Finding the Right Role	Lesson 01; lesson 03	discusses various allied health professionals and required education/credentials (certification/licensure)	Critical Thinking Question Q1, 2, 3, Activity 1		Fully met
102 - Describe the professional qualities of a Medical/Clinical Assistant.	Health Science Foundations 1a	Unit 1: Considering a Career in Healthcare? Finding the Right Role	Lesson 01	Defines Medical assistant,			Partially Met
105 - Discuss health care law and ethics including HIPAA and Act 13 of 2012.	Health Science Foundations 1a	Unit 7: Healthcare and the Law	Lesson 3; Lesson 4	HIPAA defined and explained; communication and confidentiality; consent, restraint,	Critical Thinking Question Q1,2,3,4,5; Lab; Activity	Also taught in Unit 8	Fully met

113 - Identify cost containment and perform an inventory of supplies.							NOT met
115 - List alternative/complementary health care practices.	Health Science Foundations 1a	Unit 1: Considering a Career in Healthcare? Finding the Right Role	Lesson 03	Complementary Health Practices	Discussion Question 1		Fully met
116 - Discuss how psychosocial and socioeconomic factors can impact a client's health.	Health Science Foundations 1a	Unit 2: Healthcare Today: The Business of Caring	lesson 4	Disparities in access, diagnosis, health outcomes	Critical Thinking Question Q5		Fully met
200: Medical Assistant Administrative Skills							
201 - Complete administrative responsibilities of the medical assistant, including client scheduling.	Medical Assistant 1a	Unit 8: Front Office Roles	Lesson 01, 02, 03	Scheduling guidelines, techniques; managing workflow	Critical Thinking Question 1, 2		MET
203 - Compose and format all forms of written correspondence, e.g., emails, letters, memos.							Not Met
204 - Establish and maintain hard copy and electronic medical records (EMR) for a client.	Medical Assistant 1a	Unit 8: Front Office Roles	Lesson 03	EMR discussed throughout, hard copy info discussed throughout			Partially Met
205 - Complete a demographic form for a client.							Not Met
206 - Perform basic office accounting procedures.	Medical Assistant 1b	Unit 8: Front Office Roles	Lesson 03	Billing			Partially Met

208 - Complete appropriate medical office forms, including Notice of Privacy Practices (NPP), medical release and others.	Medical Assistant 1a	Unit 8: Front Office Roles	Lesson 03	Forms			Partially Met
210 - Demonstrate effective telephone techniques used in a healthcare facility.	Medical Assistant 1a	Unit 8: Front Office Roles	lesson 01, 02, 03, 04, 05	communication techniques taught throughout each lesson	Activity 1		Fully Met
211 - Perform basic computer applications, including spreadsheet, PowerPoint, and publishing.							Not Met
300: Pharmacology							
302 - Verbalize correct technique to administer medications using the prescribed route, e.g., vaginal, rectal, transdermal, inhalation.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 03	Techniques for administering meds	Activity 1		MET
304 - Utilize a Physician's Desk Reference (PDR) and online resources.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Physician's Desk Reference and online version	Activity 1		MET
307 - Perform patient education on prescribed medications and document in patient record.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 03	Education of patient throughout the lesson re: each type of administration	Critical Thinking Question 1		MET
309 - Interpret and use written medication orders and abbreviations.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 4	commonly used abbreviations,	Critical Thinking Question 1		MET
312 - Identify the major drug classifications.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Drug classes, drug schedules	Critical Thinking Question 5		MET
313 - Utilize dosage forms, doses, and dosing calculations.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 03	Dose Calculations	Critical Thinking Question 2		MET
315 - Simulate the administration of oral medications.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Oral	Activity 1		MET

316 - Simulate the administration of eye medications.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Ocular	Activity 1		MET
317 - Simulate the administration of ear medications.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Otic	Activity 1		MET
318 - Simulate the administration of intradermal injections.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 02	Via photo	Activity 1		MET
319 - Simulate the administration of subcutaneous injections.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Subcutaneous	Activity 1		MET
320 - Simulate the administration of intramuscular injections using ampules and vials.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01, 03	IM, technique	Activity 1		MET
321 - Discuss the usage of an aerosol treatment.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Nebulization, nasal, inhalation	Activity 1; Unit 5 Critical Thinking Question 2		MET
400: Infection Control							
401 - Complete a unit of instruction on blood borne pathogens and list the standard precautions that meet the current requirements of the OSHA Bloodborne Pathogens Standard.	Medical Assistant 1a	Unit 5: When Things Go Wrong: Diseases and Disorders	Lesson 05	Bloodborne pathogens,		blood borne pathogens discussed only	Partially Met
402 - Identify the chain of infection.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 01	Chain of infection, infection control,			Partially Met
403 - Perform a sterile dressing on a wound.							NOT met

404 - Perform medical asepsis and hand hygiene techniques.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 02	Asepsis, surgical hand hygiene	Critical Thinking Question 2; Activity 1		Fully met
405 - Perform universal precautions.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 01, 02	Standard Precautions/Transmission based precautions, reverse isolation, proper use of PPE	Activity 2		Fully met
406 - Apply and remove sterile gloves.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 01	Steps to don and doff sterile gloves	Activity 1		Fully met
407 - Utilize the correct techniques in dealing with patients requiring isolation when applying and removing personal protective equipment (PPE).	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 02	Don and doff gloves, hand hygiene, natural barriers	Activity 1		Fully met
409 - Demonstrate techniques in sanitizing, disinfecting and sterilizing instruments.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 02	Sterilization	Activity 1		Fully met
410 - Prepare instruments for the autoclave and operate appropriately.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 02	Preparing instruments for sterilization,	Activity 1		Fully met
411 - Prepare a sterile field.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 02	Maintaining sterile technique and setting up a sterile tray or table	Activity 1		Fully met
412 - Describe the inflammation process and signs and symptoms of infection.							NOT met

500: Laboratory Procedures							
501 - Apply principles of quality assurance and laboratory safety in all aspects of laboratory testing.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 01; Lesson 05	Meeting standards, promoting quality	Activity 1		Fully Met
504 - Obtain a routine urine specimen and perform a urinalysis using a reagent strip.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 02	Urinalysis (visual, chemical, microscopic)	Critical Thinking Question 5		Fully Met
505 - Obtain a clean catch urine and process for lab analysis.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 04,	Urine collection	Critical Thinking Question 5		Fully Met
506 - Perform a capillary puncture for testing.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 03	Capillary samples	Critical Thinking Question 5		Fully Met
508 - Utilize and describe the standard blood collection tube order of draw and additives.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 03	It's all in the color	Critical Thinking Question 5		Fully Met
509 - Perform venipuncture using a straight needle and process.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 03	Venipuncture with straight needle	Critical Thinking Question 5		Fully Met
510 - Perform venipuncture using a butterfly needle and process.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 03	Venipuncture with butterfly	Critical Thinking Question 5		Fully Met
511 - Collect a throat culture using sterile supplies and process.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 04,	Throat swab	Critical Thinking Question 5		Fully Met
512 - Perform a fecal occult blood specimen, educate the client, and process.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 04,	Fecal sample	Critical Thinking Question 5		Fully Met
513 - Complete a laboratory requisition form.	Medical Assistant 1b	Unit 6: Laboratory Testing	Lesson 03	Blood sample collection			Fully Met

700: Healthcare Law and Ethics							
701 - Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession.	Medical Assistant 1a	Unit 06: Professionalism and the Art of Communication	Lesson 01	ADAAA Compliance for patients and workers			Partially met
704 - Describe the implications of HIPAA and client confidentiality in various health settings.	Health Science Foundations 1a	Unit 7: Healthcare and the Law	Lesson 3; Lesson 4	HIPAA defined and explained; communication and confidentiality; consent, restraint,	Critical Thinking Question Q1,2,3,4,5; Activity		Fully Met
705 - Identify where and how to report illegal and unsafe activities and behaviors that affect health, safety, and welfare of others.	Health Science Foundations 1a	Unit 7: Healthcare and the Law	Lesson 5	Report behaviors to a supervisor and possible government agencies, ethics, domestic violence or abuse, labor laws,	Lab		Fully Met
708 - Discuss major legal principles and practices that apply to health care situations.	Health Science Foundations 1a	Unit 7: Healthcare and the Law	Lesson 3; Lesson 4; Lesson 5	HIPAA, Communication, confidentiality, fraud, controlled substances,	Critical Thinking Question Q1,2,3,4,5		Fully Met
710 - Discuss client rights and advance directives.	Health Science Foundations 1a	Unit 7: Healthcare and the Law	Lesson 2	Advanced directives. Autonomy, living will, POA, DNR,	Critical Thinking Question 1, 3,		Fully Met
712 - Discuss the appropriate scope of practice for a medical assistant.	Medical Assistant 1b	Unit 3: Pharmacology	Lesson 01	Role of Medical Assistant			Partially met
800: Introduction to Medical Insurance and Managed Care							
801 - Explain a third-party reimbursement system, including deductibles and co-payments.	Health Science Foundations 1a	Unit 2: Healthcare Today: The Business of Caring	Lesson 2; Lesson 3	Medicare/Medicaid; Private Health Insurance; Delivery models for healthcare	Critical Thinking Question 1		Fully Met

804 - Identify state and federal mandates of insurance programs.	Health Science Foundations 1a	Unit 2: Healthcare Today: The Business of Caring	Lesson 2	Medicare/Medicaid	Critical Thinking Question 1, 2, 4;		Fully Met
805 - Define basic and specific terminologies common to all insurance programs.	Health Science Foundations 1a	Unit 2: Healthcare Today: The Business of Caring;	Lesson 2; Lesson 3	deductible, copay, premium, HMO, PPO, EPO, PCMH,	Critical Thinking Question 3		Fully Met
807 - Identify various types of insurance plans.	Health Science Foundations 1a	Unit 2: Healthcare Today: The Business of Caring	Lesson 2; Lesson 3	Private, Government funded, HMO, PPO,EPO etc.	Critical Thinking Question4		Fully Met
811 - Discuss utilization review principles.							Not Met
812 - Discuss referral process for clients.	Medical Assistant 1b	Unit 8: The Reimbursement Process	Lesson 03	Preparations for billing, referrals	Activity 1		Fully Met
813 - Process an insurance claim.	Medical Assistant 1b	Unit 8: The Reimbursement Process	Lesson 04,	Filing claims, collecting charges	Activity 1		Fully Met
816 - Use the most recent medical codes in the International Classification of Diseases (ICD) and Current Procedural Terminology (CPT).	Medical Assistant 1b	Unit 8: The Reimbursement Process	Lesson 04,	International Classification of Diseases, coding, CPT,	Critical Thinking Question 5		Fully Met
900: Concepts of Effective Communication							
903 - Use effective means of therapeutic communication.	Medical Assistant 1a	Unit 06: Professionalism and the Art of Communication	Lesson 01	Verbal/nonverbal communication, written communication, listening skills,	Unit 2 Activity 1		Fully Met

904 - Combine prefixes, suffixes, and word roots to form and define complex medical terms.	Medical Assistant 1a	Unit 2: Learning the Language: Medical Terminology	Lesson 02; Lesson 03	Prefixes, Suffixes, Combining forms,	Critical Thinking Question 1, 2, 3,		Fully Met
905 - Identify global standard medical, diagnostic, and laboratory abbreviations.	Medical Assistant 1a	Unit 2: Learning the Language: Medical Terminology	Lesson 04,	medical acronyms, abbreviations, symbols			Partially Met
907 - Demonstrate education to a patient and their family for a specific condition or health concern.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 05	Diabetic ed, home monitoring ed, mobility ed, etc.	Unit 3 Activity 1 (Patient Health Education Plan); Unit 5 Activity 1 (PSA)		Fully Met
908 - Produce a patient education tool.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 05	Diabetic ed, home monitoring ed, mobility ed, etc.	Unit 3 Activity 1 (Patient Health Education Plan); Unit 5 Activity 1 (PSA)		Fully Met
909 - Discuss communication alternatives for patients with various communication barriers.	Medical Assistant 1a	Unit 06: Professionalism and the Art of Communication	Lesson 01, 02	Special considerations (impaired, pediatric, geriatric), Modifications, barriers,	Activity 1		Fully Met
910 - Demonstrate cultural diversity when communicating with clients and families.	Medical Assistant 1a	Unit 06: Professionalism and the Art of Communication	Lesson 02; Lesson 05	Language barriers, cultural norms, stereotypes, biases,	Activity 1		Fully Met
1000: Introduction to Basic Anatomy and Physiology							
1001 - Identify body planes and cavities and directional terms of the human body.	Medical Assistant 1a	Unit 2: Learning the Language: Medical Terminology	Lesson 05	Body planes, directional terms, body cavities, positioning	Critical Thinking Question 1, 4,		Fully Met

1003 - Describe the structural parts and the basic chemistry of the cell.	Medical Assistant 1a	Unit 3: Building Up: Anatomy and Physiology I	Lesson 01	Cell structure/parts; homeostasis, feedback loop	Critical Thinking Question 3		Fully Met
1004 - Describe how heredity and genetics influence a client's medical condition.							Not Met
1005 - List the basic structure and functions of the body systems.	Medical Assistant 1a	Unit 3: Building Up: Anatomy and Physiology I	lesson 4, 5	Musculoskeletal, Integumentary, Sensory	Critical Thinking Question 2; Activity 2		Fully met
1006 - Explain the anatomy and physiology of specific disorders of the body.	Medical Assistant 1a	Unit 5: When Things Go Wrong: Diseases and Disorders	lesson 01, 02, 03, 04, 05	Musculoskeletal diseases, Cerebrovascular diseases, Sensory System diseases, Digestive diseases, Cardiovascular diseases	Critical Thinking Question 3		Fully met
1008 - Describe how the aging process physically effects the client over their lifespan.	Medical Assistant 1a	Unit 3: Building Up: Anatomy and Physiology I	Lesson 03	Prenatal - infancy		Met through Infancy only (missing adolescent, adult, geriatric)	Partially MET
1009 - Identify nutritional needs of patients with various diseases and conditions.	Medical Assistant 1a	Unit 3: Building Up: Anatomy and Physiology I	Lesson 02	Nutrients (macro/micro), electrolytes, dietary supplements, reading labels. Counselling for special situations (eating disorders, obesity, diabetes, heart disease, cancer, etc.)	Critical Thinking Question 4, 5; Discussion Question 1		Fully met
1200: Medical Assistant Clinical Laboratory Procedures							
1201 - Follow procedures that prepare a client for examinations and treatments.	Medical Assistant 1b	Unit 4: Patient Care Essentials	lesson 01	Intake process	Activity 1		Fully Met
1202 - Perform electrocardiograms (ECG) using an electrocardiograph (EKG) and abnormal tracing.	Medical Assistant 1b	Unit 7: Other Types of Testing and Care Coordination	Lesson 01, 02	Dissecting an EKG, performing an EKG	Critical Thinking Question 4		Fully Met

1203 - Document a client's condition, along with the chief complaint and progress note.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 04,	SOAP notes, POMR	Activity 1		Fully Met
1204 - Perform a vision screening test using a Snellen chart.	Medical Assistant 1b	Unit 5: Procedural Patient Care	Lesson 01	Visual acuity test with Snellen chart	Critical Thinking Question 1		Fully Met
1205 - Obtain a client's medical history.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Patient History	Critical Thinking Question 1		Fully Met
1208 - Perform pulse oximeter readings on a client.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Pulse Ox, hypoxia	Critical Thinking Question 1		Fully Met
1210 - Perform a peak flow measurement on a client.	Medical Assistant 1b	Unit 5 Procedural Patient Care	lesson 02	Respiratory tests and treatments	Critical Thinking Question 1		Fully Met
1218 - Perform a vision screening test using Ishihara test.	Medical Assistant 1b	Unit 5: Procedural Patient Care	Lesson 01	Color vision screening	Critical Thinking Question 1		Fully Met
1219 - Perform a vision screening test using a near vision screening.	Medical Assistant 1b	Unit 5: Procedural Patient Care	Lesson 01	Near vision using smaller version of Snellen chart	Critical Thinking Question 1		Fully Met
1220 - Perform an auditory screening test.	Medical Assistant 1b	Unit 5: Procedural Patient Care	Lesson 01	Pure tone audiometry, tympanometry, speech audiometry	Critical Thinking Question 1		Fully Met
1221 - Perform and record measurements on a client for height.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Height	Activity 1		Fully Met
1222 - Perform and record measurements on a client for weight.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Weight	Activity 1		Fully Met
1223 - Perform and record measurements on a client for blood pressure.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Blood pressure	Activity 1		Fully Met
1224 - Perform and record measurements on a client for pulse using radial pulse.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Pulse	Critical Thinking Question 3, Activity 1		Fully Met

1225 - Perform and record measurements on a client for pulse using apical pulse.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Apical pulse	Critical Thinking Question 1		Fully Met
1226 - Perform and record measurements on a client for respirations.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Respirations	Activity 1		Fully Met
1227 - Perform and record measurements on a client for temperature using oral.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Temperature oral	Activity 1		Fully Met
1228 - Perform and record measurements on a client for temperature using tympanic.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Temperature Tympanic	Activity 1		Fully Met
1229 - Perform and record measurements on a client for temperature using temporal.							Not Met
1230 - Perform and record measurements on an infant for weight.							Not Met
1231 - Perform and record measurements on an infant for length.							Not Met
1232 - Perform and record measurements on an infant for head circumference.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 01	Circumferences	Activity 1		Fully Met
1233 - Discuss eye irrigation.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 01	eye irrigation/lavage			Partially met
1234 - Discuss ear irrigation.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 01	ear irrigation/lavage			Partially met
1235 - Perform positions and draping for medical examinations.							Not Met
1236 - Perform wheelchair transfer using proper body mechanics.							Not Met
1237 - Discuss usage of assistive devices such as canes, crutches, and walkers.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 05	Mobility and orthopedic education	Critical Thinking Question 5		Fully Met

1238 - Perform suture and/or staple removal.	Medical Assistant 1b	Unit 5 Procedural Patient Care	Lesson 03	Suture or staple removal	Critical Thinking Question 3		Fully Met
1300: Safety and Emergency Practices							
1306 - Obtain basic principles of basic first aid.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 02	Basic life support and CPR; AED, choking, shock, MI, etc.	Discussion Question 2		Fully Met
1307 - Simulate evacuation of a health care center.							Not Met
1308 - Discuss fire safety issues and prevention methods in a health care facility.							Not Met
1312 - Identify emergency preparedness plans in your community and research available resources.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 04,	Disaster Preparedness,			Partially Met
1314 - Identify safety signs, symbols and labels used in a health care facility.							Not Met
1315 - Evaluate the work environment and distinguish between safe versus unsafe working conditions.							Not Met
1316 - Develop a personal safety plan to follow in case of various emergencies.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 03	Developing guidelines or a plan of action (MI, CVA, Shock, choking, etc.)			Partially Met
1319 - Develop an evacuation plan for a physician's office.							Not Met
1321 - Obtain and maintain CPR and AED certification.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 02	Basic life support and CPR; AED			Partially Met
1327 - Recognize allergic reactions and signs and symptoms of anaphylaxis.	Medical Assistant 1b	Unit 4: Patient Care Essentials	Lesson 03, 04	Symptoms of shock, allergic reactions	Critical Thinking Question 5		Fully Met

1328 - Discuss the proper response to a fire, including the use of a fire extinguisher.	Medical Assistant 1b	Unit 2: Managing a Safe Environment of Care	Lesson 04,	Fire Safety			Partially Met
1400: Psychology							
1401 - Discuss the developmental stages of the life span.	Medical Assistant 1a	Unit 5: When Things Go Wrong: Diseases and Disorders	Lesson 06	developmental stages Erickson,	Critical Thinking Question 4		Fully Met
1402 - Discuss effective strategies for dealing with stress in the workplace and emergency situations.	Medical Assistant 1a	Unit 5: When Things Go Wrong: Diseases and Disorders & Unit 6: Professionalism and the Art of Communication	Unit 5 Lesson 06; Unit 6 Lesson 04	Stress and Mental Health, coping with stress, criticism, defense mechanisms, handling difficult situations	Unit 5 Discussion Question 2; Activity 1		Fully Met
1404 - Discuss the dying process and stages of grief.	Medical Assistant 1a	Unit 06: Professionalism and the Art of Communication	Lesson 04,	End of life discussions,	Unit 5 Critical Thinking Question 4		Fully Met
1405 - Use defense mechanisms and conflict resolution methods.	Medical Assistant 1a	Unit 5: When Things Go Wrong: Diseases and Disorders	Lesson 06	Defense Mechanisms	Critical Thinking Question 3, 5,		Fully Met
1500: Complete a Medical Assistant Externship							
1500 - Complete a medical assistant externship prior to taking and passing the examination to receive a medical assistant credential.							

PA Sales Distribution and Marketing Operations Pathway

Principles of Business, Marketing, Finance 1a/1b, Foundations of Marketing 1a/1b, Marketing Foundations 1a/1b, Marketing 2a/2b

State: PA

Competency Task List: Sales, Distribution & Marketing Operations, General CIP 52.1801

Graduation Years: 2022, 2023 & 2024

Percentage of Course Aligned: 100%

Standards	Course Title (a or b)	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating
100: Interpreting Marketing and Business Fundamentals							
101 - Explain the seven functions of marketing.	Principles of Business, Marketing, and Finance 1B	Unit 1: Marketing	Lesson 3	Learning more about the seven functions of marketing including marketing information management, market planning, pricing, product management, pricing, selling, and channel management	Critical thinking 1, 2, 4; Activity		Fully Met

102 - Explain economic utilities.	Marketing Foundation 1A	Unit 3: Marketing and Economics	Lesson 2	Measuring different types of economic utility or the satisfaction consumers receive from a product: form, time, place, possession, and information	Critical Thinking 4		Fully Met
103 - Explain the components of the marketing mix.	Principles of Business, Marketing, and Finance 1B	Unit 3: The Marketing Mix	Lessons 1-5	Considering the four Ps of the marketing mix -- place, price, promotion, and product -- and how they can be combined to best market a product or service	Critical Thinking 1, 2, 3, 4, 5; Lab; Activity		Fully Met
105 - Examine the role of marketing and business in society.	Principles of Business, Marketing, and Finance 1A	Unit 1: Fundamentals of Business	Lessons 1, 2	Examining the roles and social benefits fulfilled by commerce and business to society as a whole, such as creating jobs, providing consumers with goods and services, paying taxes, contributing to a better standard of living, etc.	Critical Thinking 3, 4; Lab; Activity		Fully Met
106 - Analyze and assess global trends and opportunities in the marketplace.	Principles of Business, Marketing, and Finance 1A	Unit 6: Global Impact on Business	Lesson 4	Exploring global economic relationships and theorizing about future effects of digital technologies and artificial intelligence	Lab		Fully Met

108 - Explain the concepts of market segmentation and target marketing.	Principles of Business, Marketing, and Finance 1B	Unit 2: Marketing Segmentation	Lesson 2	Discussing the importance of finding a target ,market for a product or service, in part by using market segmentation, or dividing the market up into segments where a particular marketing tactic may work best, such as by demographics, geography, etc.	Critical Thinking 1, 2; Lab; Activity		Fully Met
109 - Conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis.	Marketing 2A	Unit 4: Marketing Fundamentals Around the World	Lesson 3	Examining the steps to conducting a SWOT analysis (strengths weaknesses, opportunities, threats); activity calls for using a SWOT analysis and market analysis to come up with a marketing plan	Activity 1		Fully Met
200: Pricing and Retail Math							
201 - Process sales documentation and employee records for a business.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Activity	Demonstrating the wide range of duties regarding paperwork and daily transactions found in sales, including collecting sales data, determining sales ratios and stock turnovers, processing payroll, calculating employee commissions, and more	Activity		Fully Met
202 - Calculate correct change for customer transaction.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in	Lesson 3	Reviewing and demonstrating proper steps for making change when dealing with cash transactions	Activity		Fully Met

		the Marketing Field					
203 - Calculate sales tax and discounts.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Lessons 3, 4	Examining different ways to provide discounts, both to customers and vendors, as well as calculating sales tax	Activity		Fully Met
204 - Perform an opening/closing reconciliation of a cash drawer.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Activity	Demonstrating duties related to cash transactions and daily duties	Activity		Fully Met
206 - Calculate profit, markup, and markdown.	Marketing Foundations 1B	Unit 5: Pricing in the Marketing Mix	Lessons 2, 4	Calculating different markups, markdowns, profits, and break-even points	Critical thinking 3, 4, 5; Activity		Fully Met
207 - Calculate prices for merchandise using pricing strategies.	Marketing Foundations 1B	Unit 5: Pricing in the Marketing Mix	Lesson 1	Learning about different pricing strategies -- premium pricing, economy pricing, psychology pricing, etc. -- and demonstrating how they are used in different examples	Critical thinking 3, 5; Lab; Activity		Fully Met
209 - Calculate wages, taxes, and deductions.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Lesson 4	Examining different methods of employee payment, such as sliding commission, flat commission, gratuities, and bonuses; demonstrating payroll entries into spreadsheets	Activity		Fully Met

300: Exploring Career Development Opportunities							
301 - Prepare a résumé for a specific job in marketing or business.	Marketing 2B	Unit 4: Finding and Hiring Good Salespeople	Activity	Creating a resume for a candidate who fulfills or exceeds all the requirements for a sales position	Activity 2		Fully met
302 - Prepare a letter of application for a specific job in the field of marketing or business.	Principles of Business, Marketing, and Finance 1B	Unit 7: Employment Skills in a Business Center	Lesson 1	Understanding the importance of carefully filling out applications so the submission does not get immediately disqualified	In-unit exercise		Fully met
303 - Complete a job application for a specific job in the field of marketing or business.	Principles of Business, Marketing, and Finance 1B	Unit 7: Employment Skills in a Business Center	Lesson 1	Following critical steps when filling out applications: read the job description carefully, identify and use keywords, include a polished cover letter, ensure there are no errors	In-unit exercise		Fully met
304 - Prepare for a job interview in the field of marketing or business.	Principles of Business, Marketing, and Finance 1B	Unit 7: Employment Skills in a Business Center	Lesson 1	Important factors to remember when preparing for an interview, such as dressing appropriately, researching the company, be prepared to discuss qualifications, etc.	Critical thinking 1; Discussion 1, 2		Fully Met

305 - Research career and educational opportunities in marketing or business.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Lab	This assignment calls for students to research a range of marketing careers, reporting on responsibilities, advantages/ disadvantages, requirements for entry-level, and more as well as doing a self-assessment to help direct the research into best fits	Lab	Students also can develop a career plan in Marketing 2B Unit 7	Fully Met
306 - Demonstrate professional networking skills.	Marketing Foundations 1B	Unit 7: Entrepreneurship and Human Relations	Lesson 3	Examining ways to demonstrate and practice positive professional relationships, including showing interest and enthusiasm, being honest and reliable, and more	Critical Thinking 2, 3, 5; Activity	Networking skills are also covered in Principles of Business, Marketing, and Finance 1B Unit 7	Fully Met
400: Technology Applications							
401 - Prepare marketing documents and other publications.	Marketing Foundations 1A	Unit 8: Marketing Concepts and Plans	Lab	This assignment calls for creating a range of documents for a marketing campaign, including write ups on the marketing strategy, marketing mix, report on the buyer persona, notes on channels for marketing campaign, proposed budget, and sample ad for social media or billboard	Lab		Fully Met

403 - Create projects using multimedia sources and applications.	Marketing Foundations 1B	Unit 7: Entrepreneurship and Human Relations	Lab	Creating a presentation for employees on company culture that includes information on technology used in the workplace, company policies, ideas for stress relief, and more by using a range of visual content, graphics, etc.	Lab		Fully Met
404 - Research trends in marketing technology.	Marketing Foundations 1B	Unit 6: Technology and Safety Management in Business Today	Lesson 3	Exploring technology trends in marketing, including artificial intelligence, data storage, and blockchain	Critical Thinking 1, 2, 4; Activity		Fully Met
500: Communications in Marketing							
502 - Demonstrate the ability to use professional communication skills.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Lesson 2	Exploring different types of workplace communication, including non-verbal, written, and oral, with examples	Critical thinking 2, 3		Fully Met
503 - Demonstrate the ability to read and comprehend written business communications.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Lesson 3	Learning about ways to write up a range of business paperwork including packing slips, invoices, purchase orders, etc.	Critical thinking 2, 3		Fully Met
504 - Create a variety of written business communications	Principles of Business, Marketing, and Finance 1B	Unit 7: Employment Skills in a Business Center	Lab	Writing up a report that lists five common workplace issues or problems and corresponding solutions for each	Lab		Fully Met

utilized in the workplace.							
507 - Deliver a marketing related presentation.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 3	Practicing and demonstrating key steps in delivering a ,market presentation: making it relevant, creating a connection, generating interest, etc.	Lab		Fully Met
509 - Interpret nonverbal communications in the business environment.	Marketing Foundations 1B	Unit 8: Employability skills Necessary for a Career in the Marketing Field	Lesson 2	Looking at the role of reading nonverbal communication in the workplace	Critical thinking 2, 3		Fully Met
700: Marketing Information Management and Market Planning							
702 - Identify and define methods of conducting marketing research.	Marketing 2A	Unit 3: Marketing Research	Lesson 1	Defining marketing research as a way of finding out about the risks and benefits of a project before committing to it	Critical thinking 1, 2, 3		Fully Met
703 - Define methods of conducting marketing research.	Marketing 2A	Unit 3: Marketing Research	Lesson 1	Examining quantitative (collecting data) and qualitative methods (recording actions and impressions) of market research	Critical thinking 1, 2, 3, 4, 5; Activity 2		Fully Met

704 - Explain the use of technology in customer relationship management.	Marketing 2A	Unit 3: Marketing Research	Lesson 2	Looking at the effects of available online market research (like Facebook Ads) and using the internet to gather data for market entry strategies	Activities 1, 2		Fully Met
705 - Compare primary and secondary marketing research data.	Marketing Foundations 1A	Unit 7: The Importance of Market Research	Lesson 3	Comparing primary data, or firsthand data a business collects, and secondary data, or data done by outside sources	Critical Thinking 5; Lab		Fully Met
706 - Collect marketing research data to make recommendations and decisions.	Marketing Foundations 1A	Unit 7: The Importance of Market Research	Lesson 1	Examining the ways market research can assist a company in compiling both short-term and long-term goals	Critical Thinking 2, 3; Lab		Fully Met
707 - Explain the importance of marketing information management.	Marketing Foundations 1A	Unit 7: The Importance of Market Research	Lesson 5	Exploring the use of information management systems and how this software can provide immediate reports for executives, monitor the production of physical products, show sales patterns, help in inventory control, and more	Lab; Activity		Fully Met

800: Business Management and Administration							
801 - Compare the different forms of business ownership.	Principles of Business, Marketing, and Finance 1A	Unit 1: Fundamentals of Business	Lesson 4	Examining different types of business ownerships: partnerships, LLCs, corporations, and more	Critical Thinking 2, 5; Activity		Fully met
802 - Identify safety concerns in the marketing and business industries.	Principles of Business, Marketing, and Finance 1A	Unit 8: Data and Its Growing Importance in Business	Lesson 1	Taking an in-depth look at cybersecurity issues and internet safety concerns, including malware, ransomware, ethical use of data, etc.	Critical thinking 1, 2	Physical safety concerns are covered in Marketing Foundations 1B, Unit 6	Fully Met
803 - Analyze the nature of risk management.	Marketing Foundation 1A	Unit 3: Marketing and Economics	Lesson 2	Analyzing business risks (operational, reputational, compliance, and strategic) and factors that influence them such as government regulations, customer demand, and economic climate	Critical thinking 1, 2	Risk management is also covered in Marketing 2A Unit 1	Fully Met
805 - Explain the nature of business ethics.	Principles of Business, Marketing, and Finance 1A	Unit 5: The Role of Ethics in business	Lessons 1-3	Exploring the role of ethics in business from personal ethics and codes of conduct to companies following corporate ethics and social responsibility	Critical thinking 1, 2, 3, 4, 5	Business ethics are also covered in Marketing 2A Unit 1	Fully Met

806 - Identify the different levels of management.	Marketing 2B	Unit 5: Managing and Training Salespeople	Lesson 2	Examining different levels of management from top-level (president, CEO) to middle-level or general managers, to low-level managers, with examples of their responsibilities	Critical thinking 1, 3; Activity 1		Fully Met
807 - Demonstrate leadership qualities within a team environment.	Marketing 2B	Unit 5: Managing and Training Salespeople	Lesson 2	Learning more about the management styles of effective team leaders including visionary, democratic, and transformational managers	Critical thinking 2, 4		Fully Met
808 - Identify the different tasks associated with the levels of management, e.g., interviewing, hiring, firing, promoting, advancement.	Marketing 2B	Unit 4: Finding and Hiring Good Salespeople	Lessons 1, 2, 3	Detailing the responsibilities and duties of a hiring manager, such as working with HR to check references, , setting up interviews, assessing skills, choosing the right candidate, performing job analyses, etc.	Critical Thinking 4; Activity 1	Duties of marketing managers are covered in Marketing 2B Unit 5	Fully Met
900: Selling Goods and Services							
901 - Identify the steps of a sale.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 3	Developing the steps to an effective sales strategy, including understanding the target market, setting a budget, defining advantages, and analyzing the customer as well as the steps in SPIN selling	Activities 1, 2		Fully Met

902 - Demonstrate greeting and approaching a customer.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Activity	Demonstrating greeting techniques in different sales scenarios, such as cold calling	Activity 1		Fully Met
903 - Create probing questions to determine customer needs and wants.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lessons 3, 4	Examining key questioning strategies to use with customers, including asking actionable questions (instead of not yes or no) to keep conversation moving, or situation or problem questions to get more information	Activity 1		Fully Met
904 - Demonstrate feature-benefit selling.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 3	Exploring the advantages and processes of featuring product benefits when approaching a customer for a sale	Critical Thinking 1, 2; Lab		Fully Met
905 - Demonstrate suggestion selling.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Activity	Evaluating different selling techniques and strategies, including the effectiveness of personal selling techniques	Activity		Fully Met
906 - Demonstrate the ability to close a customer sale.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 4	Demonstrating the important closing steps of a sale, including small actions like wrapping the product properly and expressing gratitude to the customer	Lab; Activity		Fully Met

907 - Perform a sales presentation for a good or service.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Activity	Demonstrating and videotaping a range of sales techniques and procedures, including product knowledge, meeting customer needs, the different steps in the selling process including payment methods, techniques for different types of customers, etc.,	Activity		Fully Met
911 - Interpret company policies for customers.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 3	Stressing the critical first step of convincing the customer of the benefits of buying from a particular company and informing them if the business's policies	Critical thinking 1, 2, 5; Activity		Fully Met
912 - Demonstrate handling sales objections.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 3	Learning and demonstrating effective methods for dealing with client objections while selling and convincing them of the benefits	Activity 1		Fully Met
913 - Identify strategies to establish and maintain long-term customer relationships.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 2	Identifying the importance of thinking long-term when it comes to client relationships and the benefits this can bring the company	Critical thinking 1, 2, 5		Fully Met
914 - Create a customer profile.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 3	Using customer relationship management (CRM) or another system to keep track of customers, review their purchase histories, record their motivations, and more	Critical Thinking 1, 2, 4		Fully Met

1000: Advertising and Promoting Goods and Services							
1001 - Explain the importance of promotion.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 3	Identifying import elements in consumer sales promotions, such as product bundling, and trade sales promotions, such as volume discounts	Critical Thinking 3; Lab; Activity		Fully met
1002 - Design projects that utilize principles of visual merchandising.	Marketing Foundations 1B	Unit 4: The Art of the Sale	Lesson 1	Exploring tactics for merchandising and visual marketing, such as window displays, end caps, kiosks, and point-of-sale	Critical thinking 3; Lab		Fully met
1003 - Compare different types of advertising media.	Marketing 2A	Unit 4: Marketing Fundamentals Around the World	Lesson 4	Evaluating several different types of advertising media from direct marketing to social media to television and magazine ads	Activity 3		Fully met
1004 - Create a promotional mix.	Marketing 2A	Unit 4: Marketing Fundamentals Around the World	Activity	Activity calls for students to create a marketing and promotional plan that includes descriptions of the proposed promotional mix along with a promotional calendar of events	Activity 2		Fully met
1005 - Identify the major elements of a print advertisement.	Marketing 2A	Unit 4: Marketing Fundamentals Around the World	Lesson 4	Identifying key parts of the process of creating a print ad: grabbing reader's attention with photo and/or headline, using the eye's pattern of top to bottom and left to right,	Activity 3		Fully met

				and using the correct amount of white space			
1008 - Write advertising slogans.	Marketing Foundations 1B	Unit 3: Promotion and Advertising	Activity	As part of their promotional plan for their product students are to write fitting promo messages	Activity		Fully met
1009 - Differentiate between promotional advertising and institutional advertising.	Marketing Foundations 1B	Unit 3: Promotion and Advertising	Lesson 5	Exploring the differences between product promotions that are aimed at getting people to buy products and institutional promotion which is concerned with building the brand	Critical thinking 2, 3, 4, 5		Fully met
1011 - Distinguish between advertising and publicity.	Marketing Foundations 1B	Unit 3: Promotion and Advertising	Lesson 4	Investigating the links between publicity and promotion but also noting the difference in that publicity involves the activities businesses put in place to get customers interested	Critical thinking 4		Fully met
1014 - Create a promotional project.	Marketing Foundations 1B	Unit 3: Promotion and Advertising	Activity	Activity calls for creating promotional and advertising products for their course product, including a promotional plan that discusses media to be used, some sample ads, promotional messages, and more	Activity		Fully met
1015 - Evaluate different sales promotion techniques.	Marketing Foundations 1B	Unit 3: Promotion and Advertising	Lesson 4	Comparing different types of sales promotions, like contests, giveaways, coupons, or sweepstakes	Critical thinking 3		Fully met

1016 - Identify the major elements of online advertising.	Marketing Foundations 1B	Unit 3: Promotion and Advertising	Lesson 3	Exploring the elements of internet advertising, such as banner ads, pop ups, and more; identifying key features of ads: clear headline, description of elements, attractive offer, etc.	Critical thinking 5		Fully met
1100: Providing Personalized Customer Service							
1101 - Describe the benefits of customer service.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 4	Understanding the link between customer satisfaction customer loyalty, and increased profit potential	Critical thinking 2, 3; Activity 1		Fully Met
1103 - Demonstrate ability to communicate with customers professionally.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 4	Identifying the key to customer satisfaction: delivering fast and accurate information and responding quickly to any inquiries	Activity 1		Fully Met
1104 - Demonstrate how to develop a rapport with customers.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 4	Developing ongoing rapport with customers by employing follow up calls and sending thank you notes	Critical Thinking 4		Fully Met
1105 - Solve customer problems.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 4	Using SPIN selling to ask the customers problem questions, or leading questions that assist customers in identifying their problems	Activity 2		Fully Met

1107 - Demonstrate how to handle difficult customers.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Activity	Demonstrating a range of effective customer service techniques including showing dealing with anu objections, exhibiting empathetic communication, asking appropriate actionable questions, and more	Activity 1		Fully Met
1111 - Develop a customer service policy statement.	Marketing 2B	Unit 1: Sales, People, Processes, and Strategies	Lesson 1-4	Writing up guidelines that explain how a new business will effectively build their clientele	Critical thinking 1		Fully Met
1200: Channel Management							
1201 - Explain the channels of distribution.	Marketing 2A	Unit 7: Glocal Buying and Distribution	Lesson 4	Defining channel management and exploring the many ways products can get from point A to point B, such as by air, rail or road	Critical thinking 4; Activity 1	Channel management is also covered in Marketing Foundations 1A Unit 5 and 1B Unit 2	Fully met
1202 - Determine a channel of distribution for a product.	Marketing 2A	Unit 7: Glocal Buying and Distribution	Lesson 4	Considering certain factors when developing a distribution channel, such as whether it will be an exclusive deal or territory	Critical thinking 4; Activity 1		Fully Met

1203 - Evaluate various inventory control management systems.	Marketing Foundations 1B	Unit 2: Place, Storage, and Organization of Distribution channels	Lesson 4	Examining standard inventory practices including items being assigned inventory numbers and then being stocked on shelves, information being added into the inventory control system and warehouse data system that communicates with other business departments	Critical thinking 1, 5; Lab; Activity		Fully Met
1204 - Describe the basic steps in receiving and inspecting merchandise.	Marketing Foundations 1B	Unit 2: Place, Storage, and Organization of Distribution channels	Lesson 4	Identifying receiving procedures and the key players and tsks involved, from truck driver to inventory clerk to warehouse purchasing department	Critical thinking 1, 5; Lab; Activity		Fully Met
1205 - Explain the elements of purchasing.	Marketing 2A	Unit 7: Glocal Buying and Distribution	Lesson 3	Understanding more about the purchasing process and factors to consider when working and negotiating with vendors, such as setting criteria and calling for bids	Critical Thinking 1, 3; Activity 2		Fully met
1206 - Use an inventory control management system.	Marketing Foundations 1B	Unit 2: Place, Storage, and Organization of Distribution channels	Lesson 4	Detailing the daily functioning of inventory control as it keeps track of the stock; comparing the pros and cons of manual and computerized systems	Critical thinking 1, 5; Lab; Activity		Fully Met

1400: Economics							
1402 - Describe economic goods and services.	Principles of Business, Marketing, and Finance 1A	Unit 1: Fundamentals of Business	Lesson 1	Describing the differences between goods and services and their roles in business	Critical Thinking 1, 4; Activity	Goods and services also covered in Unit 2 and 3	Fully Met
1403 - Examine economic resources.	Principles of Business, Marketing, and Finance 1A	Unit 3: Economics of Business Part I	Lesson 4	Examining the economic resources or factors of production for a business including labor, rent, utilities, endurance, and other expenses and how they all affect pricing	Critical Thinking 3, 4; Lab		Fully Met
1404 - Examine supply and demand factors.	Principles of Business, Marketing, and Finance 1A	Unit 3: Economics of Business Part I	Lesson 5	Exploring the concepts of supply and demand as well as the goal of equilibrium, and influencing factors such as market environment, competition, employment rates, and more	Critical thinking 2, 3; Lab	Also covered in Marketing Foundations 1A Unit 3	Fully Met
1407 - Compare types of economic systems.	Principles of Business, Marketing, and Finance 1A	Unit 3: Economics of Business Part I	Lessons 2, 3	Defining and examining different economic systems including market, command, and traditional economies, as well as mixed economies, as found in the United States,	Critical Thinking 1, 5		Fully Met
1408 - Determine the impact of the business cycle on business activities.	Marketing 2A	Unit 1; The Business Environment	Lesson 3	Understanding the stages in the business cycle, such as expansion, peak, contraction, trough, and how they affect business activities	Critical Thinking 4		Fully Met

1409 - Identify economic measurements.	Marketing Foundation 1A	Unit 3: Marketing and Economics	Lesson 4	Using GDP and GNP among other indicators in measuring a country's economic health	Activity		Fully Met
1500: Product/Service Management							
1501 - Identify the difference between national and private brands.	Marketing 2A	Unit 6: Products and Merchandising	Lesson 1	Discussing different uses and purposes of brands and different ways they reflect on both the company and the product	Activities 1, 2		Fully Met
1502 - Explain the nature of product/service branding.	Marketing 2A	Unit 6: Products and Merchandising	Lesson 1	Exploring the role of branding as a way to stand out amongst the competition and develop a unique brand personality; identifying ways to improved packaging to positively affect the brand	Activities 1, 2		Fully Met
1503 - Identify the elements of branding and packaging.	Marketing 2A	Unit 6: Products and Merchandising	Lesson 1	Using the Asker Brand Personality model to classify a brand by examining five core dimensions: excitement, sincerity, ruggedness, competence, and sophistication	Activity 1		Fully Met
1504 - Develop strategies to position a product/business.	Marketing Foundations 1A	Unit 2: The Role and Function of Marketing in Business	Lesson 5	Discussing merchandising strategies, including point-of-purchase displays to get products as close as possible to consumers	Critical thinking 1		Fully Met

1600: Social Media							
1601 - Distinguish the different types of social media.	Principles of Business, Marketing, and Finance 1B	Unit 3: The Marketing Mix	Lesson 4	Noting how different types of social media work well with participatory marketing, with a strategy of AIDA: attention, interest, desire, action	Lab		Fully Met
1602 - Compare the effectiveness of various social media platforms.	Marketing Foundations 1B	Unit 6: Technology and Safety Management in Business Today	Lesson 4	Comparing different online advertising, like Facebook ads, and e-commerce promotional strategies, such as content sharing	Critical Thinking 1, 4		Fully Met
1603 - Design social media content for different social media platforms.	Principles of Business, Marketing, and Finance 1B	Unit 8: Business Careers	Lesson 3	Exploring the different purposes and behaviors required when using social media for personal use and in a business context	Critical Thinking 2		Fully Met
604 - Develop a personal brand.	Marketing 2A	Unit 6: Products and Merchandising	Lesson 1	Looking at brand as a way to establish a unique product personality	Activities 1, 2		Fully Met

PA Web Page Digital Media Information Resources Design Pathway

Principles of Information Technology 1a/1b, Digital Media Fundamentals 1a/1b, & Web Development 1a/1b

State: PA

Competency Task List: Web Page, Digital/Multimedia and Information Resources Design CIP 11.0801

Graduation Years: 2022, 2023 & 2024

Percentage of Course

Aligned: 100%

Standards	Course Title (a or b)	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating
100: Safety in the Multimedia Laboratory							
101 - Explain the Safety Data Sheet (SDS) system for hazardous chemicals and materials.	Principles of Information Technology 1b: Working with Computers	Unit 5: Building Bridges	Lesson 3	Demonstrating awareness of workplace safety and health practices	Activity 2		Fully Met
104 - Practice correct ergonomic strategies, i.e., posture, wrist placement, monitor configuration).	Principles of Information Technology 1b: Working with Computers	Unit 5: Building Bridges	Lesson 3	Understanding workplace ergonomics to avoid problems such as injury and eye strain	Activity 2		Fully Met
105 - Identify the characteristics of positive digital citizenship.	Principles of Information Technology 1b: Working with Computers	Unit 8: Pathways to Expanding Your Involvement in IT	Lesson 4	Understanding digital citizenship and how to be responsible, ethical and professional online	Critical Thinking #1, 3, 4		Fully Met
106 - Demonstrate a positive digital footprint.	Principles of Information Technology 1b: Working with Computers	Unit 8: Pathways to Expanding Your	Lesson 4	Defining digital footprint and understanding best practices for leaving a positive digital footprint	Critical Thinking #4		Fully Met

		Involvement in IT					
300: Foundations of Information Technology							
301 - Research the evolution of information technology.	Principles of Information Technology 1a: Introduction	Unit 1: The Basics: Understanding Computer Hardware	Lessons 1, 2	Describing computer technology and tracing the evolution of computers from the mid 1900s- today	Critical Thinking #1, 4		Fully Met
302 - Analyze the impact of information technology on business.	Principles of Information Technology 1a: Introduction	Unit 7: The World of IT Apps	Lesson 1	Analyzing the wide range of applications that support the day-to-day functioning of businesses, schools, and homes	Discussion 2	This standard is fully addressed throughout both IT courses as integrated into course pedagogy.	Fully Met
304 - Identify basic data types used as web assets.	Principles of Information Technology 1a: Introduction	Unit 2: Data and Storage	Lessons 3, 4	Defining bits, binary and hexadecimal, describing how data is stored and transmitted in real life, including data types and internet speeds	Critical Thinking #1, 3		
	Principles of Information Technology 1a: Introduction	Unit 4: Networking Fundamentals	Lesson 4	Understanding how data is communicated through the internet and explaining the packet switching process	Critical Thinking #4, Discussion 1		Fully Met

305 - Describe the evolution of the Internet and how it is used.	Principles of Information Technology 1a: Introduction	Unit 4: Networking Fundamentals	Lesson 1	Describing the history of the internet and timeline for development and identifying the World Wide Web as a collection of web pages that make the internet enjoyable to use	Activity 2		Fully Met
306 - Identify emerging information technologies.	Principles of Information Technology 1b: Working with Computers	Unit 4: The Good and the Bad: Trends and Threats	Lessons 1, 2	Discussing how technology trends affect society, identifying and describing security threats that result from emerging technologies	Critical Thinking #4, 5		Fully Met
307 - Analyze the impact of information technology on society.	Principles of Information Technology 1b: Working with Computers	Unit 4: The Good and the Bad: Trends and Threats	Cumulative Project 4	In this activity, students analyze issues of internet equity in their community.	Cumulative Project 4		Fully Met
308 - Identify file storage sizes and the relationship to each other.	Principles of Information Technology 1a: Introduction	Unit 2: Data and Storage	Lesson 5	Distinguishing between data storage types	Critical Thinking #2, 4, 5		Fully Met
309 - Demonstrate consistent and clear file naming conventions.	Principles of Information Technology 1a: Introduction	Unit 7: The World of IT Apps	Lesson 2	Understanding and applying the importance of clear and consistent file naming conventions for individuals and businesses	Critical Thinking #5		Fully Met
400: Computer Applications							
401 - Create documents using word processing/publishing software.	Principles of Information Technology 1a: Introduction	Unit 5: Word Processing	All Lessons Associated	Using word processing features for sharing and collaborating on documents, creating professional documents using Google Docs	Activity, Cumulative Project 5		Fully Met

403 - Create spreadsheets for real-world business problems.	Principles of Information Technology 1a: Introduction	Unit 6: Spreadsheets and Databases	Lessons 1-4	Creating and formatting a spreadsheet, applying spreadsheet formulas and functions, analyzing data through filters, sorting, and conditional formatting	Activity 1		Fully Met
405 - Differentiate the features and advantages of code editors.	Principles of Information Technology 1b: Working with Computers	Unit 2: Code Like a Pro!	Lesson 2	Defining and distinguishing IDE and using the editor Replit to write Python code	Activity		Fully Met
406 - Implement advanced Internet and Boolean search parameters.	Principles of Information Technology 1a: Introduction	Unit 7: The World of IT Apps	Lesson 6	Using search engines and search tools effectively	Activity		Fully Met
500: Fundamentals of Computer Operation							
503 - Use connectivity devices and peripheral equipment.	Principles of Information Technology 1a: Introduction	Unit 1: The Basics: Understanding Computer Hardware	Lessons 2-4, Activity 2	Identifying and defining the components of the von Neumann architecture model, describing on-board and add-on components of a computer and the purpose of peripherals and how to connect them to a computer, creating an informative video about the components of computer systems	Critical Thinking #2, Activity 2		Fully Met
504 - Manage the various file types in accordance with asset management principles.	Principles of Information Technology 1a: Introduction	Unit 7: The World of IT Apps	Lesson 2	Distinguishing between file types and determining strategies for file management	Critical Thinking #5		Fully Met

505 - Compare and contrast the basic differences among operating systems.	Principles of Information Technology 1a: Introduction	Unit 3: Systems and Software 101	Activity	In the activity, Which Operating System Is Right for Me?, students compare and contrast the operating systems in an informative social media post.	Activity		Fully Met
506 - Investigate basic issues affecting system purchase and upgrade decisions.	Principles of Information Technology 1a: Introduction	Unit 3: Systems and Software 101	Activity	After learning about operating systems in the unit, students help others make purchasing decisions for a new operating system.	Activity		Fully Met
508 - Perform basic software preference configurations.	Principles of Information Technology 1a: Introduction	Unit 3: Systems and Software 101	Lesson 6	Understanding and performing the basics of software installation and configuration	Cumulative Project 3		Fully Met
509 - Describe the importance of data backup strategies.	Principles of Information Technology 1a: Introduction	Unit 2: Data and Storage	Lessons 2, 5	Identifying data security and backup best practices	Critical Thinking #2-5, Cumulative Project 2		Fully Met
600: Network Fundamentals							
601 - Identify the elements that are required to connect to the Internet.	Principles of Information Technology 1a: Introduction	Unit 4: Networking Fundamentals	Activity 1	After learning about internet connectivity in the unit, students troubleshoot an internet connection.	Activity 1		Fully Met
604 - Compare the features of web browsers.	Principles of Information Technology 1a: Introduction	Unit 7: The World of IT Apps	Lesson 4	Understanding and using the features of web browsers	Activity		Fully Met
605 - Differentiate storage transfer technologies and processes.	Principles of Information Technology 1a: Introduction	Unit 2: Data and Storage	Cumulative Project 2	In this activity, students create a training document about storage technology and	Cumulative Project 2		Fully Met

				compare digital storage in an infographic.			
608 - Describe file transfer as it relates to web publishing.	Principles of Information Technology 1a: Introduction	Unit 7: The World of IT Apps	Lesson 3	Understanding web-based file transfer	Critical Thinking #1		Fully Met
609 - Examine Secure Socket Layers (SSL) and Transport Layer Security (TLS) and encryption implementation on websites.	Principles of Information Technology 1b: Working with Computers	Unit 4: The Good and the Bad: Trends and Threats	Lesson 4	Understanding how encryption works for security	Critical Thinking #3		Fully Met
610 - Identify Payment Card Industry (PCI) compliance as it relates to e-commerce offerings.	Principles of Information Technology 1a: Introduction	Unit 4: The Good and the Bad: Trends and Threats	Lesson 4	Recognizing that encryption is used for data in transit when using mobile apps	Critical Thinking #2		Fully Met
800: Creating Graphic Content							
802 - Apply various software programs associated with graphics and interactive design.	Digital Media Fundamentals 1a: Introduction	Unit 4: Editing and Distributing Digital Images	Lesson 2	Comparing the industry-leading interactive graphic design software for vector and raster images and 3D modeling	Lab, Activity		Fully Met
804 - Perform image file optimization for use on web.	Digital Media Fundamentals 1b: Producing for the Web	Unit 8: Putting It into Practice: Create a Microsite	Critical Thinking #2	Students determine how to optimize images for distribution on the web.	Critical Thinking #2		Fully Met
805 - Create a comprehensive brand identity, including style guide/tiles.	Digital Media Fundamentals 1b: Producing for the Web	Unit 2: Connecting with Your Web Audience	Lesson 4, Lab	Students practice analyzing and evaluating web pages with effective use of design and branding and then create their own brand board.	Critical Thinking #5, Lab		Fully Met
810 - Differentiate between raster and vector images as they apply to graphic and web design.	Digital Media Fundamentals 1a: Introduction	Unit 4: Editing and Distributing Digital Images	Lesson 1	Defining and comparing different uses for raster, vector, 2D, and 3D graphics	Critical Thinking #1		Fully Met

811 - Practice typographic concepts, e.g., legibility, readability, hierarchy, leading, kerning, tracking.	Digital Media Fundamentals 1a: Introduction	Unit 2: A Picture's Worth a Thousand Words: Introduction to Digital Images	Lesson 3	Identifying and evaluating effective use of typography in digital images	Lab, Activity		
	Digital Media Fundamentals 1b: Producing for the Web	Unit 2: Connecting with Your Web Audience	Lesson 2	Learning to create short chunks of text, each with an easy-to-spot focus (using bold or font size to highlight important words), and using white space between the chunks of text to create balance and readability	Activity 2		Fully Met
812 - Create an object using graphic design software.	Digital Media Fundamentals 1a: Introduction	Unit 4: Editing and Distributing Digital Images	Lab, Activity	In these activities, students use graphic design software to create modified images.	Lab, Activity	This standard is fully addressed throughout both Digital Media Fundamentals courses as integrated into course pedagogy.	Fully Met
813 - Apply color theory to design content.	Digital Media Fundamentals 1a: Introduction	Unit 2: A Picture's Worth a Thousand Words: Introduction to Digital Images	Lesson 4	Articulating an effective use of color theory in digital images	Lab, Activity		Fully Met

814 - Convert and optimize raster and vector file formats.	Digital Media Fundamentals 1a: Introduction	Unit 4: Editing and Distributing Digital Images	Lesson 4	Converting and optimizing vector and raster files	Activity		Fully Met
900: Principles of Layout and Design							
901 - Implement project and time management components.	Digital Media Fundamentals 1b: Producing for the Web	Unit 8: Putting It into Practice: Create a Microsite	Lesson 1	Understanding project management principles, creating and implementing a website project plan along a timeline until completion of project	Critical Thinking #4, Discussion 2		
	Digital Media Fundamentals 1a: Introduction	Unit 6: Digital Video—Pre-Production	Activity 1	In this activity, students create a GANTT chart and schedule production for a digital video.	Activity 1		Fully Met
902 - Plan an effective design for a project using wireframing, thumbnails, or storyboard procedures.	Digital Media Fundamentals 1b: Producing for the Web	Unit 6: Digital Video—Pre-Production	Lab	In this lab, students storyboard the design for the digital video project.	Activity	This standard is fully addressed throughout both Digital Media Fundamentals courses as integrated into course pedagogy.	Fully Met

903 - Apply principles of design, layout, and typography to a project.	Digital Media Fundamentals 1a: Introduction	Unit 4: Editing and Distributing Digital Images	Lab, Activity	Students apply principles of design, layout and topography to create a modified image.	Lab, Activity	This standard is fully addressed throughout both Digital Media Fundamentals courses as integrated into course pedagogy.	Fully Met
904 - Practice the steps in a web design life cycle, e.g., planning, development, deployment, testing, and revision.	Digital Media Fundamentals 1b: Producing for the Web	Unit 7: Planning and Designing a Website	Lesson 1	Planning and practicing the stages of the web design lifecycle	Critical Thinking #1-5		Fully Met
905 - Utilize classic design principles in the creation of a responsive design.	Digital Media Fundamentals 1b: Producing for the Web	Unit 8: Putting It into Practice: Create a Microsite	Activity	In this activity, students use design principles and techniques learned throughout the course to develop a small website.	Activity		Fully Met
907 - Critique a project to determine whether it meets the designated guidelines.	Digital Media Fundamentals 1b: Producing for the Web	Unit 7: Planning and Designing a Website	Activity	Students critique a website to determine whether it meets the principles of graphic design studied in the unit.	Activity		Fully Met
908 - Use the golden ratio and rule of thirds in graphic content.	Digital Media Fundamentals 1a: Introduction	Unit 2: A Picture's Worth a Thousand Words: Introduction to Digital Images	Lesson 5	Outlining basic principles of design and layout in digital images, including the rule of thirds	Lab, Activity		

	Digital Media Fundamentals 1b: Producing for the Web	Unit 7: Planning and Designing a Website	Lesson 2	Applying the golden ratio to web design	Activity	This standard is fully addressed throughout both Digital Media Fundamentals courses as integrated into course pedagogy.	Fully Met
1100: Multimedia Presentation/Projects							
1102 - Create a storyboard or outline for a multimedia project.	Digital Media Fundamentals 1a: Introduction	Unit 6: Digital Video—Pre-Production	Lesson 3	Describing the benefits of storyboards and creating a storyboard for a digital video	Lab		Fully Met
1103 - Create master slides, templates, and/or themes.	Digital Media Fundamentals 1a: Introduction	Unit 8: Putting it All Together: Multimedia Presentations	Lesson 2	Applying design techniques to create templates for multimedia presentations that engage the audience	Critical Thinking #2, 4		Fully Met
1108 - Create a multimedia project using charts, graphs, tables, and user interactivity from other sources.	Digital Media Fundamentals 1a: Introduction	Unit 8: Putting it All Together: Multimedia Presentations	Lesson 3	Incorporating multiple elements into a digital presentation, ensuring the presentation uses good design principles and communicates its message effectively	Critical Thinking #3, Activity 1, Activity 2		Fully Met
1109 - Create handouts and/or other visuals for a multimedia presentation.	Digital Media Fundamentals 1a: Introduction	Unit 8: Putting it All Together: Multimedia Presentations	Activity 1	In this activity, students apply what they have learned in the unit to create visuals for a multimedia presentation.	Activity 1		Fully Met

1110 - Present a multimedia presentation.	Digital Media Fundamentals 1a: Introduction	Unit 8: Putting it All Together: Multimedia Presentations	Lesson 4	Understanding the principles of presenting to present a multimedia presentation in an engaging manner	Critical Thinking #1		Fully Met
1113 - Summarize and present information using communication technology skills.	Digital Media Fundamentals 1a: Introduction	Unit 8: Putting it All Together: Multimedia Presentations	Activity 2	In this activity, students complete and present their presentation by adding a voice-over to their digital content.	Activity 2		Fully Met
1200: Legal and Ethical Issues in Internet Technology							
1201 - Explain the security issues related to computers and Internet technology.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Lesson 4	Explaining best practices for personal and business security online	Activity 1, Activity 2		Fully Met
1203 - Comply with copyright laws when creating advanced desktop-published, multimedia, and website design projects.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Lesson 1	Identifying legal and ethical online practices and applying them to work in digital media	Activity 1	This standard is fully addressed throughout both Digital Media Fundamentals courses as integrated into course pedagogy.	Fully Met
1204 - Adhere to ethical and appropriate use of elements in projects.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Activity 1	Students create a project by appropriately using royalty-free images.	Activity 1	This standard is fully addressed throughout both Digital Media Fundamentals courses	Fully Met

						as integrated into course pedagogy.	
1205 - Comply with copyright licensing agreements.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Lesson 1	Understanding and applying digital rights as related to copyright and licensing	Critical Thinking #4		Fully Met
1206 - Implement security measures to guard against computer crimes.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Lesson 1	Identifying how to stay safe and secure online	Activity 1		Fully Met
1208 - Comply with accessibility and accommodation of persons with special needs.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Lab	In this lab activity, students evaluate a website for accessibility.	Lab		Fully Met
1209 - Research and articulate the Digital Millennium Copyright Act requirements and related legislation.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Activity 2	In this activity, students research and explain multiple concepts related to legal and ethical issues in internet technology.	Activity 2		Fully Met
1210 - Analyze and evaluate Acceptable Use Policies (AUP).	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Activity 2	In this activity, students research and explain multiple concepts related to legal and ethical issues in internet technology.	Activity 2		Fully Met
1211 - Analyze and evaluate privacy policies and related legislation.	Digital Media Fundamentals 1a: Introduction	Unit 1: Digital Media: Current Issues & Careers	Lab	In this activity, students investigate digital privacy and analyze privacy policies.	Lab		Fully Met
1212 - Analyze and evaluate the Controlling the Assault of Non-Solicited Pornography and Marketing Act (CAN-SPAM) and the opt-out provisions of the legislation.	Digital Media Fundamentals 1b: Producing for the Web	Unit 3: Digital Rights, Ethics, and Security	Activity 2	Explaining concepts related to legal and ethical issues in internet technology	Activity 2		Fully Met

1300: Career Preparation							
1301 - Identify certifications related to the career area.	Web Development 1b: Planning and Designing	Unit 8: Working the Web	Lab	After learning certifications throughout the unit, students research and analyze 15 different job opportunities to find the common credentials and certifications employers are looking for.	Lab		Fully Met
1304 - Compose a professional online career portfolio.	Web Development 1b: Planning and Designing	Unit 8: Working the Web	Lesson 2, Activity 2	Understanding the role of the portfolio in the job search and then developing a high-quality portfolio	Critical Thinking #4, 5, Activity 2		Fully Met
1305 - Create a professional resume that visually represents technical proficiencies.	Web Development 1b: Planning and Designing	Unit 8: Working the Web	Lesson 2, Activity 1	Understanding how to create a resume and apply for employment, creating a resume	Critical Thinking #4, 5, Activity 1		Fully Met
1400: Client Relations							
1401 - Collaborate with peers and others to develop design and content plans.	Web Development 1a: Introduction	Unit 6: User-Centered Planning and Project Management	Lab	In this lab, students demonstrate understanding of the tools used to manage projects and teams in the workplace.	Lab		Fully Met
1403 - Determine client needs by completing a client needs assessment for a client.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Activity 1	Communicating with and assisting a client with options for web development	Activity 1		
	Web Development 1a: Introduction	Unit 6: User-Centered Planning and	Lesson 3	Understanding how to determine client needs and set expectations for a project	Activity 1		

		Project Management					
	Web Development 1a: Introduction	Unit 8: Web Project Workflow	Activity	Analyzing client needs to develop a plan for a website	Activity		Fully Met
1404 - Create a client proposal.	Web Development 1a: Introduction	Unit 6: User-Centered Planning and Project Management	Activity 1, Activity 2	Demonstrating time management skills in planning the timeline and meetings for a client project, adjusting to client needs	Activity 1, Activity 2		Fully Met
1405 - Plan and develop a client job cost analysis.	Web Development 1a: Introduction	Unit 6: User-Centered Planning and Project Management	Lesson 3	Understanding the essentials of client relations, including budgeting for the project.	Activity 1, Activity 2		Fully Met
1406 - Evaluate a client contractual agreement.	Web Development 1a: Introduction	Unit 6: User-Centered Planning and Project Management	Lesson 3	In this activity, students evaluate their proposed client agreement and make adjustments for changes in scheduling.	Activity 2		Fully Met
1500: Design and Create Websites							
1502 - Use an HTML text editor.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Lessons 1-2	Using various HTML tags correctly, depending upon context	Critical Thinking #3		Fully Met
1503 - Create tables in HTML.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Lesson 3	Constructing basic HTML lists and tables	Activity 1		Fully Met
1506 - Create hyperlinks.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Lesson 5	Describing different kinds of links and writing HTML code for links	Critical Thinking #4, 5		Fully Met

1507 - Prepare website content using proper grammar and punctuation.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Activity 1	In this activity, students begin the creation of a website for a music producer that will span multiple units, including adding content to the site.	Activity 1		Fully Met
1508 - Test and validate a website.	Web Development 1b: Planning and Designing	Unit 3: Web Maintenance and Performance	Lesson 4	Understanding the techniques and importance of website testing	Critical Thinking #3		
	Web Development 1a: Introduction	Unit 8: Web Project Workflow	Lesson 5	Designing a testing plan for a website	Activity		Fully Met
1509 - Publish and update a website using file transfer protocols.	Web Development 1a: Introduction	Unit 7: Organizing Web Files	Lesson 3	Defining and using file transfer protocols, using the command line to transfer files	Critical Thinking #2		Fully Met
1511 - Embed images to a website.	Web Development 1b: Planning and Designing	Unit 2: Files, Formats, and Media	Lesson 4	Understanding and applying processes for inserting and formatting images	Activity 2		Fully Met
1514 - Embed audio and video to a website.	Web Development 1b: Planning and Designing	Unit 2: Files, Formats, and Media	Lesson 2	Incorporating audio and video files into a web page using HTML5 elements	Activity 1		Fully Met
1515 - Embed animated image to a website.	Web Development 1b: Planning and Designing	Unit 2: Files, Formats, and Media	Lesson 4	Developing an animated gif with GIMP	Activity 1		Fully Met
1516 - Examine emerging trends in website design.	Web Development 1b: Planning and Designing	Unit 1: Beautiful Web Design	Lesson 1	Understanding web layout principles, including white space, rule of thirds, the golden ratio and other aesthetic principles	Critical Thinking #4		Fully Met
1518 - Use Search Engine Optimization (SEO) techniques in websites.	Web Development 1a: Introduction	Unit 6: User-Centered Planning and	Lesson 4	Knowing the principles and technical ideas	Critical Thinking #5		

		Project Management		related to search engine optimization			
	Web Development 1b: Planning and Designing	Unit 3: Web Maintenance and Performance	Activity 1	Working with SEO and code adjustments meant to improve search engine results	Activity 1		Fully Met
1519 - Analyze a website analytic report.	Web Development 1b: Planning and Designing	Unit 3: Web Maintenance and Performance	Lesson 3	Describing the role of web analytics, understanding the quality assurance process and how it fits in with analytics and testing, performing web analytics	Critical Thinking #1, 5, Activity 2		Fully Met
1520 - Examine web server technology.	Web Development 1a: Introduction	Unit 5: Web Development Platforms	Lesson 4	Understanding the browser's role in relation to the web server, thinking about browser and server technologies altogether as a "stack" of development tools and strategies, understanding emerging trends in web development platforms	Critical Thinking #5		Fully Met
1522 - Create page sections using the standards of HTML5	Web Development 1b: Planning and Designing	Unit 2: Files, Formats, and Media	Activity 1	Using HTML5 tags in the development of the Bay Smoothies website.	Activity 1		Fully Met
1523 - Implement DIV and SPAN elements to separate content on a webpage.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Lesson 3	Using HTML elements to organize content on a webpage	Activity 1		Fully Met
1524 - Practice proper head container metadata, i.e. title, keywords, description.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Lesson 1	Understanding and applying the importance of <head> for document metadata	Critical Thinking #1		Fully Met

1525 - Publish a website using a content management system.	Web Development 1a: Introduction	Unit 8: Web Project Workflow	Activity	In this activity, students plan the development of a website, including client interview, competitive analysis, wireframe template, startup project repo/files and test plan.	Activity		Fully Met
1526 - Create a website with responsive design.	Web Development 1b: Planning and Designing	Unit 7: The Mobile Web	Activity 2	Incorporating navigation on a mobile-friendly website	Activity 2		Fully Met
1527 - Optimize media for web.	Web Development 1b: Planning and Designing	Unit 2: Files, Formats, and Media	Activity 2	After learning how to optimize various types of media for a web, students practice adding images to a website using HTML.	Activity 2		Fully Met
1528 - Create website elements compatible with touch screens.	Web Development 1b: Planning and Designing	Unit 7: The Mobile Web	Lesson 4	Creating navbars with hamburger menus and other mobile-first design principles such as planning for thumb use on the website	Activity 2		Fully Met
1529 - Create a form.	Web Development 1a: Introduction	Unit 2: Introduction to HTML	Activity 2	After learning how to create forms and add them to webpages, students apply knowledge to create a form for the music producer website development project.	Activity 2		Fully Met
1530 - Analyze and implement use of UX.	Web Development 1b: Planning and Designing	Unit 7: The Mobile Web	Lesson 4	Planning for mobile-friendly design and developing responsive websites	Activity 1		Fully Met
1531 - Analyze and implement use of UI.	Web Development 1b: Planning and Designing	Unit 1: Beautiful Web Design	Lesson 1	Conceptualizing and applying best practice principles of web layout	Critical Thinking #1, 3, 4		Fully Met

1532 - Explore social media integration.	Web Development 1b: Planning and Designing	Unit 2: Files, Formats, and Media	Activity 1	Incorporating social media links in the smoothie company website	Activity 1		Fully Met
1600: Cascading Styles							
1601 - Practice the use of cascading style sheets (CSS) in web development.	Web Development 1a: Introduction	Unit 3: Introduction to CSS	Activity 1, Activity 2	Using CSS to further develop a music producer's website to meet assignment criteria, practicing positioning with CSS	Activity 1, Activity 2		Fully Met
1604 - Implement an ID selector to apply and identify style rules.	Web Development 1a: Introduction	Unit 3: Introduction to CSS	Lesson 2	Distinguishing between ID and class selectors and using them to apply style rules with CSS	Activity 1		Fully Met
1606 - Implement a class selector to apply and identify style rules.	Web Development 1a: Introduction	Unit 3: Introduction to CSS	Lesson 2	Distinguishing between ID and class selectors and using them to apply style rules with CSS	Activity 1		Fully Met
1607 - Create and link a single external style sheet.	Web Development 1a: Introduction	Unit 3: Introduction to CSS	Lesson 1	Differentiating between style sheets and understanding how they are linked and created	Activity 1		Fully Met
1608 - Validate CSS code.	Web Development 1a: Introduction	Unit 3: Introduction to CSS	Lessons 2-4	Writing and validating CSS code	Critical Thinking #2, 3		Fully Met
1609 - Implement an HTML element selector to apply and identify style rules.	Web Development 1a: Introduction	Unit 3: Introduction to CSS	Activity 1	In this activity, students implement selectors in the HTML for their previously worked on website in order to apply style rules.	Activity 1		Fully Met
1610 - Implement external fonts.	Web Development 1b: Planning and Designing	Unit 1: Beautiful Web Design	Lesson 3	Understanding the principles of typography, including how to add and format text for the website.	Activity 1		Fully Met

1700: JavaScript Fundamentals							
1701 - Develop flowcharts to demonstrate program logic and explain object handlers.	Web Development 1a: Introduction	Unit 4: Introduction to JavaScript	Lessons 2-3	Discussing and creating basic JavaScript variables and data structures, such as strings, arrays, and objects	Lab		Fully Met
1702 - Place JavaScript in HTML files internally and externally.	Web Development 1a: Introduction	Unit 4: Introduction to JavaScript	Activity	In this activity, students further improve their website using JavaScript.	Activity		Fully Met
1703 - Construct JavaScript functions.	Web Development 1a: Introduction	Unit 4: Introduction to JavaScript	Lesson 3	Understanding the application of JavaScript functions	Critical Thinking #4		Fully Met
1704 - Write conditional statements and loops in JavaScript.	Web Development 1a: Introduction	Unit 4: Introduction to JavaScript	Lesson 2	Understanding and implementing the principles of arrays, decisions and loops	Critical Thinking #1		Fully Met
1705 - Implement event handlers in HTML files.	Web Development 1a: Introduction	Unit 4: Introduction to JavaScript	Lesson 4	Understanding applications of JavaScript in web development	Activity		Fully Met